

SPCM 2060 – Advanced Public Speaking

Course Materials Handbook

Prepared by

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for

Louisiana State University

Department of Speech Communication

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SYLLABUS

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COURSE OBJECTIVES

This general education course is designed facilitate understanding of the basic concepts and vocabulary, theories, empirical knowledge and processes relevant to the study of public speaking. An equally important function of this class is to foster students' insight into rhetorical devices utilized by speakers as well as their own communication behavior and to develop students' repertoire of behavioral choices so that students are able to apply course-related concepts to their performance in a public speaking context.

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 relating to the study of public speaking.

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

Lucas, S. E. (1998). The art of public speaking (6th ed.). Boston: McGraw-Hill.

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 Course Director. 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 Code of Student 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 up to two (2) class periods, not including performance dates, 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 as specified in PS-22, (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 General Catalog for policies regarding attendance.

ASSIGNMENTS

Examinations: Examinations will consist of a variety of types of questions: multiple choice, true-false, and identification - fill in the blank. Students are expected to take examinations at the scheduled times. Make-up exams will be allowed only in very limited cases, as noted above, which must be approved in advance, and will be essay in format. Students who miss an examination due to an authorized University activity should make arrangements to take the examination in advance, which includes approval from the student's Dean.

Rhetorical Criticism Essay: A formal essay is required in the course and will be due prior to midterms. The essay should analyze and critically evaluate a current or historical public speech, of at least 30 minutes in length, utilizing concepts covered in class. The essay must be 1000 to 1250 words typed and double-spaced, following the guidelines in the Course Materials Handbook.

Speeches: Students will be required to create and present four speaking assignments: two speeches to inform and two to persuade, two of which will require using technological tools such as computer software, video or photographic slides. The presentation topics for informative and persuasive speeches may include policies, products or processes. Each speech will require research into a topic and written outlines to be turned in for a grade.

A full description of each of these assignments can be found in the Course Materials Handbook, which is located in Semester Book, or through the Student Section at <http://www.hpleblanc.com/>. Please note that credit will not be given for both this course and SPCM 1061.

DIVISION OF ASSIGNMENTS

EXAMINATIONS (50 pts each):

- Test 1 (Chapters 1 - 5)
- Test 2 (Chapters 6 - 10)
- Test 3 (Chapters 11 - 13)
- Test 4 (Chapter 14 - 16)

GRADING SCALE:

91.0 - 100:	A
81.0 - 90.9:	B
71.0 - 80.9:	C
61.0 - 70.9:	D
BELOW 61:	F

SPEECHES (points as specified below):

- Informative Speech One (100 pts).
- Informative Speech Two (125 pts).
- Persuasive Speech One (175 pts).
- Persuasive Speech Two (200 pts).

RHETORICAL CRITICISM ESSAY (50 pts)

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 an 850 point scale. For example, if the total number of points that can be achieved on the first persuasive speech is 175, then that speech is worth 20.6% of the final grade. Each test is worth 50 points. Therefore, a raw score of 43 on a test is 5.1% of the final grade. A score of 50 on the Rhetorical Analysis Essay is 5.9% of the final grade. Furthermore, you may obtain your current grade for assignments in Semester Book through the University PAWS system. 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 in the Office for Disability Affairs (112 Johnston Hall) 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.

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.

Bizzell, P., & Herzberg, B. (1990). The rhetorical tradition: Readings from classical times to the present. Boston: Bedford.

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

Hickson III, M. I., & Stacks, D. W. (1989). Nonverbal communication: Studies and applications. Dubuque, IA: Wm. C. Brown.

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.

Littlejohn, S. W. (1989). Theories of human communication. 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: Introduction and Outline of the Course. Chapter 1. Speaking in Public.

- Student Information. Using PAWS, Semester Book, and Online Course Materials.

Week Two: Chapters 2, 3, & 5. Ethics and Public Speaking; Listening; Analyzing an Audience.

- Peer Interviews. Introductions.

Week Three: Chapter 4. Selecting a Topic and a Purpose.

- Unit I Test.

Week Four: Chapters 6 - 10. Researching and Organizing Topics

Week Five: Informative Speech Assignment One.

Week Six: Chapter 11. Using Language.

- Unit II Test.

Week Seven: Chapter 12 & 13. Delivery; Using Visual Aids.

Week Eight: Chapter 14. Speaking to Inform.

- Unit III Test.

Week Nine: Informative Speech Assignment Two.

Week Ten: Chapter 15. Speaking to Persuade.

- Rhetorical Criticism Essay Assignment.
- Speech Observation Day.

Week Eleven: Chapter 16. Methods of Persuasion.

- Persuasive Speech Assignment One.

Week Twelve: Persuasive Speech Assignment One.

Week Thirteen: Evidence and Critical Thinking.

- Speech Observation Day.

Week Fourteen: Persuasive Speech Assignment Two.

Week Fifteen: Persuasive Speech Assignment Two.

Final Exam Week:

- Unit IV Test. (Date for each section to be announced).

LIST OF IMPORTANT DATES

January 16:	Classes begin.
January 23:	Final date for dropping the course without receiving a grade of “W”.
January 25:	Final date for adding the course.
February 1:	Unit I Test.
February 13-15:	Informative Speech One.
February 20:	Unit II Test.
February 26-28:	Mardi Gras Holiday.
March 6:	Unit III Test.
March 13:	Midterm grades due.
March 13-15:	Informative Speech Two.
March 22:	Rhetorical Criticism Essay Assignment due in class.
March 26-April 1:	Spring Break.
April 5-12:	Persuasive Speech One.
April 9:	Final date for dropping course.
April 13:	Good Friday Holiday.
April 24-May 3:	Persuasive Speech Two.
May 3:	Last Day of Class (no assignments accepted after this class).
May 7-12:	Final Exam Week. Unit IV Test. (Date to be announced for your section).
May 15:	Final grades due.

Dates for class activities and tests one through three are tentative and may be moved to accommodate any events that may occur. However, the dates for presentations and the Test Four date will not be altered. We will meet during the Final Examination period for this section. Outlines for speeches are due at the beginning of class the day of the presentation.

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: Interpersonal Business Public Speaking
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 -17) = - _____
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: F

EXAMINATIONS:

* Test 1:	Total: _____	Possible: <u>50</u>	
* Test 2:	Total: _____	Possible: <u>50</u>	* Midterm Subtotal: _____
* Test 3:	Total: _____	Possible: <u>50</u>	
Test 4:	Total: _____	Possible: <u>50</u>	Tests Total: _____

SPEECHES:

* Informative Speech 1:	Total: _____	Possible: <u>100</u>	
Informative Speech 2:	Total: _____	Possible: <u>125</u>	* Midterm Subtotal: _____
Persuasive Speech 1:	Total: _____	Possible: <u>175</u>	
Persuasive Speech 2:	Total: _____	Possible: <u>200</u>	Speeches Total: _____

RHETORICAL CRITICISM ESSAY:

Total: _____ Possible: 50

* MIDTERM: Total: _____ Possible: 250 Percent: _____ Grade: _____

FINAL: Subtotal: _____

ATTENDANCE: _____

FINAL GRADE: **Total:** _____ Possible: 850 Percent: _____ Grade: _____

TEST ONE REVIEW

Chapter 1: Speaking in Public

pp. 1-28, and lecture notes

Model of communication

Speaker

Encoding

Message

Channel

Listener

Decoding

Feedback

Noise

Field of experience

Shared meaning

Critical thinking

Communication competence

Communication apprehension

Stage fright

Chapter 2: Ethics and Public Speaking

pp. 34-50, and lecture notes

Ethics

Morality

Candor

Accuracy

Consistency

Responsibility

Plagiarism

Chapter 3: Listening

pp. 56-71, and lecture notes

Hearing

Listening

Appreciative listening

Empathic listening

Comprehensive listening

Critical listening

Selective exposure

Selective attention

Selective retention

Distraction

Disorientation

Defensiveness

Chapter 4: Selecting a Topic and a Purpose

pp. 76-95, and lecture notes

General purpose

Specific purpose

Topic

Brainstorming

Central idea

Chapter 5: Analyzing the Audience

pp. 100-122, and lecture notes

Audience

Audience analysis

Context

Situation

Demography

Attitudes

Values

Ethnocentrism

Egocentrism

Audience-centeredness

Survey research

Also study: (in Course Materials Handbook)

Course Syllabus

Guidelines for Conducting an Audience
Analysis

TEST TWO REVIEW

Chapter 6: Gathering Materials

pp. 128-162, and lecture notes

Card catalog
Computer catalog
Call number
Periodical index
Reference work
Abstract
Annotated bibliography
Sponsoring organization
Research interview

Chapter 7: Supporting your Ideas

pp. 168-193, and lecture notes

Supporting materials
Examples
Anecdote
Statistics
Testimony
Quotation
Paraphrasing

Chapter 8: Organizing the Body of the Speech

pp. 198-216, and lecture notes

Main points
Chronological order
Spacial order
Causal order
Problem-solution order
Topical order
Connective
Transition
Signposts
Internal preview
Internal summary

Chapter 9: Beginning and Ending the Speech

pp. 222-241, and lecture notes

Primacy-recency effect
Rhetorical question
Credibility
Goodwill
Preview
Ending statement

Chapter 10: Outlining the Speech

pp. 246-259, and lecture notes

Preparation outline
Introduction
Body
Conclusion
Visual framework
Bibliography
Speaking outline
Delivery cues

Also study: (in Course Materials Handbook)

Tips for Writing Essays and Research
Reports
Speech Preparation Checklist

TEST THREE REVIEW

Chapter 11: Using Language

pp. 264-286, and lecture notes

Denotative meaning
Connotative meaning
Effective language
Thesaurus
Concrete
Abstract
Imagery
Simile
Metaphor
Cliché
Rhythm
Parallelism
Repetition
Alliteration
Antithesis

Dialect
Kinesics
Gestures
Occulesics

Chapter 13: Using Visual Aids

pp. 316-337, and lecture notes

Visual aids
Model
Graph
Chart
Computer-generated graphics
Transparency
Multimedia presentation

Also study: (in Course Materials Handbook)

Chapter 12: Delivery

pp. 292-310, and lecture notes

Memorized
Manuscript
Impromptu
Extemporaneous
Verbal communication
Nonverbal communication
Vocal/nonvocal
Paralanguage
Volume
Pitch
Inflection
Rate
Pause
Vocalized pause
Pronunciation
Articulation

Use of Transitions
Using Presentation Software

TEST FOUR REVIEW

Chapter 14: Speaking to Inform

pp. 342-364, and lecture notes

Informative speech
Functions of informing
Object
Process
Event
Concept
Jargon
Description
Comparison
Contrast
Personalize

Chapter 15: Speaking to Persuade

pp. 370-397, and lecture notes

Persuasive speech
Functions of persuading
Target audience
Question of fact
Question of value
Question of policy
Need
Burden of proof
Plan
Practicality
Problem-solution order
Problem-cause-solution order
Comparative advantages order
Monroe's motivated sequence

Chapter 16: Methods of Persuasion

pp. 404-433, and lecture notes

Ethos
Credibility
Trustworthiness
Competence
Dynamism
Common ground
Evidence
Logos
Reasoning
Deduction
Induction
Abduction
Adduction
Analogy
Fallacy
Pathos

Also study: (in Course Materials Handbook)

Persuasive Tactics
Faulty Use of Reasoning

GENERAL GUIDELINES FOR COURSE ASSIGNMENTS

Don't Assume:

1. That if you do the assignments, you will get an **A**.
2. That your speech is being graded against the rest of the class.
3. That high grades will be given exclusively to those with talent.
4. That those with talent will necessarily get high grades.
5. That a communication course is easy.
6. That embellishments translate into higher grades, i.e. a lot of words on an essay test do not mean the student understood the question, or a lively presentation does not mean the student followed proper procedure.

Assume:

1. That if you do what is asked, you will get at least a **C**.
2. That a higher grade is contingent upon doing what is asked, and only what is asked, exceptionally well.
3. Appeal to the course Syllabus and Course Materials Handbook about assignments.

General Criteria for Oral Presentations:

1. Control of Subject, know it well.
2. Control of Audience, address their needs.
3. Control of Self, look professional.
4. Think of time in terms of broadcasting, only you have one-minute leeway.

General Criteria for Written Assignments:

1. Pay attention to details, make your work look professional.
2. Read your paper out loud to yourself, check for how it sounds, then edit.
3. Give yourself plenty of time to finish and polish the work properly.
4. Consult Tips for Writing Research Papers or Essays in the Course Materials Handbook.

INTERVIEWS AND INTRODUCTIONS EXERCISE

Objective: To practice informal interviewing techniques, and to introduce all students to the class. This exercise will facilitate comfort in participating in class discussion.

Directions: Your instructor will pair you with a classmate whom you do not know. In dyads, partners will take turns interviewing each other. The interview should take the form of an informal interview such as that which occurs when you meet someone at a social function. In the class period following, each student will have an opportunity to introduce the person he or she interviewed to the class. Sample questions for the interview may include:

1. Tell me about yourself?
2. Why did you choose this school?
3. What special skills or qualities can you contribute?

Sample responses to the interview may include:

1. Name, Major, Hometown, etc.
2. Reason why you chose this school, i.e. program, location, reputation, etc.
3. Interesting or unique qualities or honors, marketable skills or characteristics, etc.

Report: In a one to two minute oral presentation, begin by telling the class your name. Then introduce the person you interviewed using the information you gathered from the interview. Both persons should stand at the front of the class for this introduction.

RHETORICAL CRITICISM 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 publicly delivered speech of at least 30 minutes in length utilizing concepts covered in class. You may attend a speech delivered on campus, or report on a historical speech viewed via television or video-tape. On the following pages you will find a non-exhaustive List of Historical Speeches that may be of interest for this assignment. Many other public speeches may be of particular interest to you in relation to your chosen field of study. For example, see the LSU homepage for a list of topics and dates for the Distinguished Lectures on campus this semester. Other public speaking events may be attended. However, you may need to discuss your choices with me before writing the essay.

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.

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!

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 the most common style manual used by journals in the social sciences. The MLA manual is used mostly in the humanities. 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 Rhetorical Criticism 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 observation.
 - 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 research within the discipline of study? Is the topic of the research 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 scholars in the field? Is the research found in a scholarly journal?
4. Audience: Who is the intended audience of the research?
5. Objectivity: Is the evidence presented valid and reliable? Can the evidence be verified? Is the evidence free of bias?
6. Coverage: Does the research 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?
8. Evaluation: Is the article reviewed or evaluated by other researchers? What is the consensus of scholarly 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:

Generally, internet sources are not allowed in this class without special permission. The internet, and more specifically the World Wide Web, often 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 Dr. H. Paul LeBlanc III'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 only 10 or 12 point fonts listed below. 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 (Helvetica) 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 Sample Criticism 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 parentheses in the text.

A study of nonverbal behavior (Burgoon, 1984) . . .

If the author's name appears in the text, insert only the year of publication in parentheses.

Burgoon's (1984) study of nonverbal behavior indicated . . .

Second or later mention of the same work: the year within parentheses may be omitted if there will be no confusion.

In the study of nonverbal behavior, Burgoon . . .

Mention of a work by two authors should always include both names separated by an "&" in parentheses or the word *and* in the text.

In a study on interpersonal conflict, (Fitzpatrick & Winke, 1979) . Fitzpatrick and Winke (1979) studied interpersonal conflict . . .

First mention of a work by three or more authors should include all the authors' last names.

Research on loneliness and social interaction (Wheeler, Reis & Nezlek, 1983) . . .

Later mention of a work by three or more authors may be shortened to the last name of first author, et al. and the year of publication only if there is no confusion

In a study on loneliness, Wheeler et al. (1983) . . .

Include initials of authors with the same last names.

All sources cited in the text must be in the reference list.

Conversely, all sources in the reference list must be cited in the text.

TITLE PAGE

Center the full title on page in upper and lower case, double spacing if more than one line. Double space and center the author's name in upper and lower case. At the bottom of the page center course name in upper and lower case. Single space and center the instructor's name in upper and lower case. Single space and center the due date.

PAGINATION

Beginning with the second page, place the author's last name followed by the page number in the upper right corner, one half inch from the top of the page and flush with the right margin.

REFERENCE PAGE

Begin references on a new page. Type the word References centered on the top line. Double space. Type references, as demonstrated by the samples, unnumbered and alphabetized. The first line is indented five spaces. The following lines are flush with the left margin. Double space within and between references.

MARGINS

Top, bottom, and side margins are 1 inch. Do not increase or decrease spaces between words to make lines even. Do not hyphenate. Allow lines to be shorter; left justify all text. Indent paragraphs five spaces.

QUOTATIONS

Quotations of 40 words or fewer are not set off from the text but are placed within double quotation marks. Use single quotation marks for a quotation within a short quotation.

For longer quotations, use a colon after the last word of text, double space, indent five spaces and type in block form without paragraph indentation. Do not use quotation marks. Double space quotation. Use double quotation marks for quotations within long quotations. Avoid excessively long quotations. Attempt to paraphrase. Page numbers are necessary for direct quotes. Give the page number for quotations in the form (Author, Date, p. #).

GENERAL RULES

Periods and commas are placed within quotation marks. Question marks and exclamation marks not originally in the quotation go outside the quotation marks. Place author-date citation prior to direct quote.

Words omitted (ellipses) are shown by three periods with a space between each and a space before the first period and after the last.

SPECIAL NOTES:

These instructions are based on the APA manual (4th ed.), with some variation for purposes of student papers not intended for publication. Writers may wish to follow the APA manual more closely than suggested on this style sheet.

APA REFERENCE SAMPLES

JOURNAL ARTICLE - ONE AUTHOR

Martin, R. (1992). Relational cognition complexity and relational communication in personal relationships. Communication Monographs, 59, 150-163.

JOURNAL ARTICLE - TWO AUTHORS

Fitzpatrick, M. A., & Winke, J. (1979). You always hurt the one you love: Strategies and tactics in interpersonal conflict. Communication Quarterly, 27, 3-11.

JOURNAL ARTICLE - PAGINATED BY ISSUE

Beier, E. G., & Sternberg, D. P. (1977). Subtle cues between newlyweds. Journal of Communication, 27(3), 92-97.

ARTICLE IN AN EDITED BOOK

LeBlanc, H. P., III. (1998). Plurality and Affirmative Action: The social requirement of diversity. In P. Minarik (Ed.), Illinois Consultation: Focus on Affirmative Action (pp. 49-54). Bellwood, IL: Richards Graphic Communications.

BOOK - ONE AUTHOR

Pearson, J. C. (1989). Communication in the family: Seeking satisfaction in changing times. New York: Harper and Row.

BOOK - EDITOR INSTEAD OF AUTHOR

Socha, T. J., & Diggs, R. C. (Eds.). (1999). Communication, race and family: Exploring communication in Black, White, and Biracial families. Mahwah, NJ: Lawrence Erlbaum.

BOOK - CORPORATE AUTHOR

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

BOOK - NO AUTHOR

Psychology and you. (1979). New York: Macmillan.

GOVERNMENT PUBLICATION

National Institute of Mental Health. (1982). Television and behavior: Ten years of scientific progress and implications for the eighties. (DHHS Publication No. ADM 82-1195). Washington, DC: U.S. Government Printing Office.

DOCTORAL DISSERTATION

Hill, E. (1990). A semiotic-phenomenological analysis of the self-reflexive messages of adult children of alcoholics. (Doctoral dissertation, Southern Illinois University, 1990). Dissertation Abstracts International, 52, 1571-A. (University Microfilms No. DA9129831)

MASTER'S THESIS

LeBlanc, H. P., III. (1992). Student perceptions of rules for classroom interaction. Unpublished master's thesis, Louisiana State University, Baton Rouge.

PAPER PRESENTED AT A MEETING

LeBlanc, H. P., III. (1994, November). Building little communities: Relational communication and early parenthood in two young couples. Paper presented at the annual meeting of the Speech Communication Association, New Orleans, LA.

UNPUBLISHED MANUSCRIPT

LeBlanc, H. P., III. (1990). Minimal responses. Unpublished manuscript, Louisiana State University, Baton Rouge.

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 19)
Course Instructor (ex: Dr. LeBlanc)
Due Date (ex: March 22, 2001)

Student Last Name and Page Number (ex: 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)¹, 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)^{2,3}

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)⁴. 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.⁵

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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King continued throughout the first half of the speech comparing these and other examples to promises broken.

In the second half of the speech, King shifted from what has happened in the past, to what can happen in the future. He described the future as one where Americans can live together with equality. Thus, he shifted from despair (in the past), to hope (in the future). This shift is previewed in the introduction in reverse order, and summarized in the conclusion in chronological order.⁶

King's delivery of the speech is widely regarded as masterful (Lucas, 1998). Although the location and occasion of the speech limited his physical delivery, his vocal delivery was very effective. Due to the size of the audience and its location outside, King was limited to standing behind a podium and microphones. The only visual aid he made use of was the statue of Abraham Lincoln in the introduction of his speech, although its use was appropriate to the topic.

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King's vocal delivery included deliberate and significant use of pauses and inflection to convey emphasis. Likewise, he drew his audience into the message through the use of metaphor. The extended metaphor of his "dream" was utilized to call to mind the aspirations of all people and in particular to parallel the ideal of equality to the ideals of all Americans. This comparison of his "dream" to the dreams of all people was accomplished through the effective use of repetition as a transition device.⁷

This speech was an effective denouement for the march on Washington as evidenced by the audience's response. Throughout the speech, the audience applauded and cheered. As well, the speech has maintained its significance in American public discourse as it has eloquently encapsulated the ideals of the nation. The hopes expressed by King on that August day in 1968, that one day we will all be free, are timeless.⁸

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This speech by King sparked the climax of the Civil Rights Movement, from which all Americans ultimately gained. Although I was not born and unable to see it as it occurred, I am grateful to have had the opportunity to view it and to reap the benefits of the work of Dr. King.

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References

- Andrews, J. R., & Zarefsky, D. (1992). Contemporary American voices: Significant speeches in American history, 1945-present. New York: Longman.
- Lucas, S. E. (1998). The art of public speaking (6th ed.). Boston: McGraw-Hill.
- Rohler, L. E. (1993). Critical analysis: Martin Luther King's I have a dream. In L. E. Rohler & R. Cook, (Eds.). Great speeches for criticism and analysis (2nd ed.). Greenwood, IN: Alistair.

Notes for Students
(see Tips for Writing Essays or Research Reports):

1. Citation of source # 1
2. Citation of source # 2
3. Speaker and subject identification
4. Citation of source # 3
5. Audience and occasion analysis
6. Structure of the speech
7. Delivery of the speech
8. Effectiveness of the speech

LIST OF HISTORICAL SPEECHES

- Roosevelt, F. D. (1933, March 4). First Inaugural Address. Washington, DC.
- Roosevelt, F. D. (1941, December 8). Declaration of War. Washington, DC.
- Einstein, A. (1950, February 19). Peace in the Atomic Era.
- Roosevelt, E. (1950, April 1). Address to the Americans for Democratic Action.
- MacArthur, D. (1951, April 19). Farewell Address. Washington, DC.
- Nixon, R. M. (1952, September 23). The "Checkers" Speech. Los Angeles, CA.
- Kennedy, J. F. (1960, September 12). Address to the Houston Ministerial Association.
Houston, TX.
- Kennedy, J. F. (1961, January 20). Inaugural Address. Washington, DC.
- King, M. L., Jr. (1963, August 28). "I Have a Dream." Washington, DC.
- X, M(alcolm). (1964, April 3). "The Ballot or the Bullet." Cleveland, OH.
- Lyndon B. Johnson (1965, March 15). The 1965 Voting Rights Act. Washington, DC.
- King, M. L., Jr. (1968, April 3). "I've Been to the Mountaintop." Memphis, TN.
- Chisholm, S. (1969, May 21). For the Equal Rights Amendment. Washington, DC.
- Chino, W. (1969, October 6). Indian Affairs. Albuquerque, NM.
- Jordan, B. (1974, July 25). Statement on Impeachment. Washington, DC.
- Nixon, R. M. (1974, August 8). Resignation Speech. Washington, DC.
- Jordan, B. (1976, July 12). Keynote Address, Democratic National Convention. New
York, NY.
- Reagan, R. (1980, July 17). Presidential Nomination Acceptance Speech, Republican
National Convention. Detroit, MI.
- Cuomo, M. (1984, July 17). Keynote Address, Democratic National Convention. San
Francisco, CA.
- Jackson, J. (1984, July 17). The Rainbow Coalition, Democratic National Convention. San
Francisco, CA.
- Ferraro, G. (1984, July 19). Vice Presidential Nomination Acceptance Speech,
Democratic National Convention. San Francisco, CA.
- Reagan, R. (1986, January 28). Tribute to the Challenger Astronauts. Washington, DC.
- 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 addressed when preparing a speech.

1. Context:

- a. What is the purpose for the occasion of the speaking event? _____
- b. What is the audience's interest in the occasion? _____
- c. Is the audience coerced __, voluntarily gathered __, or meeting as part of an organization __?

2. Situation:

- a. What is the location of the speaking event? _____
- b. What is the size of the audience? _____
- c. Is the location conducive to the size of the audience? Yes __ No __
- d. Is the environment conducive to effective listening by the audience? Yes __ No __
- e. What is the audience's general disposition to the topic? Hostile __, Friendly __, Mixed __
- f. What is the audience's general disposition to the speaker? Hostile __, Friendly __, Mixed __
- g. What is the audience's general disposition to the occasion? Hostile __, Friendly __, Mixed __

3. Demography:

- a. What is the age range of the audience? _____
- b. What is the gender ratio of the audience? _____
- c. What is the racial or ethnic composition of the audience? _____
- d. What is the nationality of the audience? _____
- e. What is the religious composition of the audience? _____
- f. What is the political affiliation of the audience? _____
- g. What is the degree of education of the audience? _____
- h. What is the occupational composition of the audience? _____
- i. What is the economic and/or social status of the audience? _____

4. Disposition:

- a. What are the attitudes of the audience toward the topic? _____
- b. What are the attitudes of the audience toward the speaker? _____
- c. What are the attitudes of the audience toward the occasion? _____

5. Homogeneity:

- a. What is the level of commonality in demographic factors? Same __, Mixed __, Different __
- b. What is the level of commonality in dispositional factors? Same __, Mixed __, Different __
- c. What is the level of commonality in knowledge of the topic? Same __, Mixed __, Different __

INFORMATIVE SPEECH ASSIGNMENT ONE

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

Directions: This public speaking assignment requires a description of an object or concept. For example, you may describe a object you have utilized, or a concept (i.e., a design principle) you have mastered.

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

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

INFORMATIVE SPEECH ASSIGNMENT TWO

Objective: To learn advanced techniques for effectively presenting information publicly.

Directions: This public speaking assignment requires research on a historical event or person. For example, you may present a biography of events in the life of a historically significant person. You will research a subject, then organize and present the information about the subject to the class.

Evaluation of this assignment will be based on these criteria for a speech to inform (125 pts):

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

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

As with the first informative speaking 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. Although the internet may be used for supplemental material, your primary sources must be from printed materials. Please see the Suggestions for Research in the Course Materials Handbook for further assistance.

PERSUASIVE SPEECH ASSIGNMENT ONE

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.

Evaluation of this assignment will be based on these criteria for a speech to persuade (175 pts):

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

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

As with the informative speaking assignments, 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 SPEECH ASSIGNMENT TWO

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

Directions: This public speaking assignment requires research of a current policy issue in the news. For example, you may present an argument on the electoral college. 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.

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

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

SUGGESTIONS FOR RESEARCH

The LSU library contains an abundance of resource locators in the form of general and specialized indices and abstracts. In the same vicinity as the Reader's Guide you will find specialized indices such as the Legal Periodicals Index, Public Affairs Information Service Index (PAIS), Social Sciences and Humanities Index, the Humanities Index, Hot Topics, and the Cumulative Guide Periodical Literature. These indices may be classified by subject and/or author. Each should contain instructions for its use. If you have difficulty in locating information in them, consult the reference librarian.

There are other abstracts in same vicinity as the Reader's Guide. For example, there are Sociological Abstracts, Psychological Abstracts, and Women's Studies Abstracts, each briefly summarizing articles and studies in their respective fields.

Magazines for Libraries may equal the Reader's Guide in terms of locating periodicals. The table of contents indicates the major topic areas into which the magazines are classified; i.e. Aeronautics and space sciences. . . Media and communication. . . Medical sources. . . etc. In addition to professional journals and publications directly related to your TERM TOPIC, there are a number of publications that deal with timely issues of public interest. Magazines for Libraries evaluates each publication for its scope, slant, and target audiences. Listed below are some useful publications with brief comments abstracted from Magazines for Libraries.

Objective Sources

Congressional Digest (not to be confused with Congressional Record): contains objective descriptions of important topics, followed by pro and con arguments. Those quoted are both authoritative and in the middle of the discussion.

Editorial-Research Reports: deals with foreign and domestic topics, divided into three units: a) a background discussion on how the topic was developed over the past week or month, b) more background, c) arguments pro and con, if there is disagreement, and what might be done to settle the debate. It has a good title and subject index.

Current: a reprint magazine, with articles taken in full from major newspapers, magazines, and journals. A definite effort is made to present two or more points of view, with a thoughtful appraisal of primarily domestic issues and American politics, followed by foreign affairs.

Society: written for the layperson or undergraduate by sociologists, case workers, and nationally known social scientists, it publishes diverse views on subjects of public interest in fields of government, labor, education, housing, welfare, law, religion, race relations, social service, and politics.

Conservative Sources

Commentary: for more educated or intellectual readers, covers a range of issues from politics, literature, and social issues to sex and art. Published by the American Jewish Committee.

Public Opinion Quarterly: reports all aspects of how the media affect or fail to affect the public. Contains articles of interest to students of sociology, political science, or communication. It also includes reprints of current poll results that have significance in public opinion.

Liberal Sources

Dissent: The major political-literary-social journal of the radical New Left. It is a crucial force in the ongoing debate between radicals, conservatives, and middle of the road Americans.

The Nation: Well documented articles concerned with foreign affairs, education, law, domestic politics, disarmament, etc., are presented with clarity and simplicity.

Statistics

The World Almanac, CBS News Almanac, The New York Times Almanac, Statistical Abstract, Information Please Almanac, Reader's Digest Almanac.

Quotations

Bartlett's Quotations.

Religious Sources

Christianity and Crisis: the Christian journal of opinion. One of the most respected Protestant journals, as the editor notes, it "explores the implications of Christian faith for the modern world and interprets the significance of 'secular events for our Christian witness'." The influence goes beyond its subscribers. Some editors are leaders in the Ecumenical movement.

Christianity Today: conservative Protestant views on issues of public interest.

The Christian Century: liberal Protestant views on issues of public interest.

Ecumenist: A Catholic journal that focuses on social-religious issues such as race, poverty, war, etc.

Government Sources

U.S. Dept. of State Bulletin: the official weekly record of U.S. foreign policy, this magazine "provides information on the development of foreign relations, operations of the State Department, statements by the President and Secretary of State, and special articles on the international scene." It is basically a mirror of the establishment. It contains a special section on treaties in force.

Locating resources in the library: You may locate the magazines that you choose by going to the Serial's Record. The Serial's Record file contains call numbers for each magazine. Current issues may be located in various magazine racks, and bound issues will be located on the shelves or on microfilm. If you have trouble, don't hesitate to consult a reference librarian. They are there to help you.

Periodical of Speeches

Vital Speeches: a monthly periodical reflecting all types of speeches currently being delivered in America.

Book of Speeches

Representative American Speeches: this is published annually.

Pamphlets

Check the vertical file index.

Index for Newspapers

The New York Times Index, the Wall Street Journal, the Washington Post.

Encyclopedias

Encyclopedia Britannica, the World Book, Collier's, etc.

Other Useful Sources

Don't forget other basic information for locating materials, such as the card catalog, for finding books on your topic, and the Cumulative Book Index for the latest books. Also, consider Who's Who in America, and American Men in Science for biographical information on important people. See Book Review Digest for views of books. See also the Index to Book Reviews in the Humanities, and Directory of American Scholars.

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

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. Call to action (for persuasive speech): _____
- C. Provide a final statement of closure: _____

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.

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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.

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.
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.

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.

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MIDTERM COURSE/INSTRUCTOR EVALUATION

Objective: To advise the instructor on the strengths and weaknesses of the course or his teaching style, and to suggest possible changes for improvement.

Directions: This evaluation is to be administered by a colleague or the course supervisor. The evaluator will introduce him or herself to the class, announce the objective of the evaluation and break the class into groups of four or five students. The evaluator will then ask the groups to discuss the first question and develop a list of responses. After ten minutes, the evaluator will ask the groups to discuss and respond to the second question, followed by the third question. After each of the groups have had an opportunity to discuss and respond to each of the questions, the evaluator will request a report from each of the groups by question. The evaluator will write the responses on the board, and the class will be given an opportunity to respond to the list on the board. The class will be asked to develop a final list for each of the questions. The evaluator will then write the final lists of responses on the form and will complete the form. The evaluator will announce to the class that these responses will be given to the instructor without identifying the sources of the responses, and the instructor will respond to each suggestion.

1. What are the strengths of the course or instructor?

2. What are some areas of the course or instructor that need improvement?

3. What are some specific ways the instructor can improve the course or his teaching style?

Name of Evaluator: _____

Date of Evaluation: _____

Course Section Number: _____

COURSE FEEDBACK FORM

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

1. What do you remember most about public speaking 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 speeches, the form of tests, the Rhetorical Analysis Essay, etc.

4. What do you think about the online course materials 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