

SPCM 2061 – Business and Professional Communication

Course Materials Handbook

(3rd Edition)

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 course is designed facilitate understanding of the basic concepts and vocabulary, theories, empirical knowledge and processes relevant to the study of communication in business and organizational contexts. 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 relationships.

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**

O'Hair, D. O., Friedrich, G. W., & Shaver, L. D. (1998). Strategic communication in business and the professions (3rd ed.). Boston: Houghton Mifflin.

### **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 (3rd ed.) 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 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 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.

**Organization Research Report:** Students will investigate an organization of interest and report on the communication characteristics of the organization. Specifically, students are required to report on the advertising and recruitment strategies, internal organizational structure and public presentation of the organization. The assignment will require a formal written report of four to five typed double-spaced pages.

**Interview Assignments:** Students will participate in interview assignments: one as interviewer, and one as interviewee. Interviewers will be required to produce a job description for a position in an organization. Interviewees will be required to produce self-assessment and SAR documents, a resume and cover letter describing their qualifications, as well as interview responses.

**Small Group Task Simulation:** Students will participate in a small group task simulation which examines some aspect of communication within an organizational context. Each student will be required to write a short report (two typed double-spaced pages) on their delegated group task.

**Business Presentation:** 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.

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/>.

## DIVISION OF ASSIGNMENTS

### EXAMINATIONS (100 pts each):

- Test 1 (Chapters 1 - 3, 7)
- Test 2 (Chapters 4 - 6, 8 - 9)
- Test 3 (Chapters 10 - 12)
- Test 4 (Chapter 13 - 15)

### 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

### ORGANIZATION RESEARCH REPORT (50 pts)

### INTERVIEW ASSIGNMENTS (200 pts)

### SMALL GROUP TASK SIMULATION (50 pts)

### BUSINESS PRESENTATION (100 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 800 point scale. For example, if the total number of points that can be achieved on the Business Presentation is 100, then the assignment is worth 12.5% of the final grade. Each test is worth 100 points. Therefore, a raw score of 76 on a test is 9.5% of the final grade. A score of 44 on the Organization Research Report is 5.5% of the final grade. 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/>.

Adler, R. B., Rosenfeld, L. B., & Towne, N. (1992). Interplay: The process of interpersonal communication (5th ed.) Fort Worth, TX: Harcourt Brace Jovanovich.

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

Conrad, C. (1990). Strategic organizational communication: An integrated perspective (2nd ed.). Fort Worth: Harcourt Brace Jovanovich.

Duck, S. (1991). Understanding relationships. New York: Guilford.

Fisher, B. A. (1987). Interpersonal communication: Pragmatics of human communication. New York: Random House.

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

Goss, B., & O'Hair, D. (1988). Communicating in interpersonal relationships. New York: Macmillan.

Janis, I. L. (1983). Groupthink: Psychological studies of policy decisions and fiascoes (2nd. rev. ed.). Boston: Houghton Mifflin.

Littlejohn, S. W. (1989). Theories of human communication. Belmont, CA: Wadsworth.

Reardon, K. K. (1987). Interpersonal communication: Where minds meet. Belmont, CA: Wadsworth.

Stewart, J., & Logan, C. (1993). Together: Communicating interpersonally (4th ed.). New York: McGraw-Hill.

Sypher, B. D. (Ed.). (1990). Case studies in organizational communication. New York: Guilford.

Trenholm, S., & Jensen, A. (2000). Interpersonal communication (4th ed.). Belmont, CA: Wadsworth.

Weaver, R. L. (1993). Understanding interpersonal communication (6th ed.). New York: Harper Collins.

Wilmot, W. W. (1987). Dyadic communication. New York: Random House.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Course Outline. Models and Characteristics of Communication. Unit One.

- Using PAWS, Semester Book, and Online Course Resources.
- Networking exercise.
- Career self-assessment.

Week Two: Communication Skills for Professionals. Unit Two.

- Test One.
- Resumes due.
- Organization Research Report due.
- Cover Letters due.

Week Three: Group Dynamics. Unit Three.

- Test Two.
- Interview Assignments.
- Small Group Task Simulation.

Week Four: Business Presentation Skills. Unit IV.

- Small Group Task Simulation (cont.).
- Test Three.

Week Five: Final Exam Week:

- Using Presentation Software.
- Business Presentations.
- Test Four.

LIST OF IMPORTANT DATES

- June 4: Classes begin.
- June 6: Final date for dropping the course without receiving a grade of “W”.
- June 7: Final date for adding the course.
- June 8: Self-assessment and SAR documents due.
- June 11: Resumes due.
- June 12: Test One.
- June 14: Organizational Research Report due.
- June 15: Cover Letters due.
- June 18: Test Two. Interview Responses due.
- June 19: Interview Assignments. Job Descriptions due.
- June 22: Small Group Task Simulation, Part One.
- June 25: Small Group Task Simulation, Part Two.
- June 26: Test Three. Final date for dropping course.
- July 3: Business Presentations begin.
- July 4: Independence Day holiday.
- July 6: Last Day of Class (no assignments accepted after this class).
- July 7: Test Four (12:30 - 5:00 in 218 Nicholson).
- July 10: 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 the Organizational Research Report, the Interview Assignments, the Business Presentations, and Test Four will not be altered. 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:                      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 -16) = - \_\_\_\_\_  
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

EXAMINATIONS:

\* Test 1: Total: \_\_\_\_\_ Possible: 100  
\* Test 2: Total: \_\_\_\_\_ Possible: 100 \* Midterm Subtotal: \_\_\_\_\_  
Test 3: Total: \_\_\_\_\_ Possible: 100  
Test 4: Total: \_\_\_\_\_ Possible: 100 Tests Total: \_\_\_\_\_

ORGANIZATIONAL RESEARCH REPORT:

\* Total: \_\_\_\_\_ Possible: 50

INTERVIEW ASSIGNMENTS:

\* Interviewer Total: \_\_\_\_\_ Possible: 50  
\* Interviewee Total: \_\_\_\_\_ Possible: 150 \* Midterm Subtotal: \_\_\_\_\_

SMALL GROUP TASK SIMULATION:

Total: \_\_\_\_\_ Possible: 50

BUSINESS PRESENTATION:

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

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\* MIDTERM: Total: \_\_\_\_\_ Possible: 450 Percent: \_\_\_\_\_ Grade: \_\_\_\_\_

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

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

FINAL GRADE: **Total:** \_\_\_\_\_ Possible: 800 Percent: \_\_\_\_\_ Grade: \_\_\_\_\_

TEST ONE REVIEW

Chapter 1:

pp. 4 - 16, and lecture notes

Communication

Message

Sender

Encoding

Channel

Receiver

Decoding

Feedback

Noise

Field of experience

Shared meaning

Communication competence

Communication apprehension

Chapter 2:

pp. 29 - 65, 224 - 228, and lecture notes

Goal setting

Attitudes

Values

Situational knowledge

Ethics

Ethical guidelines

Workplace romance

Sexual harassment

Communication climate

Confirmation

Disconfirmation

Respect

Message competence

Channel selection

Anxiety management

Chapter 3:

pp. 70 - 84, and lecture notes

Perception

Metaperception

Mental economy

Mindfulness

Schema

Cognitive differentiation

Constructs

Prototype

Stereotype

Worldview

Ethnocentrism

Bigotry

Discounting

Polarization

Fundamental attribution error

Chapter 7:

pp. 202 - 224, and lecture notes

Proximity

Power

Coercive

Reward

Legitimate

Referent

Expert

Types of professional relationships

Superior/subordinate

Counselor/client

Provider/patient

Coworker/peer

Representative/customer

Mentor/protégé

TEST TWO REVIEW

Chapter 4:  
pp. 104 - 131, and lecture notes

Selective exposure  
Selective attention  
Selective retention  
Sympathy  
Empathy  
Interactive listening  
Motivation  
Incentive  
Listening styles  
    Appreciative  
    Empathic  
    Discriminative  
    Analytical  
Distraction  
Disorientation  
Defensiveness

Chapter 5:  
pp. 135 - 162, and lecture notes

Content element  
Relational element  
Verbal communication  
    Syntax  
    Semantics  
    Pragmatics  
Nonverbal communication  
Functions of Nonverbal Communication  
Types of Nonverbal Communication  
    Paralanguage  
    Kinesics  
    Facial expressions  
    Oculesics  
    Proxemics  
    Territoriality  
    Haptics

Chapter 6:  
pp. 167 - 194, 316 - 322 , and lecture notes

Leadership  
Planning  
Organizing  
Motivating  
Controlling  
Technical skills  
Human skills  
Conceptual skills  
Consensus building  
Vision  
Humility  
Trust  
Understanding  
Empowerment  
Delegation  
Team building

Chapter 8:  
pp. 234 - 256, and lecture notes

Interviewing strategy  
    Directive  
    Nondirective  
Open/closed questioning  
Primary/secondary questions  
    Evaluative responses  
    Interpretive responses  
    Supportive responses  
    Probing responses  
    Understanding responses

Chapter 9:  
pp. 262 - 296, and lecture notes

SAR document  
Job description  
Networking/Informal job interview

TEST THREE REVIEW

Chapter 10:  
pp. 304 - 316, and lecture notes

Group  
  Informal  
  Social  
  Coalition  
  Formal  
  Task  
  Structural  
Boundaries  
  Norms  
  Roles  
  Natural role  
  Role congruence  
  Role performance  
  Role dysfunction  
Group identity  
Characteristics of group identity  
Cohesion  
Conformity  
Groupthink

Chapter 11:  
pp. 332 - 360, and lecture notes

Agenda  
Hidden agenda  
Committee  
Organizational goals  
Group goals  
Personal goals  
Analysis  
Reasoning  
Interpretation  
Evaluation  
Reflection  
Nominal Group Technique  
Advocacy

Chapter 12:  
pp. 372 - 397, and lecture notes

Conflict  
  Assertiveness  
  Nonassertiveness  
  Aggressiveness  
  Argumentativeness  
  Cooperation  
  Conflict Management strategies  
    Avoidance  
    Competition  
    Accommodation  
    Compromise  
    Collaboration  
  Negotiation  
  Bargaining  
  Intervention  
    Mediation  
    Fact-finding  
    Arbitration

TEST FOUR REVIEW

Chapter 13:  
pp. 404 - 442, and lecture notes

Brainstorming  
General purpose  
Specific purpose  
Audience  
Audience analysis  
Organization  
Introduction  
Body  
Conclusion  
Main ideas  
Evidence  
Visual aids  
Transitions  
Effective language  
Types of delivery  
Extemporaneous  
Stage fright

Chapter 14:  
pp. 447 - 475, and lecture notes

Functions of Informative speeches  
Description  
Demonstration  
Explanation  
Types of Informative speeches  
Briefings  
Reports  
Training seminars  
Scheduled meetings  
Public speaking guidelines  
Presentation software

Chapter 15:  
pp. 481 - 503, and lecture notes

Functions of persuasion  
Reinforcement  
Refutation  
Promoting change  
Call to action  
Types of persuasive presentations  
Sales  
Proposals  
Motivational  
Crisis intervention  
Perspective  
Maslow's Hierarchy of Needs  
Logical appeal  
Ethical appeal  
Source credibility  
Trustworthiness  
Competence  
Dynamism  
Emotional appeal  
Opinion leaders  
Primacy/recency effect

## ORGANIZATION RESEARCH REPORT

Objective: To investigate, describe and analyze the characteristics of communication within an organization of interest.

Directions: This essay assignment requires analysis based on personal observation and research into an organization of your choice. This essay will involve an in-depth investigation at a particular company, corporation or organization with whom you may be interested in applying for employment. For example, upon graduation you may wish to apply for a job at Company XYZ. It is to your advantage to know about the company or organization before you apply.

However, unlike other assignments you may have performed in other classes, this assignment requires that you specifically investigate the communication characteristics of the organization. These characteristics may include external communication between the company and the public, or between the company and its clients or customers (i.e. advertisements, brochures, websites, etc.). Other external communication characteristics may include recruitment strategies for employees, freelance contractors, or consultants. You should also investigate the characteristics of internal communication, including employee relations, organizational structure, and company policy. You may investigate the organization through various methods such as personal networking and company literature.

To this end, you are required to consult a minimum of two credible outside sources (not including the textbook for this class). These sources can be located in books, magazines, and organizational literature. Try to use fairly recent books or magazine articles published within the past eighteen months. You **MAY NOT** rely on the world wide web (the internet) for your outside sources. Although the internet may be used for supplemental material, your primary sources must be from printed materials located in the Library or through the organization being investigated. As well, you may use personal interviews. Do not define terms by citing a dictionary or an online encyclopedia. Focus on the communication of the organization. If you have difficulty finding your topic, feel free to ask for tips in locating information. You may be able to find information on your organization of choice through the Career Placement Center. Please also see the List of Sources on Organizations in the Course Materials Handbook. Study the organization by utilizing topics from the text and class discussion, and integrate these ideas with original thought and personal observation.

This paper should be written in formal essay style according to the American Psychological Association (APA) style manual. An abbreviated version of the APA manual is available in the Tips for Writing Essays and Research Reports located in the Course Materials Handbook. The essay should be typed (1000 - 1500 words, or about four to five pages with a standard font and one inch margins) 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 report will be based on these criteria:

1. Treatment of Topic (correct definitions, coverage of communication characteristics). 24%
2. Citation of Sources (number of sources, appropriateness of sources). 16%
3. Mechanics and Delivery (grammar, spelling, neatness, title page). 24%
4. Style (correct use of style manual, clarity of writing style). 12%
5. Organization (introduction, body--including length, conclusion). 24%

The paper should consist of approximately eighty percent description based on personal observation and research and twenty percent definitions of the concepts which you use to elaborate on the communication characteristics of your organization of choice. The balance between description and definitions will be considered under Treatment (1). Evidence for assertions about the organization will be assessed under Citation of Sources (2). Mechanics and Delivery (3), Style (4) and Organization (5) will be assessed in accordance with Tips for Writing Essays and Research Reports. A late penalty of 5% will be assessed for each day past the due date. Please also see the Sample Organization Research Report, as well as the handout on organization, Outline for a Research Report, located in the Course Materials Handbook for assistance in the development of your essay.

Suggestions for conducting an analysis of organizational communication:

1. **Be Precise** - Accurately assess communication characteristics by making notes about what the organization does as well as what it says it does. Often the rhetoric of an organization may not match the practice of the organization.
2. **Be Objective** - Consider the context of your interests in the organization including your expectations and the expectations of the others both in and outside of the organization.
3. **Be Sincere** - Have a genuine desire to learn about the organization and how it operates.

The goal of this paper, as in the class, is to increase your awareness of the characteristics of communication within an organization. Use this assignment to make an honest assessment of an organization you may wish to join. Remember, your job will always require some interaction with others!

Finally, keep a copy of your organizational report. Your next assignment will be a mock interview for a job with this organization. The interviewer (another student in this class) will receive a copy of this report to prepare for the assignment.

For this assignment and all other written assignments, you may e-mail the assignment to the address listed on the syllabus. Grades for assignments turned in via e-mail will be posted on the PAWS system following the schedule for grade posting (grading of all assignments first, hard copies returned, then posting to PAWS). However, a word of caution regarding e-mailing assignments is necessary: E-mail is notorious for not working as planned. The instructor is not responsible for missed deadlines for turning in assignments through e-mail or any other means.

## 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 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 ORGANIZATION  
RESEARCH REPORT

Title (i.e. The Public Relations Student Society of America,  
The Raymond D. Wiley Chapter:  
Issues of Organizational Interaction)  
Student Name (i.e. H. Paul LeBlanc III)

Course Name (i.e. SPCM 2061 Section 1)  
Course Instructor (i.e. Dr. LeBlanc)  
Due Date (i.e. September 22, 2000)

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

The Public Relations Student Society of America

Organizations have as a primary function interaction between members and interaction between the organization and the outside world. The public relations specialist is the individual within the organization who is given the role of facilitating communication within and out of an organization. This role is becoming more and more important as our society moves into an information age. The Public Relations Student Society of America trains students to fill those roles.

In interviewing members of the local chapter of PRSSA, I received a positive description of the organization in terms of interaction between members. I have observed members work together in the office without conflict. J. Smith (personal communication, October 18, 1993) described the decision making protocol as more collegial as opposed to hierarchical. In some cases, such as small allocation of funds, the decision is made by the executive board. However, other decisions are made with members during chapter meetings.

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When talking with former members of PRSSA, another perspective emerges. Two former members disclosed that the committee chairs often complained that the members of the committee, including the two former members, would not show up for the committee meetings. What occurred in many instances, was that the committee chairs would not take into account the scheduling needs of members. Instead committee chairs would simply state a time for the meeting that was convenient for themselves. Committee members would not attend the meetings either because they had time conflicts or personal conflicts with the scheduling decision-making style of the chairs, or because they experienced burn-out from membership in PRSSA.

The former members interviewed disclosed that they were only members for one year. This was due primarily to burn-out

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from the organization. The burn-out was described as being caused by the large amount of work and time required for the organization without enough compensation. This description came from both former members who served as committee chairs and those who were at-large members.

Former members described their decision to join PRSSA as primarily for the purpose of padding their resumes. The purpose of the organization was described as an extracurricular activity which might help public relations graduates get a job because of the profile of PRSSA ("Get a Job," 1993). One former member stated that the only real benefits came if you worked with Pyramid (a public relations firm). However, the work load for members of Pyramid did not justify the compensation because it required many hours of work which took time away from classes, social life, and part-time work.

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Another former member described the work load as high due to the fact that as a committee chair, most of the work was done by the chair because committee members would not show up at the meetings. The chair would have to make phone calls to all the committee members to tell them when the meetings were occurring, but even then members would not attend.

The current vice-president of operations concurred with the above description. The VPO is also the executive head of the Pyramid firm. She has been a member of PRSSA for one and one half years and has participated in many of the positions in the organization. She had become head of Pyramid at the end of November 1992. She stated that it was somewhat difficult to get members to contribute to the work load (O. Kelley, personal communication, October 21, 1993).

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She described many members as interested solely in a line on their resume. She agreed with the description given by the former committee chair that few members come to the meetings or participate in PRSSA work. She stated that even though there are seven committees in PRSSA, only a few of them have regular meetings. Several of the committees have only one or two members, and those committee members do the work on their own time.

She described the tone or desire of committee chairs as being open. However, when decisions have to be made, and members do not contribute input, the chair has to make the decision. It might appear that the chair is acting in an autocratic manner, but that decision-making strategy is needed due to the lack of input from other members.

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It would seem that the majority of work is done by committee members. If that is the case, then J. Smith's desire to be more collegial in the decision-making process for the chapter as a whole makes sense. Practical necessity may induce decision-making from the chairs of the committees.

Some questions for further observation might include: what is the level of frustration among working members regarding the non-working members (see Downs, 1990), how might working members induce others to help carry the work load, and how might members recruit student to take leadership positions in PRSSA. Given these difficulties in the local chapter, it is questionable how the organization might continue to function in its present form.

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#### References

Downs, C. W. (1990). The indictment: A superior-subordinate confrontation. In B. D. Sypher (Ed.), Case studies in organizational communication (pp. 190-196). New York: Guilford.

Get a job. (1993, Fall). ImPRessions, p. 1.

## OUTLINE FOR AN ORGANIZATION RESEARCH REPORT

### I. Introduction:

- A. Identification of the organization to be studied
- B. Importance and rationale of the investigation

### II. Body:

- A. Review of information about the organization from various sources
- B. Reasoning and evidence that leads to an assessment about specific qualities
- C. Statement in concise terms of each quality of the organization (i.e.:
  - 1. The organization has these stated goals, mission statement, vision statement, etc.
  - 2. The organization has effective external communication between representatives and customers such as . . .
  - 3. The management style of the organization is . . .
- D. Elaborate on each quality of the organization specified

### III. Conclusion:

- A. Summarize the qualities of the organization
- B. Discuss the importance or relevance of the organization
  - 1. in reference to its stated goals, mission, etc.
  - 2. in reference to your personal goals or needs
- C. Evaluate your biases regarding the company

LIST OF SOURCES ON ORGANIZATIONS

**Books or Directories**

	<b>Library Call No.</b>
Directory of American Firms Operating in Foreign Countries	HG 4538 A1D5
Directory of Corporate Affiliations	HG 4057 A22
Encyclopedia of Associations	HS 17 G334
Encyclopedia of Business Information Sources	HF 5351 D36
Encyclopedia of Geographic Information Sources	HF 5353 E54
International Trade	GP 3.22/2:123
Moody's Complete Corporate Index	HG 4961 M73
Moody's Industry Review	HG 4905 M825
New York Times Index	AI 21 N44
Standard and Poor's Corporation Records	HG 4501 S76635
Thomas Register of American Manufacturers	T 12 T6
Wards Business Directory of Major International Companies	HD 2755 .5 W37
Wall Street Journal Index	HG 1 W26

**Various reports**

business directories  
Chamber of Commerce membership directories (for cities or states)  
franchise opportunities reports  
industry directories  
security brokers' research analysis  
trade show exhibitor directories

## INTERVIEW ASSIGNMENT (part one)

**Objective:** The prepare for and practice interviewing techniques for an employment opportunity (as an interviewee), and for a job candidate (as an interviewer).

**Directions:** This assignment has two parts: as an interviewer and as an interviewee. You will be assessed on your performance on each of these two parts of the assignment separately. You will be assigned a partner in class, and each of you will have an opportunity to interview the other person and be interviewed by the other person. Once you have been assigned a partner, give a copy of your Organization Research Report to your partner. Please see the instructions for each part of the assignment below.

**Interviewer:** Step one: You will be given a description of the organization you shall represent by your partner. Use this Organization Research Report to develop a job description for a position in the company. You will be given an opportunity to meet with your partner to discuss briefly the type of job to which he or she would apply. Remember, as the interviewer, your position in the company has to be in either a supervisory role over the job candidate or as a member of human resources. The job description should contain a position title, a brief objective for the position, a description of the position including qualifications, and list of job responsibilities. You will hand in one copy of the job description to your partner and one to the instructor one class period prior to the assigned interview day. The job description should be 350 to 500 words. You will be assessed on thoroughness and appropriateness of the job description. Step two: You will develop a list of interview questions to ask your job candidate. This list should contain a minimum of 20 questions, and will be handed in to the instructor the day of the interview. The interview questions will be assessed along with the performance of the interview based on their thoroughness and appropriateness: see the evaluation criteria below. Please see the sample of questions to ask and avoid below. Remember that your development of interview questions will also assist you when preparing to be interviewed. A list of potential questions will be made available through the course website.

**Sample Interview Questions:**

1. Tell me about yourself.
2. Why are you interested in working for our company/organization?
3. What do you perceive to be your greatest weaknesses/liabilities?

**Questions to avoid asking:**

1. Are you married?
2. Have you ever been arrested?

**Evaluation of the interviewer assignment will be based on these criteria:**

1. Job Description (sufficiency, appropriate to organization) 25 pts.
2. Performance (delivery, thoroughness, and overall effectiveness) 25 pts.

### INTERVIEW ASSIGNMENT (part two)

Interviewee: Step one: You will develop two documents which you will use to create your resume and cover letter for job applications. Samples of these documents will be made available through the course website. The first document will be a self-assessment in which you answer the following questions:

1. What are your employment goals?
2. What is your educational/specialized training background?
3. What is your prior employment history?
4. In what extracurricular activities did you engage?
5. What awards or honors did you receive?

Then, assess your employment goals by listing:

1. Your level commitment to obtaining employment goals.
2. The obstacles you perceive to obtaining those goals.
3. The strategies you can or will utilize to overcome those obstacles.
4. Your strengths and weaknesses.
5. Your functional skills (i.e. management, development, operations, sales, finance, etc.).

The second document will be a list of five short examples of accomplishments in situation - action - results format. Each example should be a short story which demonstrates one or more personal assets relevant to your employment at a prospective company, in this case the company you investigated in your Organization Research Report. Begin with the situation which required action to resolve, the action you took, and the results of your efforts. This document will be used to develop your resume and cover letter. Step two: You will meet with your assigned partner and briefly discuss a job title for the kind of job for which you believe you are qualified. Your partner will develop and give you a job description for the organization you investigated in your Organization Research Report one class period prior to your mock job interview. You will develop your resume and cover letter specifically to address the requirements of the job as specified in the job description using the information you developed in step one. You will turn in to your instructor the documents from step one, and you will turn in to your instructor and your partner at the beginning of class the day of the interview your resume and cover letter. Please see my resume at <http://www.hpleblanc.com>, for an example of a resume using the SAR technique. Step three: You will be interviewed for the job specified in the job description by your partner. You will be assessed on your performance at the mock interview. Prepare for the interview by memorizing the elements of your resume, and reviewing the responses to the interview questions you developed for this assignment. Although your questions may be different than those prepared by the interviewer, be prepared for any potential questions. Your answers should be concise but to the point. Remember, do not discuss compensation until the second interview. Your job is to sell yourself. Your goal is to be selected for a second interview.

Evaluation of the interviewer assignment will be based on these criteria:

1. Resume/Cover letter (sufficiency, appropriate to organization) 50 pts.
2. SAR/Self-assessment (thoroughness) 50 pts.
3. Performance (delivery, content, overall effectiveness) 25 pts.
4. Interview responses (strategic, timely) 25 pts.

### SMALL GROUP TASK SIMULATION

Objective: To demonstrate how conflicts might arise and be resolved in small groups, to demonstrate how leadership and delegation occurs, and to practice team building and consensus requiring effective communication.

Directions: The instructor will assign all students to groups of five or six. Then the instructor will give each group a scenario to resolve. The scenarios will be based on actual organizations as reported in student Organization Research Report projects. Each group will be given a certain amount of class time to resolve their scenario. Then each group will be required to present to the class their resolution. Furthermore, each student will be required to write a short (600 - 750 words) report on their group task, their individual responsibility, and assessment of the resolution.

Evaluation of the project will be based on the following criteria:

1. The ability to come to a resolution in the time allotted. (20%)
2. The appropriateness of the resolution for the given scenario. (20%)
  - a. Is the resolution achievable?
  - b. Is the resolution beneficial to all members and other concerned parties?
3. The written report. (40%)
  - a. A short description of the scenario and delegation of tasks
  - b. A description of the task performed by the student
  - c. An evaluation of the group's methods and resolution.
4. The group's overall presentation of the project including the participation of all members and the creativity of the presentation. (20%)

Each member of the group will receive a grade based on the performance of the group. It is your responsibility as a member of the group to make sure the group completes the project adequately. The purpose of the project includes not only investigating communication phenomena, but also practicing collaboration and teamwork. To better function as a group, consider these suggestions:

1. Pick a leader; often good leaders emerge as persons who are able to delegate responsibilities among the group according to talents and abilities of group members.
2. Determine your goals and objectives. Achieve consensus on the project to be undertaken.
3. Decide on a strategy to accomplish your goals and objectives. Delegate specific tasks to specific members of the group.
4. Choose a time limit or schedule to accomplish specific tasks, and stick to it.
5. Communicate with each other regularly. Approximately 25 minutes of class time will be set aside for group work. The remaining class time will be dedicated to group presentations.

Individuals not participating in a group presentation will be required to conduct an observation or experiment and turn in a four-page typed report following the guidelines of the group project and will be assessed in accordance with Tips for Writing Essays and Research Reports. Consider this project to be a mock trial of group projects in which you will likely have to participate as a member of the working world. You have a goal, a task and a deadline.

## BUSINESS PRESENTATION

Objective: To learn the techniques for effective public speaking in a business environment.

Directions: This presentation assignment requires research or investigation into an organizational strategy, process or product that you develop. For example, if you wish to sell an idea such as a business plan to a bank, or a product such as a software application to a venture capitalist, you have to strategically develop a means to inform your target audience about it. You will research a product or process in your area of expertise, then organize and present the information about the product or process to the class, utilizing current technological tools such as presentation software.

The presentation may involve a product or process previously developed for another class. The evaluation of this assignment will be based on your presentation skills and not on the product you have developed. Please see the criteria for an informative speech listed below:

Evaluation of the presentation will be based on these criteria for a speech to inform:

1. Allotted time (4-5 minutes). (5%)
2. Eye Contact. (5%)
3. Extemporaneous delivery (see Using Presentation Software in the Course Materials Handbook). (10%)
4. Topic selection's relation to audience. (10%)
5. Dramatic delivery
  - a. vocal – loudness, emphasis, rate, variety, fluency, articulation, naturalness. (10%)
  - b. body – posture, movement, vitality, facial expression, gestures. (10%)
6. Citation of sources (one per main point, minimum of two separate sources). (15%)
7. Use of visual aids (see Using Presentation Software in the Course Materials Handbook) (15%)
8. Written outline
  - a. organization (introduction, body, and conclusion). (10%)
  - b. written citation of sources handed to instructor before speech. (10%)

The presentation should reflect your expertise but consider the knowledge base of the audience. You must present the material in a manner that can be understood by non-experts. To further assist the development of the presentation, please see the Outline for an Informative Speech, the Speech Preparation Checklist, and Speech Analysis and Criticism in the Course Materials Handbook.

You are required to turn in, on the day of presentation, a hard copy of the speech outline of the form specified on the Outline for an Informative Speech. As with the Organizational Research Report, you MAY NOT rely on the world wide web (the internet) for your outside sources. Although the internet may be used for supplemental material, your primary sources must be from printed materials.

OUTLINE FOR AN INFORMATIVE 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, Basic Course Director, Department of Speech Communication, Louisiana State University, Baton Rouge.

## 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.
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.

## 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.

### ASSERTIVENESS EXERCISE

Objective: To demonstrate how assertive behavior may work in various situations which may occur in real life. This exercise will help students understand the characteristics of assertive behavior and how it differs from aggressive and nonassertive behavior.

Directions: Select volunteer students and assign into groups of two. In dyads, partners will role play conflictual scenes for the class. A scene from the list below will be assigned randomly to each dyad. The dyad will be given five minutes to mentally rehearse the scene.

Scene One (Superior/subordinate): In this scene, the subordinate wants a raise in pay. It has been two years since his or her last pay raise, and the company has posted increased profits for three consecutive quarters. The boss believes that the short-term prognosis for continuing the earning trend will change. And although the subordinate does good work, the boss believes the subordinate's effort was not one hundred percent.

Scene Two (Coworkers): In this scene, one associate has information about a peer's personal life which is not relevant to the job but nonetheless interesting and potentially damaging. The associate wants to divulge the information to his or her work partner. The work partner does not want to know about the other person and is uncomfortable hearing about it especially since there is a written company policy prohibiting the spreading of rumors.

Scene Three (Representative/customer): In this scene, the customer wishes to complain about the quality of a product purchased from the company. The customer wants a replacement product or his or her money back. The representative suspects that the fault for failure lies with the customer due to misuse of the product. The representative does not want to replace the product, and the product warranty specifically states nonliability for product misuse.

The class will evaluate each scene to determine if the role-players used assertive, nonassertive, or aggressive tactics. Questions the instructor may want to ask to determine the nature of the scene include:

1. Did either of the partners specifically describe the situation?
2. Were the feelings of both partners clearly expressed?
3. Was the communication that occurred effective?
4. Did the participants specify what they wanted?
5. Were the consequences detailed for meeting or not meeting the desires?
6. Did participants act in a consistent and appropriate manner?

How might you be more assertive? What specific communication tactics might you personally use to be more assertive? Defend your answer.

## LISTENING EXERCISE

Objective: To demonstrate the difficulty in remembering the exact content of messages, and to demonstrate listening effects on accuracy.

Step One: In dyads, Partner One (P1) will give directions for a task provided by the instructor. Partner Two (P2) will repeat back verbatim (exactly word-for-word) the directions told by P1 without looking at the instruction sheet. It is the responsibility of P2 to stop P1 at the point of saturation (the point at which P2 cannot recall verbatim), so that P2 can repeat the phrase or particular direction verbatim. For example, many times a listener can only repeat back a sentence at a time word-for-word and not the whole list of directions. P2 can stop P1 by means of a signal such as raising a hand. After P2 has repeated the phrase word-for-word, P1 must acknowledge that the phrase given was verbatim. If the repeated phrase was not verbatim, then P1 must restate it. This process should go back and forth until P2 is able to repeat back the phrase verbatim. This sequence will continue until P1 is finished reading his or her list of directions, then partners will change roles. Partners do not have to repeat the list of directions in their entirety.

Step Two: Following Step One, P1 will relate a message from a fictitious coworker (provided by the instructor) to P2 in its entirety. P1 should include in the relating of the message his or her perceptions regarding the events and circumstances in the message. P2 should not interrupt P1 at any point during P1's relating of the message. When P1 completes the relating of the message, P2 will paraphrase the message for P1, separating the information of the message for the perceptions of P1. When partners have completed exchanging information about the message, partners will change roles with a new message provided by the instructor.

Reflection: How important effective listening in an organization. What are the specific characteristics of your listening style? Considering the class exercise, how effective are you with different listening styles in your work or personal relationships? What effect might parroting have? When have you used it? When might parroting be important? How effective are you in comprehending the content and meaning of directives or histories in your experience? How do messages get miscommunicated?

## NONVERBAL COMMUNICATION EXERCISE

Objective: To demonstrate the pervasive nature and significant effect of nonverbal communication.

Directions: The instructor will assign students into five groups. Each group will be given a nonverbal function such as repetition, substitution, contradiction, complementation, or regulation, and required to develop a list of ways that people accomplish that function with each type of nonverbal code: paralanguage, kinesics, facial expressions, oculosics, proxemics, territoriality, and haptics. Each group will then be required to present their list to the class.

## LEADERSHIP EXERCISE

Objective: To demonstrate how leadership is gained and maintained through communication.

Directions: The instructor will assign students into small groups. Each group will discuss and respond to the following questions:

1. What are the characteristics of an effective leader?
2. What must a leader do to establish group identity?
3. What must a leader do to maintain group cohesion?
4. What must a leader do to accomplish group tasks?
5. What are the characteristics of an effective follower?

The instructor will give students ten minutes to develop answers to the questions. Then, each group will select a representative to relate to the class their answers.

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?

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

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

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Name of Evaluator: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Course Section Number: \_\_\_\_\_

COURSE FEEDBACK FORM

I have enjoyed discussing areas of professional communication 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 communication 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 tests, the Small Group Task Simulation, the Organization Research Report, etc.
  
4. What do you think about the textbook, 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.