

COM 3633 – Professional Presentation

Course Materials Handbook

Prepared by

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for

The University of Texas at San Antonio

Department of Communication

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## SYLLABUS

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### **COURSE OBJECTIVES**

This course facilitates understanding of the fundamentals of professional presentations including information exchange, problem solving, persuasive proposals, and interviewing relevant in business and organizational contexts. Emphasis is placed on the integration of oral presentation with written, graphic, and other media materials. An equally important function of this class is to foster students' insight into their own communication behavior and to develop students' repertoire of behavioral choices so that students are able to apply course-related concepts to their own experience in professional contexts.

Lectures, discussion, classroom exercises, written assignments, oral presentations, and in-class and out-of-class observations will be used to aid the development of knowledge and skills related to the study of communication.

The aim is to merge theory and practice throughout the classroom experience. To this end, we will maintain a stimulating, interactive, open, and friendly classroom environment that fosters self and other insight, critical thinking, intellectual growth and communicative competence.

### **TEXT**

LeBlanc, H. P., III. (2001). Professional Presentation: Course Materials Handbook. San Antonio: Author.

### **POLICIES**

All course requirements must be fulfilled in order to successfully pass the course.

**Students must sign the daily attendance roster.** Incompletes will be given only in very limited cases and only when requested by the Dean of a student's college and cleared by the Department Chair. Please see the attendance policy below.

**Neither cheating nor plagiarism will be tolerated.** Plagiarism is the use of someone else's work, ideas, quotes, etc. without due credit. The penalty for plagiarism or cheating may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction. Please see the University's Student Code of Conduct for information regarding this policy.

All other University policies will be followed.

Please see your Course Materials Handbook for further information on class policies, assignments, and schedule.

## ATTENDANCE AND PARTICIPATION

In order for this course to be a successful learning experience for you, active and committed participation on your part is crucial; therefore, **attendance is mandatory**. Students may miss one (1) class period before points are deducted from the final grade. Two (2) percentage points will be deducted from the final grade for each unexcused absence. For example, if your final score is 81, but you have one unexcused absence, your final grade will be 79. If you are absent, for whatever reasons, you are responsible for obtaining and completing assignments by the due date in order to receive full credit. In general, no make-up assignments, presentations, or exams will be allowed. Make-up assignments will be allowed only in extreme circumstances and according to the following requirements for an excused absence: (a) **documentation** - I must have written proof of reason presented within two days of return to class, (b) **legitimacy** - the reason for absence must be acceptable, such as an authorized University activity, (c) **advance notice** - unless absolutely impossible, students should contact me or leave a message in the main office in advance, and (d) **prior conscientiousness of student** - you must allow me the benefit of the doubt. All assignments are due according to the Schedule of Assignments. Each late assignment will result in a letter grade drop for each class day past the due date. Assignments more than four class days late will receive no credit. No assignments, extra credit or absence documents will be accepted after the last day of class for any reason. Attendance is mandatory at the final exam. Please see the Handbook of Operating Procedures for policies regarding attendance.

## ASSIGNMENTS

**PowerPoint Slides:** Students will create slide presentations utilizing Microsoft PowerPoint. Slides should present information following aesthetic conventions, and include features such as clipart, scanned images, charts and graphs.

**Excel Spreadsheet and Charts:** Students will produce a spreadsheet and related charts based on data that will be provided by the instructor. Students will learn to summarize data and produce findings.

**Speech Analysis:** A formal essay which will analyze and critically evaluate a historical public speech utilizing concepts covered in class is required in the course. The essay must be 750 to 1000 words typed and double-spaced, following the guidelines in the Course Materials Handbook.

**Informative Brief:** Students will be required to create and present an informative speech using technological tools such as computer software, video or photographic slides. The presentation topic may include an organizational strategy, product or process. Submission and approval of a topic in advance is required.

**Persuasive Proposals:** Students will be required to create and present two persuasive speeches using the tools (PowerPoint and Excel) learned in class. The presentation topic for each speech may include an organizational strategy, product or process. Submission and approval of a topic in advance is required.

All presentations will be scheduled in advance. Students are expected to follow the schedule.

A full description of each of these assignments can be found in the Course Materials Handbook, which is located in WebCT, or through the Student Section at <http://www.hpleblanc.com/>.

## DIVISION OF ASSIGNMENTS

PowerPoint Slides #1 (100 pts)

Excel Spreadsheet and Chart (100 pts)

PowerPoint Slides #2 (100 pts)

Speech Analysis Essay (100 pts)

Informative Brief (150 pts)

Persuasive Presentation #1 (200 pts)

Persuasive Presentation #2 (250 pts)

### GRADING SCALE:

91.0 - 100:	A
81.0 - 90.9:	B
71.0 - 80.9:	C
61.0 - 70.9:	D
BELOW 61.0:	F

Grades are earned and will be calculated on a cumulative scale. Grades can be calculated by dividing the raw score of the assignment by the total points possible for the assignment. Grades are calculated using a 1000 point scale. For example, if the total number of points that can be achieved on the Informative Brief is 150, then the assignment is worth 15% of the final grade. Each Slides assignment is worth 100 points. Therefore, a raw score of 76 on the first assignment is 7.6% of the final grade. A score of 82 on the Speech Analysis is 8.2% of the final grade. You may obtain your current grade for assignments in WebCT. Please see the Grade Monitoring Form located in the Course Materials Handbook for more information.

## GRADING RATIONALE

- A** Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.
- B** Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C** Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D** Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives, and methods, and unorganized effort.
- F** Failure to complete assignment during the scheduled time through lack of evident effort.

The Americans With Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require special accommodations, please see a coordinator at Disability Services (MS 2.03.18) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

## REFERENCES

The following books are used for additional materials in the course. Please also see the bibliography of sources available through the Student Section at <http://www.hpleblanc.com/>.

Andrews, J. R., & Zarefsky, D. (1992). Contemporary American voices: Significant speeches in American history, 1945-present. New York: Longman.

Andrews, P. H., & Baird, J. E., Jr. (1986). Communication for business and the professions (3rd ed.). Dubuque, IA: Wm. C. Brown.

Ayers, J., & Miller, M. (1990). Effective public speaking (3rd ed.). Dubuque, IA: Wm. C. Brown.

Bettinghaus, E. P., & Cody, M. J. (1987). Persuasive communication (4th ed.). New York: Holt, Rinehart and Winston.

DeVito, J. A. (1985). Human communication: The basic course (3rd ed.). New York: Harper & Row.

Gaut, D. R., & Perrigo, E. M. (1998). Business and professional communication for the 21st century. Boston: Allyn & Bacon.

Hopper, R., & Whitehead, J. L., Jr. (1979). Communication concepts and skills. New York: Harper & Row.

Jeffrey, R. C., & Peterson, O. (1989). Speech: A basic text (3rd ed.). New York: Harper & Row.

Larson, C. U. (1973). Persuasion: Reception and responsibility. Belmont, CA: Wadsworth.

Nelson, P. E., & Pearson, J. C. (1984). Confidence in public speaking (2nd ed.). Dubuque, IA: Wm. C. Brown.

Roloff, M. E., & Miller, G. R., (Eds.). (1980). Persuasion: New directions in theory and research. Beverly Hills: Sage.

Ross, R. S. (1983). Speech communication fundamentals and practice (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Smith, M. J. (1982). Persuasion and human action: A review and critique of social influence theories. Belmont, CA: Wadsworth.

Verderber, R. F. (1991). The challenge of effective speaking (8th ed.). Belmont, CA: Wadsworth.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Course Outline. Using Course Materials.

- Using WebCT and Online Course Resources.
- Networking exercise.

Week Two: Using Computers for Development of Visual Aids.

- PowerPoint Slides Assignment #1.
- Excel Spreadsheet and Charts Assignment.

Week Three: Analysis of Speech Delivery Techniques.

- PowerPoint Slides Assignment #1.
- Speech Analysis Assignment.

Week Four: Business Presentation Skills.

- Informative Brief Assignment.

Week Five: Persuasion.

- Persuasive Proposal Assignment #1.

Week Six: Final Exam Week.

- Persuasive Proposal Assignment #2.

LIST OF IMPORTANT DATES

- July 5: Classes begin.
- July 9: Final date for adding the course.
- July 10: PowerPoint Slides Assignment #1 due.
- July 11: Final date for dropping the course without receiving a grade of “W”.
- July 12: Excel Spreadsheet and Charts Assignment due.
- July 17: PowerPoint Slides Assignment #1 due.
- July 19: Speech Analysis essay due.
- July 25: Final date for dropping course. First round of Informative Briefs due.
- July 26: Second round of Informative Briefs due.
- July 31: First round of Persuasive Proposal Assignment #1 due.
- August 1: Second round of Persuasive Proposal Assignment #1 due.
- August 6: First round of Persuasive Proposal Assignment #2 due.
- August 8: Second round of Persuasive Proposal Assignment #2 due.
- August 13: Final grades due.

Dates for class activities are tentative and may be moved to accommodate any events that may occur. However, the dates for the Persuasive Proposal Assignment #2 will not be altered. No class assignments will be accepted past the last day of class. Please see the policies regarding attendance in the Course Syllabus. We will meet during the Final Examination period for this section.

STUDENT INFORMATION REQUEST FORM

On an index card, or through the Student Section at <http://www.hpleblanc.com/>, please supply the following information:

1. Your full name:
2. The name you go by:
3. Your e-mail address:
4. Course:                      Professional Presentation      Research Methods
5. Classification:              Freshman    Sophomore    Junior    Senior    Other
6. College or program:
7. Major:
8. Academic interests other than your major:
9. Is this course required for your major?                      Yes / No
10. Taken any previous Psychology courses?                      Yes / No
11. Taken any previous Sociology courses?                      Yes / No
12. Taken any previous Communication courses?                      Yes / No
13. If yes, which:      Public Speaking    Interpersonal    Business    Performance    Other
14. Unique attributes: (List three things that describe you.)
15. Hobbies:
16. Hometown:              State:              Country:
17. What do you hope to learn from this course?
18. Finally, what do you expect of me as an instructor?

GRADE MONITORING FORM

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

ATTENDANCE AND PARTICIPATION:

Number of Unexcused Absences (see syllabus): \_\_\_\_\_ (multiplied by -20) = - \_\_\_\_\_  
Date Absent: (Each unexcused absence is worth 2 percentage points)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GRADING SCALE:

91.0 - 100: A  
81.0 - 90.9: B  
71.0 - 80.9: C  
61.0 - 70.9: D  
BELOW 61.0: F

POWERPOINT SLIDES ASSIGNMENT #1:

Total: \_\_\_\_\_ Possible: 100

EXCEL SPREADSHEET AND CHART ASSIGNMENT:

Total: \_\_\_\_\_ Possible: 100

POWERPOINT SLIDES ASSIGNMENT #2:

Total: \_\_\_\_\_ Possible: 100

SPEECH ANALYSIS ESSAY:

Total: \_\_\_\_\_ Possible: 100

INFORMATIVE BRIEF:

Total: \_\_\_\_\_ Possible: 150

PERSUASIVE PROPOSAL #1:

Total: \_\_\_\_\_ Possible: 200

PERSUASIVE PROPOSAL #1:

Total: \_\_\_\_\_ Possible: 250

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FINAL: Subtotal: \_\_\_\_\_

ATTENDANCE: \_\_\_\_\_

FINAL GRADE: **Total:** \_\_\_\_\_ Possible: 1000 Percent: \_\_\_\_\_ Grade: \_\_\_\_\_

## POWERPOINT SLIDES ASSIGNMENT #1

Objective: To demonstrate the use of computer-aided visual aids for use in a publicly delivered speech, and to familiarize students with basic concepts of rhetorical design.

Directions: You will create 5 PowerPoint slides with text and clip art inserts (end with blank slide, not counted as one of the five). You will need to select and use formatting options, transition and animation tools, color schemes, font sizes, etc. Your slides should present some information of substance -- you'll use these as practice in class. The slides must conform to basic presentation and aesthetic guidelines listed under Using Presentation Software in the Course Materials Handbook, as well as the following:

1. Dark background with light font
2. Absolute minimum of 36 font at all times, avoid shadow effect, use italics sparingly
3. Each slide should have a transition
4. Each line of text should animate unless there is a very good reason not to animate.
5. No spelling or other grammatical errors

Submit the presentation on zip disk or as an e-mail attachment using the following file naming protocol: FLastname1.ppt (as in PLeBlanc1.ppt).

## EXCEL SPREADSHEET AND CHART ASSIGNMENT

Objective: To demonstrate the use of computer-aided data manipulation software for use in the creation of visual aids for a publicly delivered speech.

Directions: You will be given data to be formatted into an MS Excel spreadsheet. You are to format the data into appropriately labeled rows and columns, and create a chart based on the criteria below:

1. Calculate count (# of total responses), sum, and average for each column. Label each category.
2. Highlight the average for each column with a label, darkened cell outline, and different font color from the black data.
3. Be sure the font size is the same as the remainder of the sheet.
4. Select and create a chart to display, compare, and contrast the appropriate averages across groups. Create this chart on worksheet 2 and enlarge to a full screen image that could be sent (and seen!!) over a video network (i.e. correct font sizes and color schemes for PowerPoint).
5. Be sure to use a proper legend and labels for the x and/or y axes.
6. Note: this chart will require some abbreviation and clever formatting.

Submit the presentation on zip disk or as an e-mail attachment using the following file naming protocol: FLastname2.xls (as in PLeBlanc2.xls).

## POWERPOINT SLIDES ASSIGNMENT #2

Objective: To demonstrate the use of computer-aided visual aids for use in a publicly delivered speech, and to familiarize students with the combination of various tools for integrated presentation.

Directions: You will create 10 PowerPoint slides with text and clip art inserts, as described in slide assignment #1. In addition you will also need to import an Excel chart and use a scanned image as part of the presentation. The content of these slides should begin preparation for Persuasive Proposal 1 as follows:

1. Write a goal statement for YOURSELF -- what specifically do you want your speech to accomplish? Be sure there is a clear expectation here of what you expect from your audience.
2. Identify and briefly describe the intended target audience.
3. Identify the problem to be solved, or the enhancement to be achieved.
4. List the goals, objectives, and major strategies and tactics you will use in the speech to accomplish your goal and persuade the audience.
5. The excel chart can use any relevant data, and should conform to the PowerPoint slide format guidelines.

Submit the original of the scanned image (or copy of); as well as the presentation on zip disk or as an e-mail attachment using the following file naming protocol: FLastname3.ppt (as in PLeBlanc3.ppt).

## SPEECH ANALYSIS ESSAY ASSIGNMENT

Objective: To demonstrate the use and effects of rhetorical devices in a publicly delivered speech, and to familiarize students with basic communication research.

Directions: This essay assignment requires reflection and analysis based on observation of a video-taped publicly delivered speech utilizing concepts covered in class. Several examples of historical speeches will be shown in class. You will be required to choose one of the aired speeches for your essay. Also, you will find on the following pages a non-exhaustive List of Historical Speeches that may be of interest to you as well. Many other public speeches may be of particular interest to you in relation to your chosen field of study.

When analyzing a speech, context, content and delivery must be considered. Therefore, this critique must include the following topics, as discussed in class:

1. **Speaker and Subject Identification:** (a) biographical background of the speaker and credibility in subject area, (b) identification of the subject and the relationship of subject to the speaker.
2. **Audience and Occasion Analysis:** (a) a description of the occasion for the speech, including why you chose to observe the speech, and (b) a description of the audience following the Guidelines for Conducting an Audience Analysis located in the Course Materials Handbook.
3. **Structure of the Speech:** (a) identify the general and specific purposes, (b) identify the central idea, (c) identify the main points and supporting materials, and (d) describe the organization and development of ideas and the adequacy of the introduction and conclusion.
4. **Delivery of the Speech:** (a) identify and critique the vocal delivery techniques including use of language and transitions, and (b) identify and critique the physical delivery techniques including use of visual aids and body movement.
5. **Effectiveness of the Speech:** (a) critique the audience response to the speech, and (b) analyze the overall effectiveness of the speech.

You will be given a standard speech critique sheet to assist your note taking for this assignment. This assignment should be written in formal essay style and should be typed (1000 - 1250 words) not including the title and reference pages. Consider the work as an extension of the self: be as professional as possible. For example, turn in work that one would be proud to use as a basis for future employment.

Evaluation of the paper will be based on these criteria:

1. Treatment of Topic (as described above). 50%
2. Mechanics and Delivery (grammar, spelling, neatness, title page). 20%
3. Organization (introduction, body--including length, conclusion). 30%

The paper should consist of approximately eighty percent argument based on personal observation and twenty percent definitions of the concepts from class to support or refute your argument. The balance between definitions and personal observation will be considered under Treatment (1). Mechanics and Delivery (2), and Organization (3) will be assessed in accordance with Tips for Writing Essays and Research Reports. A late penalty of 10% will be assessed for each day past the due date. Please also see the Sample Criticism Essay located in the Course Materials Handbook for assistance in the development of your essay.

General suggestions for conducting a rhetorical criticism:

1. **Be Precise** - Accurately assess statements by taking notes about what was said in the speech. Do not rely entirely on the opinions of previous critics or scholars. Use your own ability to observe and think critically about the rhetorical devices used.
2. **Be Objective** - Consider the context of the speech including your expectations and the expectations of the audience. Or, consider the history of the time in which the speech was delivered for historical speeches.
3. **Be Sincere** - Have a genuine desire to improve your knowledge about the purpose and effect of the speech, as well as your own choices of communication strategies for speaking publicly.

The goal of this essay, as in the class, is to increase your awareness of your own and others communication behaviors in the context of public address. Do not use this assignment to vent your frustrations about the topic or content of a speech with which you strongly disagree. Be honest!

## INFORMATIVE BRIEF ASSIGNMENT

Objective: To learn the basic techniques for effectively presenting information publicly.

Directions: This public speaking assignment requires a description of an object or concept, relevant to a business context. For example, you may describe a object you have utilized, or a concept (i.e., a design principle) you have mastered. Submission and approval of a topic in advance is required. Furthermore, visual aids should incorporate 3 PowerPoint slides, of the form developed for the first assignment.

Evaluation of this assignment will be based on these criteria for a speech to inform (100 pts):

1. Allotted Time: (4-5 minutes, -1pt per +/-:30, 5 pts total)
2. Eye Contact: (5 pts)
3. Extemporaneous Delivery: (10 pts)
4. Topic Selection Relation to Audience: (20 pts)
5. Organization:
  - a. Preview: (15 pts)
  - b. Main Points: (25 pts)
  - c. Summary: (10 pts)
6. Visual Aids: unobtrusiveness, handling (20 pts)
7. Overall Effectiveness: (10 pts)
8. Outline:
  - A. Organization: (10 pts)
  - B. Thoroughness: (10 pts)
  - C. Citation of Sources: (10 pts)

In addition, 10% will be subtracted for each day past the due date.

The presentation should reflect your expertise on the subject. However you must consider the knowledge base of the audience. The material should be presented in a manner that can be understood by non-experts. To further assist the development of the presentation, please see the Outline for a Speech, and the Speech Preparation Checklist in the Course Materials Handbook.

You are required to turn in, on the day of presentation, a hard copy of the speech preparation outline of the form specified on the Outline for a Speech. The outline should be in complete sentence form as described in class.

## PERSUASIVE PROPOSAL ASSIGNMENT #1

Objective: To learn basic techniques for publicly persuading an audience effectively.

Directions: This public speaking assignment requires research of a process or product. For example, you may present a sales pitch for a product. This assignment should be focused toward a friendly audience. Therefore, you will research a subject, then organize and present a one-sided persuasive argument about the subject to the class. Submission and approval of a topic in advance is required. Furthermore, visual aids should incorporate 5 PowerPoint slides, of the form developed for the second assignment.

Evaluation of this assignment will be based on these criteria for a speech to persuade (200 pts):

1. Allotted Time: (5-6 minutes, -1 pt per +/-:30, 5 pts total)
2. Eye Contact: (5 pts)
3. Extemporaneous Delivery: (10 pts)
4. Topic Selection Relation to Audience: (20 pts)
5. Organization:
  - a. Preview: (15 pts)
  - b. Main Points: (25 pts)
  - c. Summary: (10 pts)
6. Content:
  - a. Citation of Sources (one per main point): (10 pts)
  - b. Quality of Sources: (10 pts)
7. Dramatic Delivery:
  - a. Body Delivery: posture, movement, vitality, facial expression: (10 pts)
  - b. Vocal Delivery: loudness, rate, emphasis, variety: (10 pts)
8. Visual Aids: unobtrusiveness, handling (30 pts)
9. Overall Effectiveness: (10 pts)
10. Outline:
  - A. Organization: (10 pts)
  - B. Thoroughness: (10 pts)
  - C. Citation of Sources: (10 pts)

In addition, 10% will be subtracted for each day past the due date.

As with the informative brief assignment, the presentation should reflect your expertise on the subject, while considering the knowledge base of the audience. As well, you are required to turn in, on the day of presentation, a hard copy of the full-sentence speech preparation outline. You **MAY NOT** rely on the world wide web (the internet) for your research sources. Please see other materials in the Course Materials Handbook for further assistance.

## PERSUASIVE PROPOSAL ASSIGNMENT #2

Objective: To learn advanced techniques for publicly persuading an audience effectively.

Directions: This public speaking assignment requires research of a process or product. This assignment should be focused toward a mixed audience. Therefore, you will research a subject, then organize and present a two-sided persuasive argument about the subject to the class. Submission and approval of a topic in advance is required. Furthermore, visual aids should incorporate 5 PowerPoint slides, of the form developed for the second assignment.

Evaluation of this assignment will be based on these criteria for a speech to persuade (250 pts):

1. Allotted Time: (7-8 minutes, -1 pt per +/-:30, 5 pts total)
2. Eye Contact: (5 pts)
3. Extemporaneous Delivery: (10 pts)
4. Topic Selection Relation to Audience: (20 pts)
5. Organization:
  - a. Preview: (15 pts)
  - b. Main Points: (25 pts)
  - c. Summary: (10 pts)
6. Content:
  - a. Citation of Sources (two per main point): (20 pts)
  - b. Quality of Sources: (10 pts)
  - c. Perspective: pro and con: (10 pts)
7. Argument:
  - a. Logical: (10 pts)
  - b. Lack of fallacious reasoning: (10 pts)
8. Dramatic Delivery:
  - a. Body Delivery: posture, movement, vitality, facial expression: (10 pts)
  - b. Vocal Delivery: loudness, rate, emphasis, variety: (10 pts)
9. Language Style:
  - a. Clarity: (5 pts)
  - b. Vividness/descriptiveness: (5 pts)
10. Visual Aids: unobtrusiveness, handling (30 pts)
11. Overall Effectiveness: (10 pts)
12. Outline:
  - A. Organization: (10 pts)
  - B. Thoroughness: (10 pts)
  - C. Citation of Sources: (10 pts)

In addition, 10% will be subtracted for each day past the due date.

The requirements of this assignment, with the exceptions noted above, are the same as previous assignments. Turn in your outline on the day of your presentation. You MAY NOT rely on the world wide web (the internet) for your research sources. Please see other materials in the Course Materials Handbook for further assistance.

## TIPS FOR WRITING ESSAYS AND RESEARCH REPORTS

This quick reference may be useful for helping writers catch common problems. This quick reference should not supplant a style manual to which writers (including students) should have access. The most common style manuals currently in use by researchers and writers in the fields of Communication, Psychology, Sociology, and Education are:

American Psychological Association. (1991). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Gibaldi, Joseph, and Walter S. Achert. MLA Handbook for Writers of Research Papers. 3rd ed. New York: The Modern Language Association of America, 1988.

The APA manual (the first reference above) is by far the most common, and it is the style manual used by journals in the social sciences. The references above are typed in the form appropriate for the manual to which they refer. For example, the reference for the APA manual is typed in APA style, whereas the reference for the MLA manual is typed in MLA style. For purposes of social scientific research, preference should be given to APA style. All of the following examples will be given in APA style, which is required for this course.

### Common Errors:

1. Typographical errors: please proofread your paper. It would serve you well to organize your time in such a way as to give yourself ample time to proofread before the paper due date. If you are using a computer or word processor, this process will go much quicker. However, do not rely on the word processing program's spell checker to do your proofreading. Spell checkers only check spelling, they do not check context or usage (See number two below). Sometimes it may be helpful to read the paper out loud to catch phrases that do not sound correct.
2. Proper usage: be sure to use the proper word within the context. The most common usage problems involve the words: (a) of / have, (b) affect / effect, (c) accept / except, (d) then / than, (e) no / know, and (f) to / too / two, etc. These errors may be considered misspellings.
3. Agreement: be sure that subjects and verbs within sentences agree in number. Plural verbs should be used with plural subjects. Also, be sure that personal pronouns agree in number with their antecedents.
4. Bigoted language: try to avoid the use of terms which might offend your audience. Audience analysis is important to achieve the goal of communicating ideas. The use of sexist, racist, or otherwise bigoted language may offend the audience and sabotage your goal as a communicator.
5. Use of the apostrophe ('): do not use contractions in a formal paper, unless they are used in a direct quote. Apostrophes should only be used in formal papers to signify a possessive, such as Jeff's car, the Jones' yard, etc. (*It's* is a contraction of *it is*. *Its* is the possessive of *it*.)

6. Sentence structure: avoid run-on or fused sentences, comma splices, incomplete sentences or sentence fragments, and otherwise awkward constructions:
- a) A run-on is a construction which contains more than one complete thought, such as several clauses strung together without the proper conjunctive or punctuation.
  - b) A comma-splice occurs when two complete sentences are connected by a comma.
    - with a conjunction (and, but, or, for, nor, so, yet):  
[independent clause], and [independent clause].
    - without a conjunction:  
[independent clause]; [independent clause].
  - c) Incomplete sentences or sentence fragments occur when any one or more of the following components are missing: (A sentence should convey a complete thought.)
    - subject
    - predicate (verb)
    - the idea which the sentence is attempting to convey.
  - d) Awkward constructions occur when the order of components gets in the way of conveying a thought. This occurs most frequently with misplaced modifiers, prepositional phrases, and unclear (vague or ambiguous) references.
7. Tense: use the proper tense, and do not switch tense within a sentence or paragraph unless context demands the switch of tense.
8. Quoting: be sure to quote accurately, and place quotation marks in their proper location in relation to other punctuation. For example, quotation marks should be placed after the period.

Writing Tips:

1. Avoid passive voice: minimize the use of "to be" verbs. Use action verbs.
2. Keep one main idea per paragraph. The paragraph should begin with the thesis statement. Sentences following the thesis statement should modify the thesis. The last sentence should serve as a transition to the next paragraph. This tip implies that paragraphs should contain more than one sentence.
3. Do not use slang, colloquialisms, or clichés in a formal paper (unless in a direct quote).
4. Do not address your reader directly in a formal paper through the use of the second person pronouns *you*, *your*, or *yours*, or indirectly through the use of the first person plural pronouns *we*, *our*, *ours*, or *us*. The author of a paper can never have enough evidence to make claims about all others, including the audience of the paper. (Formal papers are not for giving advice or prescribing behavior.)
5. Use parallel construction within sentences, paragraphs, and the paper as a whole. Do not be afraid to refer back to a statement made earlier in the paper, either directly or indirectly.
6. Do not split infinitives. Modifiers should be placed before or after the "to be" verb form.

Structure of Essays:

Essays such as the Relationship Analysis Essay should follow the basic structure of an argument. This structure requires an introduction in which the thesis of the paper is set forth, a body in which the evidence is presented, and a conclusion in which the argument is summarized. For relationship analysis, the majority of evidence should be from personal experience. This evidence should describe personal attitudes and not make attributions about the other.

1. The introduction should include:
  - a. a setting of context: briefly describe the background information necessary for understanding the thesis statement.
  - b. a statement of the thesis which is to be proved.
  - c. the definition of terms used in the thesis statement.
2. The body should include:
  - a. evidence from research (see below).
  - b. evidence from personal experience.
  - c. a synthesis of the two forms of evidence.
3. The conclusion should include:
  - a. a restatement of the thesis.
  - b. a brief description of the evidence presented in the body.
  - c. a concluding statement affirming the thesis statement given the evidence.

The Use of Evidence in Research:

When writing an essay or research paper, evidence will be required to provide proof for declarative statements, or statements of fact. However, not all evidence may be appropriate or valid. The use of evidence in research papers must follow basic the guidelines of source credibility. Evidence, sources of factual information, must be objective, reproducible, and accepted by experts in the field of inquiry. In general, evidence is considered credible when the source of the evidence is considered trustworthy by a consensus of people. For example, scientific evidence must be presented to the community of scholars within the discipline, or field of study, for discussion and possible refutation. For these reasons, research requires careful consideration of the sources of factual information. There are three basic types of evidence: examples, authority, and statistics. (See the table below for a description of these basic types).

Type	Definition	Characteristics	Test of Validity
Examples	case studies or hypothetical instances	1. difficult to generalize 2. provides strong identification 3. adds good will	Is it a typical case?
Statistics	numerical measure of scope or frequency of occurrence	1. easy to generalize 2. limits identification 3. adds expertise	Is the methodology sound? Is the sampling adequate?
Authority	Expert testimony which interprets and draws conclusions, or witness testimony which provides facts	1. depends on authority's expertise 2. depends on witness's trustworthiness 3. depends upon audience perception of source	Is the expert qualified in this area? Is the witness biased in any way?

For sources of evidence, several questions should be asked when assessing the credibility of the source (Ormondroyd, Engle, & Cosgrave, 1999):

1. Author: Who is the author? What are the author's credentials? Is this author cited in other articles within the discipline of study? Is the topic of the article within the author's field of expertise?
2. Date of Publication: When was the article published? Is it timely? Is this the first edition or a later revision?
3. Publisher or Title of Journal: Who is the publisher? Is the article refereed or edited by experts in the field? Is the research found in a credible source?
4. Audience: Who is the intended audience of the article?
5. Objectivity: Is the evidence presented valid and reliable? Can the evidence be verified? Is the evidence free of bias?
6. Coverage: Does the evidence corroborate other sources? Does it add to the body of knowledge in the field of study? Is the source primary or secondary in nature?
7. Structure: Does the article follow a logical structure? (See the Sample Organizational Research Report and Outline for a Research Report in the Course Materials Handbook).
8. Evaluation: Is the article reviewed or evaluated by other experts? What is the consensus of expert opinion on the evidence presented in the article?

Research begins with a review of literature on the topic. The search for information on a topic may start with class notes or references in the course textbook. Once a topic has been located in the subject index of a book (such as your textbook), a citation of an outside source may accompany the information on the topic.

#### Use of the Internet for Conducting Research:

The internet, and more specifically the World Wide Web, provides students and scholars many conveniences previously unavailable for conducting research. The convenience is allowed courtesy of the vast amounts of information and the software, or search engines, available for accessing that information. However, the information available on the internet is not always credible. The lack of credibility of internet sources is attributable to the fact that anyone can post or publish information on the internet. (See discussion above on the credibility of evidence). Therefore, special precautions should be taken when accessing and using internet information.

Credible sources on the internet will provide, minimally, information regarding the author, the date of publication, the publisher, and the URL (internet address). Sources which do not provide this basic information should be avoided.

Once a credible source has been located on the internet, the author and date of the source should be cited in the text following the same guidelines specified for traditional paper sources as demonstrated on the next page. The source must also be listed on the reference page. According to the APA, the form of the reference should be:

Author. (Date of Publication). Title. Location: Publisher. (or Journal, Volume, Page(s) for online journals). Date and URL where article was retrieved.

For example, the article by Ormondroyd, Engle, and Cosgrave which was cited in the section titled *The Use of Evidence in Research* would be:

Ormondroyd, J., Engle, M., & Cosgrave, T. (1998). How to critically analyze information sources. Cornell, NY: Cornell University, Olin Kroch Uris Libraries, Reference Services Division. Retrieved December 12, 1999 from the World Wide Web:  
<http://www.library.cornell.edu/okuref/research/skill26.htm>

The information regarding how to cite internet sources was taken from:

Electronic reference formats recommended by the American Psychological Association. (1999, November 19). Washington, DC: American Psychological Association. Retrieved December 12, 1999 from the World Wide Web: <http://www.apa.org/journals/webref.html>

#### Specific Tips for Papers in H. Paul LeBlanc's Classes:

1. Do not use any form of folder or other device for holding the paper. Use a staple in the upper, left-hand corner only.
2. Use a 10 or 12 point font only. The font may measured by point size or characters per inch. Monospaced type such as *Courier*, or type on a typewriter (Pica or Elite) is measured by characters per inch: 10 cpi is normal. Proportionally spaced type such as Times New Roman (the font on this handout) or *Arial* is measured by point size: 12 pt is normal.
3. Use a title page following the guidelines specified on the next page. Graphics (including special fonts for the title) on the title page are not necessary and do not enhance the quality of the paper.
4. Use page numbers. Placement of page numbers should follow the style manual guidelines.
5. Use left justification only. Fully-justified text creates large spaces between words which may make the paper hard to read. Also, avoid large spaces between words: neatness counts.
6. Do not place the first or last line of a paragraph on the bottom or top of the page. The command for controlling this is referred to as widow/orphan control in most word processors.
7. Make use of other materials such as the List of Communication Research Journals and the Sample Analysis Essay located in the Course Materials Handbook to help in writing.

**AUTHOR-DATE CITATION**

Insert the last name of the author and year of publication in

SAMPLE CRITICISM ESSAY

Title (ex: The Use of Metaphor in  
M. L. King Jr.'s 'I Have a Dream')  
Student Name (ex: H. Paul LeBlanc III)

Course Name (ex: SPCM 2060 Section 1)  
Course Instructor (ex: Dr. LeBlanc)  
Due Date (ex: March 22, 2001)

Student Last Name and Page Number (i.e. LeBlanc 1)

The Use of Metaphor in

M. L. King Jr.'s 'I Have a Dream'

On August 28, 1963, Dr. Martin Luther King Jr. delivered the final speech for the March on Washington for Jobs and Freedom on the steps of the Lincoln Memorial. King was viewed by many as the symbolic leader of the Civil Rights Movement at that time (Rohler, 1993)<sup>1</sup>, having for example organized and led the Southern Christian Leadership Conference and several marches including the fifty mile march from Selma to Montgomery Alabama in Spring of 1963 (Andrews & Zarefsky, 1992)<sup>2,3</sup>

Over 200,000 people were in attendance at the march in Washington, DC. Historical accounts of the event describe the march as peaceful and without confrontation (Rohler, 1993), which is noteworthy considering the violent reactions of both police and civilians of other marches, such as the one in Selma Alabama. The immediate audience was comprised of a heterogeneous mixture of race, age, gender, occupation, and

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socio-economic status. However, the people in attendance were, for the most part, marching with a common purpose and therefore were primarily homogeneous in their disposition toward the topic of civil rights, the occasion of the march, and the speaker Martin Luther King Jr.

The speech was also broadcast on television and radio. Several million people were estimated to have heard the speech live in mediated format (Lucas, 1998)<sup>4</sup>. This larger audience may not have been as homogeneous in disposition as that gathered in Washington. However, my parents were among that audience, and their recollection of the events surrounding the speech, as well as the speech itself and its historical significance, are what prompted me to view it on videotape years later.<sup>5</sup>

The general purpose of the speech was to influence the beliefs of the audience and subsequently all Americans regarding the need for civil rights. More specifically, King wanted to call to mind the promise of the American Dream,

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and to call Americans to their ethical and moral obligation to guarantee to all Americans the ability to achieve that dream through the protection of civil rights and liberties. He accomplished these purposes by equating the American Dream with his own personal dream for himself and his country. Thus, his "I have a dream" metaphor was to take on the quality of universality.

King began his speech by making reference to a well-known historical event, the signing of the Emancipation Proclamation by Abraham Lincoln, under the shadow of the Lincoln Memorial, and describing that event as a promise of freedom for African-Americans. He proceeded by describing the current state of affairs as a promise broken. He gave numerous examples of how the nation has not lived up to that promise, or to the ideals for which it was founded, by denying civil rights to all Americans. For instance, he cited examples of police brutality, racial segregation, and obstruction of voting rights.

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References

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- The text of these speeches can be found in:
- Andrews, J. R., & Zarefsky, D. (1992). Contemporary American voices: Significant  
speeches in American history, 1945-present. New York: Longman.
- Rohler, L., & Cook, R. (1993). Great speeches for criticism and analysis (2nd ed.).  
Greenwood, IN: Alistair.

## GUIDELINES FOR CONDUCTING AN AUDIENCE ANALYSIS

The following represents the type of questions regarding the target audience that should be

## OUTLINE FOR A SPEECH

### I. Introduction

- A. Statements to arouse attention: \_\_\_\_\_
- B. Statements to motivate attention: \_\_\_\_\_
  - 1. Relate the speech topic to the audience: \_\_\_\_\_
  - 2. Show relationship between speaker and topic: \_\_\_\_\_
- C. Statements to orient audience to central idea: \_\_\_\_\_  
and to motivate intelligent listening: \_\_\_\_\_
  - 1. State central idea in a concise (10 words or less), declarative sentence:  
\_\_\_\_\_
    - a. Clarify definitions if necessary: \_\_\_\_\_
    - b. Cite brief history of topic if necessary: \_\_\_\_\_
  - 2. Preview your main points in concise, declarative sentences: \_\_\_\_\_
  - 3. Transition to the body of the speech: \_\_\_\_\_

### II. Body of Message

- A. State first main point exactly as phrased in the preview: \_\_\_\_\_
  - 1. State first subordinate point: \_\_\_\_\_
    - a. Provide amplification through examples, analogies, statistics, etc.: \_\_\_\_\_
  - 2. State second subordinate point: \_\_\_\_\_
    - a. Provide amplification: \_\_\_\_\_
  - 3. Restate the first main point and transition to next point: \_\_\_\_\_
- B. State second main point exactly as phrased in the preview: \_\_\_\_\_
  - 1. State first subordinate point: \_\_\_\_\_
    - a. Provide amplification: \_\_\_\_\_
  - 2. State second subordinate point: \_\_\_\_\_
    - a. Provide amplification: \_\_\_\_\_
  - 3. Restate the second main point and transition to next point: \_\_\_\_\_
- C. State subsequent main points as above and transition to the conclusion: \_\_\_\_\_

### III. Conclusion

- A. Provide a summary by briefly restating the main points: \_\_\_\_\_
- B. Restate the central idea: \_\_\_\_\_
- C. Provide a final statement of closure: \_\_\_\_\_

### SPEECH PREPARATION CHECKLIST

1. Is the speech topic accurately, clearly, and succinctly narrowed?
2. Is the central thought clearly stated in a simple declarative sentence?
3. Is the specific objective related properly to the major objective?
4. Does the speech contain a major objective? Can that objective be stated clearly in one sentence?
5. Are the major divisions stated in complete sentences?
6. Is there appropriate, adequate supporting material in the speech?
7. What objections could be raised about the arguments and evidence used in the speech?
8. Does the speech move smoothly from one idea to another?
9. Is the introduction attention getting and does it introduce the speech to the listeners?
10. Are you prepared to deliver the speech through constant practice?
11. Do you have a sense of excitement and enthusiasm for presenting the speech?

#### Body

1. Have the correct outline mechanics been used?
2. Does the body develop the proposition?
3. Do the major points actually divide the subject?
4. Does each major point show up clearly in the body?
5. Has each major point been written as a complete sentence?
6. Are the major points in the best possible order?
7. Have the major points been written in a consistent grammatical form?
8. Has the number of divisions been limited?
9. Are the major points balanced?
10. Are the relationships between the various divisions of the speech clear?
11. Does the content of each paragraph of supporting material actually support its main division?
12. Do the ideas flow naturally and logically?
13. Have you used transitions and posts?
14. Have you varied the kind of supporting materials used?
15. Has the illustrative material been presented directly?

#### Introduction

1. Has the first sentence been worked out carefully?
2. Is the first sentence the very best one you can write?
3. Have the first few sentences of the introduction been written as relatively short ones?
4. Does the introduction arouse interest?
5. Does the introduction take into account the importance of audience adaptation?
6. Is the introduction related in a direct and unmistakable way to the body of the speech?
7. Does the introduction give credibility to the speaker and the subject?
8. Have you worked out a smooth, clear transition from the introduction to the body of the speech?
9. Has the introduction been written to use only about 10 to 15 percent of the total speech time?

### Conclusion

1. Does the conclusion reinforce the purpose of the speech?
2. Does the conclusion bring the speech psychologically to an end for the speaker and the audience?
3. Does the conclusion clearly reveal and stress the specific purpose of the speech?
4. Has the conclusion been written without new material being given to the audience?
5. Does the conclusion contain about 10 percent of the total speech time?
6. Have you made sure that you have not included phrases like "thank you," or "thank you for your attention."

### Style

1. Has the speech been prepared so that it is clear from beginning to end?
2. Have you used correct language?
3. Does the speech have force and impact?
4. Have you achieve concreteness in your style?
5. Is the language vivid?
6. Have you avoided triteness, clichés and hackneyed language?
7. Have you used variety in language and sentence structure?
8. Have you made effective use of repetition?
9. Have you used parallelism?
10. Have you used figures of speech, similes and metaphors?
11. Is your style appropriate to the purpose and message, the listeners and the occasion?
12. Has your speech been prepared so as to have appeal from beginning to end?

**REMEMBER TO PREPARE THE BEST SPEECH POSSIBLE. THEN THERE IS ONLY ONE REMAINING FUNCTION: PRACTICE, PRACTICE, PRACTICE . . . AND THEN PRACTICE SOME MORE.**

\* These notes were developed by B. Coates, (former) Basic Course Director, Department of Speech Communication, Louisiana State University, Baton Rouge.

## USE OF TRANSITIONS

Transitions are ways to tell the audience: "I'm moving on to a another topic." The easiest and shortest type of transition is the one-word transition such as:

next, now, further, also, similarly, likewise, furthermore, so, therefore,  
consequently, less, certainly, yet, still, nevertheless, besides, first, second, third,  
finally, lastly, additionally

Single-word transitions are risky since listeners who are not totally attentive may miss them. Transitional phrases are longer and more likely to be heard by your audience. Some examples of transitional phrases are:

In the first place. . .	Parallel with that. . .
The first step. . .	Comparable with that. . .
The first matter we should discuss. . .	More important. . .
It follows, then. . .	In the same category. . .
In connection with this. . .	Add to this. . .
Concerning this. . .	Next in importance. . .
With respect to this. . .	In addition to. . .
For example. . .	Because of this. . .
Related to this. . .	Best of all. . .
To summarize. . .	At the same time. . .
An illustration of this. . .	As a result. . .
We have traced. . .	On the other hand. . .
A case in point would be. . .	For this reason. . .
Up to this point. . .	This is to be explained by. . .
As we have seen. . .	

Signposts and summaries can be useful connections that act in going from one idea to another. Some examples of signposts and summaries of this type are:

a. Preliminary summaries:

Today, I am going to talk about three aspects of. . .  
There are four major points to be covered in. . .  
The history of the issue can be divided into two periods. . .

b. Final summaries:

I have talked about three aspects of. . .  
These four major points — [restate them] — are. . .  
The two periods just covered — [restate them] — represent the significant. . .

\* Note: the preliminary and final summaries are parallel.

c. Signpost transitions:

In the first place. . . The second point is. . .	What was the result?. . .
In addition to. . . Notice that. . .	Turning now to. . .
Now look at it from a different angle. . .	
You must keep these three things in mind in order to understand the importance of the fourth. . .	

The preceding signposts are neutral — they tell the audience that another idea is coming. You can improve the clarity and coherence of your message by being more precise about such relationships as:

Not only. . . but also. . . [parallel]  
More important than these. . . [hierarchical]  
In contrast. . . [difference]  
Similar to this. . . [similarity]  
One must consider x, y, and z. . . [coordinated]  
On the next level is. . . [subordinated]

Transitions are not elements of speech (for paper) that ought to be left to chance. They need to be planned in advance for maximum effect. The lack of transitions tend to make your ideas seem abrupt and disjointed. The use of the same transitions or the same type of transitions over and over tends to give your message an unpolished, uncreative appearance. Fresh transitions can add to your message by giving them an extra spark. Transitions can be useful items for speakers to have on note cards to use while delivering a speech.

\* These notes were developed by B. Coates, (former) Basic Course Director, Department of Speech Communication, Louisiana State University, Baton Rouge.

## MONROE'S MOTIVATED SEQUENCE

- I. Step 1: Attention getting
  - A. Gain attention
  - B. Secure goodwill and respect for yourself as a speaker
  - C. Prepare the audience for the discussion to follow
  - D. Employ strategies to identify yourself with the audience
- II. Step 2: Showing the need
  - A. Provide a concise statement of the problem
  - B. Illustrate with examples that clarify the problem
  - C. Provide examples which demonstrate the seriousness of the problem
  - D. Show exactly how the problem affects the audience
- III. Step 3: Satisfying the need
  - A. State the belief or idea or action you wish the audience to adopt
  - B. Provide the explanations to insure understanding
  - C. Give a theoretical demonstration to show how the solution meets the need
  - D. Show how the solution has worked elsewhere
  - E. Provide support which counteracts the opposition
- IV. Step 4: Visualize the results
  - A. Describe the future results if your proposal is accepted
  - B. Describe the future evils or dangers if the audience does not accept your solution
  - C. Contrast the two by first showing the positive then the negative
- V. Step 5: Request action or approval
  - A. Issue a challenge or appeal
  - B. Summarize by reiterating the arguments
  - C. Use evidence which bears directly on the main theme
  - D. Use illustrations which epitomize the leading issues
  - E. Provide additional inducements with quick examples that induce belief or acceptance
  - F. Give personal intentions or outline plans for action

## PERSUASIVE TACTICS

Identification - The speaker identifies him or herself with the listener's interests.

Association - The speaker establishes a connection between his or her proposal and some object, person, party, cause or idea the listener either respects, reveres, or cherishes.

Dissociation - The speaker demonstrates a lack of connection between the listener's interest and the proposal he or she is arguing against, i.e. the listener should not be interested in the proposal of the opponent because he or she has no connection to it.

Bandwagon - The speaker attempts to persuade the listener to do what everybody else is "supposedly" doing.

Bifurcation - The speaker attempts to polarize the issue into only two possible courses of action, i.e. the listener is either for or against "the will of the people."

Suggestion - The speaker implies an idea or claim without stating it explicitly, through use of words or delivery with strong emotional connotation.

Projection - The speaker portrays the outcome if the proposal is not accepted or acted upon.

Maximization - The speaker demonstrates the superiority of the proposal over competing proposals.

Minimization - The speaker demonstrates the inferiority of opposing proposals over his or her own proposal.

Name-calling - The speaker uses language that degrades an opponent's personality, character, or ideas.

## FAULTY USE OF REASONING

### Common Fallacies:

Hasty Generalizations - Snap judgments, jumping to conclusions, or making generalizations based on insufficient evidence or experience. The speaker takes one instance and generalizes to every instance.

Begging the Question - Assuming at the onset of the argument the very point that is to be established in the conclusion. The speaker assumes the truth or falsity of a statement without proof.

Non Sequitur - Literally “It does not follow.” A conclusion is drawn from a statement or statements that provide no adequate logical ground for it, or that have no relevant connection with it. The speaker takes two unrelated claims and uses them as a basis for a conclusion.

After This, Therefore Because of This - Another form of Non Sequitur, in which a conclusion is made based on the timing of events. The speaker assumes that because something happened before another something, the first caused the second.

### Nonrational and Irrelevant Evidence:

Appeals to the Emotions and Prejudices - The speaker prefers to deal with the passions of the audience rather than the relevant issues of the topic. The use of “demonizing” terms appeals to the emotions, i.e. “liberal,” “pro-abortion,” “communist.”

Appeals to Tradition and Authority - The speaker uses an “expert” which is inappropriate for the topic. In some cases, tradition might be used as an inappropriate “expert.”

Appeals to Personalities Rather Than Issues - The speaker attacks the opponent’s character rather than the issue.

## SPEECH ANALYSIS AND CRITICISM

When analyzing a speech, several qualities must be considered. These qualities can be divided into two parts: (a) context, and (b) content.

### I. Context.

- A. Speaker.
  - 1. Biographical: Background and credibility in topic area.
  - 2. Speaking experience.
- B. Audience.
  - 1. Constituency: Who is represented.
  - 2. Point-of-view toward the speaker.
- C. Subject.
  - 1. Relationship of subject to the audience.
  - 2. Relationship of subject to the speaker.
- D. Occasion.
  - 1. Significance of the occasion to the audience.
  - 2. Significance of the occasion to the speaker.

### II. Content.

- A. Appropriateness of the subject.
- B. Formulation of the purpose.
- C. Organization of ideas.
- D. Adequacy of Introduction and Conclusion.
- E. Use of transitions.
- F. Development of ideas.
- G. Use of strengthening aids: repetition and restatement, definition, and explanation.
- H. Delivery: effectiveness, engaging.

## USING PRESENTATION SOFTWARE

The purpose of visual presentation is to enhance and not detract from the oral presentation. Expertise is demonstrated through what you know!

All presentations for this course should be delivered extemporaneously. Limit the use of visual aids, including presentation slides, to the bare minimum necessary to get the point across.

1. Choose a template or background that promotes the information to be presented.
  - a. Templates should not be animated, overly busy or contrasty, or utilize sound clips.
  - b. Templates should be light or dark in color to contrast with the text.
  - c. Style of templates should be consistent throughout.
  
2. Text should be presented in a clear and concise manner.
  - a. Choose a standard, legible font (Times Roman, Arial, Garamond).
  - b. Text should be large enough to be viewed in the back of the room.
  - c. Choose a color which contrasts with the background template (i.e. light color letters with a dark background, or dark color letters with a light background).  
Suggestions: yellow text with navy background, blue text with white background.
  - d. The color scheme and text font should be consistent throughout.
  - e. Each line of text, if presenting a different point, should be animated.
  
3. Content of the presentation should be clear.
  - a. Create a title slide with a title of the presentation and your name.
  - b. Put only one main point per slide.
  - c. Use only well-worded, concise phrases.
  
4. Use supplemental information sparingly.
  - a. Charts should be self-explanatory and not too detailed.
  - b. Tables should summarize: do not give raw data.
  
5. Be very comfortable with your presentation.
  - a. Proofread your presentation for errors and readability.
  - b. Practice with your presentation a minimum of three times.
  - c. Do not read your presentation to your audience.
  - d. Use the “Blank Screen” feature between slides.

Finally, be sure to save your presentation on more than one storage device.

COURSE FEEDBACK FORM

I have enjoyed discussing areas of professional presentation in the course. However, I would like to know what particular areas you liked or did not like. Please answer the following questions on the back of the student evaluation form. (You may also answer these questions through the Student Section at <http://www.hpleblanc.com/>).

1. What do you remember most about professional presentation as discussed in class?
  
2. Please go back and carefully examine the topics listed on the Schedule of Assignments.
  - a) What topics did you find most intriguing and why?
  
  - b) Do you wish more time were spent in a particular area or less time in another?
  
3. What do you think about the course structure: the number or type of exercises, the form of assignments, the schedule, the Speech Analysis essay, etc.
  
4. What do you think about the online notes or the Course Materials Handbook?
  
5. What do you think about me as an instructor?
  
6. What suggestions do you have for improvements in the course?
  
7. Are there any other issues relevant to the course that you would like to discuss?

Thank you for your feedback.

H. Paul LeBlanc III, Ph.D.