

SPCH 101 – Fundamentals of Communication

Course Materials Handbook

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for

Baton Rouge Community College

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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.

CHEATING: The policy of the Baton Rouge Community College expressly forbids cheating in any form, including plagiarism. Violation of the policy may result in a score of zero for the assignment or for the course, or may result in expulsion from school, depending on severity. Please consult the BRCC Catalog for more information on this policy.

DESCRIPTION OF MAJOR ASSIGNMENTS:

Performance of Literature: A 4-5 minute oral presentation of a selection of prose or poetry. The presentation should demonstrate your ability to select, interpret, and perform works of literature in a dramatic fashion. Submit a photocopy of the selection. Basic standards of delivery should be employed.

Speech to Inform: A 4-5 minute oral presentation which combines your personal experience with research from secondary sources. The speech should demonstrate your ability to select and organize appropriate motivational appeals and supportive materials. Submit an outline of your speech with a list of sources. Basic standards of delivery should be employed.

Debate: A 5-6 minute oral presentation of a pro or con position on a topic, in competition with an opposing classmate. The debate should demonstrate your ability to research and present an effective argument on an issue of current importance. Submit an outline of your debate with a list of sources.

Communication Analysis: A 5 page, double-spaced, typewritten assignment which examines the characteristics of an interpersonal communication episode. This assignment should demonstrate your ability to analyze the effects of day-to-day interpersonal communication.

Quizzes: Throughout the semester students will be tested on comprehension of course material in the following areas: (a) Rhetoric, (b) Performance of Literature, (c) Public Address, (d) Debate, and (e) Interpersonal Communication. Each quiz will be worth 4%.

Midterm Exam: The midterm exam will cover material from the first seven weeks of the course including rhetoric, performance of literature, and public address.

Final Exam: The final exam will cover material following the midterm including debate and interpersonal communication.

SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Introduction and Outline of Course.

- a) Self-introductions.

Week Two: UNIT I - History of Rhetoric and Speech Communication.

Week Three: Rhetorical Analysis.

Week Four: Rhetorical Analysis (continued).

- a) Quiz One.

Week Five: UNIT II - Interpretation of texts.

- a) Performance of literature presentations.

Week Six: Delivery. Voice and Diction.

- a) Quiz Two.

Week Seven: UNIT III - Public Address.

Week Eight: Visual Aids.

- a) Quiz Three.
- b) Speeches to inform.

Week Nine: Public Address (continued).

- a) Speeches to inform (continuing).
- b) Midterm Exam.

Week Ten: UNIT IV - Persuasion and Debate.

Week Eleven: Library and Research Strategies.

- a) Quiz Four.

Week Twelve: Debate Strategies.

- a) Debates.

Week Thirteen: Debate (continued).

- a) Debates (continuing).

Week Fourteen: UNIT V - Models of Communication and Interpersonal Conflict.

- a) Quiz Five.

Week Fifteen: Interpersonal Conflict (continued).

Week Sixteen: Conversation and Interpersonal Communication.

- a) Communication Analysis Paper.

Final Exam

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 SPCH 101 is an easy course.
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 *Schedule of Assignments and Activities* 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 your Grammar text.

ASSIGNMENT GRADING FORM

Performance Assignment: _____/100 Student: _____

I. Time (): _____/15 V. Delivery: _____/30

II. Eye Contact: _____/10 VI. Photocopy of Selection: _____/10

III. Memorization: _____/10 Late Penalty: _____

IV. Audience Analysis: _____/25 Notes: _____

Speech Assignment: _____/100 Student: _____

I. Time (): _____/15 VI. Citation of Sources: _____/10

II. Eye Contact: _____/10 VII. Visual Aids: _____/5

III. Extemporaneous: _____/10 VIII. Outline: _____/10

IV. Audience Analysis: _____/20 Late Penalty: _____

V. Delivery: _____/20 Notes: _____

Debate Assignment: _____/100 Student: _____

I. Time (): _____/5 VI. Argument: _____/20

II. Eye Contact: _____/5 VII. Overall Effectiveness: _____/15

III. Extemporaneous: _____/5 VIII. Outline: _____/10

IV. Delivery: _____/10 Late Penalty: _____

V. Content: _____/30 Notes: _____

Writing Assignment: _____/100 Student: _____

I. Treatment of Topic: _____/35 V. Organization: _____/20

II. Citation of Sources: _____/10 Late Penalty: _____

III. Mechanics and Spelling: _____/20 Notes: _____

IV. Style: _____/10 _____

SPECIFIC CRITERIA FOR ORAL PRESENTATIONS

I. Performance of Literature

- A. time (4-5 minutes)
- B. eye contact
- C. memorization
- D. literature selection's relation to audience
- E. dramatic delivery
 - 1. vocal – loudness, emphasis, rate, variety
 - 2. body – posture, movement, vitality
- F. photocopy of selection

II. Speech to Inform

- A. time (4-5 minutes)
- B. eye contact
- C. extemporaneous delivery (four note cards maximum)
- D. topic selection's relation to audience
- E. dramatic delivery
 - 1. vocal – loudness, emphasis, rate, variety, fluency, articulation, naturalness
 - 2. body – posture, movement, vitality, facial expression, gestures
- F. citation of sources (one per main point)
- G. use of visual aids
- H. outline
 - 1. organization (introduction, body, and conclusion)
 - 2. written citation of sources

III. Debate

- A. time (5-6 minutes per participant)
- B. eye contact
- C. extemporaneous delivery (four note cards maximum)
- D. dramatic delivery (no podium)
 - 1. vocal - loudness, emphasis, rate, variety, fluency, articulation, naturalness
 - 2. body - posture, facial expression
- E. content
 - 1. originality - perspectives for argument
 - 2. quality of sources
 - 3. citation of sources (two per main point)
- F. argument
 - 1. logical
 - 2. lack of fallacious reasoning
- G. overall effectiveness
- H. outline
 - 1. organization (introduction, body, and conclusion)
 - 2. written citation of sources

PERFORMANCE OF LITERATURE

The purpose of this assignment is to demonstrate your ability to select, interpret, and perform works of literature in a dramatic fashion. This public speaking assignment requires dramatic delivery of a selection of prose or poetry. The selection can be from classic or contemporary literature but should be appropriate to the audience. The selection should be marked for interpretation to assist in dramatic delivery. The selection should be memorized for presentation. Basic standards of delivery should be employed.

Evaluation of this assignment will be based on these criteria (100 pts):

- I. Allotted time: (4-5 minutes, 5 pts for each :30 below or above the limit, 15 pts)
- II. Eye contact: (10 pts)
- III. Memorization: (10 pts)
- IV. Literature selection's relation to audience (Audience Analysis): (25 pts)
- V. Dramatic delivery: (30 pts)
 - A. Vocal – loudness, emphasis, rate, variety: (15 pts)
 - B. Body – posture, movement, vitality: (15 pts)
- VI. Photocopy of selection: (10 pts)

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

You are required to turn in, on the day of presentation, a photocopy of the selection.

SPEECH TO INFORM

The purpose of this assignment is to learn the basic techniques for effectively presenting information publicly. This public speaking assignment requires a description of an object, concept, process or event. For example, you may describe a object you have utilized, or a concept (i.e., a design principle) you have mastered. You may also choose to inform your audience about the history of a person, place or thing.

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

- I. Allotted time: (4-5 minutes, 5 pts for each :30 below or above the limit, 15 pts)
- II. Eye contact: (10 pts)
- III. Extemporaneous delivery, maximum four note cards: (10 pts)
- IV. Topic selection's relation to audience (Audience Analysis): (20 pts)
- V. Dramatic delivery: (20 pts)
 - A. Vocal - loudness, emphasis, rate, variety, fluency, articulation, naturalness: (10 pts)
 - B. Body - posture, movement, vitality, facial expression, gestures: (10 pts)
- VI. Citation of sources, one per main point: (10 pts)
- VII. Use of visual aids: (5 pts)
- VIII. Outline: (10 pts)
 - A. Organization: (5 pts)
 - B. Citation of sources, written with references: (5 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 an Informative Speech, Speech Analysis and Criticism, and the Specific Criteria for Oral Presentations 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 an Informative Speech. The outline should be in complete sentence form as described in class.

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: _____

DEBATE

The purpose of this assignment is to demonstrate the ability to find, analyze and present an argument regarding some current policy issue. Each student will be given a resolution regarding some aspect of current federal, state or local policy. The student will be required to prepare a three minute presentation to affirm or reject the resolution. The presentation should include evidence in the form of facts and testimony from no less than three independent sources. Each student will be required to create an outline of his or her argument to be turned in prior to presentation. The outline should include references for all cited sources. Each student will be paired with a classmate to debate the resolution. The argument in favor of the resolution will be presented first, followed by the argument to reject the resolution. Then each student will have two minutes to rebut the position of his or her opponent. The rebuttals will follow the same order as the presentations.

Criteria for Evaluation:

- I. Allotted time: (5-6 minutes: 3 minutes for Argument, 2 minutes for Rebuttal, 5 pts)
- II. Eye contact: (5 pts)
- III. Extemporaneous delivery, maximum four note cards: (5 pts)
- IV. Dramatic delivery, no podium: (10 pts)
 - A. Vocal - loudness, emphasis, rate, variety, fluency, articulation, naturalness: (5 pts)
 - B. Body - posture, movement, vitality, facial expression, gestures: (5 pts)
- V. Content: (30 pts)
 - A. Originality - perspectives for argument: (10 pts)
 - B. Citation of sources (two per main point): (10 pts)
 - C. Quality of sources: (10 pts)
- VI. Argument: (20 pts)
 - A. The reasoning should be logically sound: (10 pts)
 - B. Argument lacks fallacious reasoning: (10 pts)
- VII. Overall Effectiveness: (15 pts)
- VIII. Outline: (10 pts)
 - A. Organization: (5 pts)
 - B. Citation of sources, written with references: (5 pts)

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

You are required to submit a speech outline of the form specified on the Outline for an Informative Speech in the Course Materials Handbook. Each speech outline should be submitted in advance of the presentation.

COMMUNICATION ANALYSIS PAPER

This essay assignment requires reflection and analysis based on personal experience. The purpose is to try to synthesize some of the ideas and key concepts derived from this course within the context of a personal relationship. This essay should be an in-depth look at a particular topic area. The type of relationship is not important provided it is of a personal nature; the type of relationship used for analysis could include a business relationship, a friendship, a family relationship, or a romantic relationship. However, it is important that you keep an accurate record of the communicative events which occur in the relationship you choose to write about. Therefore, you are required to keep a journal, which should be written in daily.

It is important to address a minimum of two major concepts in the paper. For instance, consider (a) self-disclosure and its effect on trust, (b) listening and trust or intimacy, (c) culture and semantics and conflict, (d) gender and conflict, or (e) conversational rules and nonverbal communication, etc., within the context of the relationship chosen. Most concepts that we will discuss in class are interrelated. On the following page you will find a list of possible paper topics. This list is not exhaustive. Many other issues may exist in personal relationships which you can choose as topics for the paper. However, you may need to discuss your choices with me before writing the paper. Consider the topics from class discussion and integrate these ideas with original thought and personal experience.

This paper should be written in formal style according to a style manual, i.e. APA, MLA, or Turabian. (You may use your grammar text.) It does not matter which style manual is used as long as you are consistent. Consider the work as an extension of the self. For example, turn in work that one could use as a basis for future employment: be as professional as possible. The paper should be a full five to six double-spaced, typed pages not including the title page and the reference page. (Include your style manual on the reference list, in addition to other sources). Evaluation of the paper will be based on these criteria:

- I. Treatment of Topic (correct definitions, elaboration of concepts, balance). 45%
- II. Mechanics and Delivery (grammar, spelling, neatness, title page). 20%
- III. Style (correct use of style manual, clarity of writing style, references page). 10%
- IV. Organization (introduction, body, conclusion). 25%

The paper should consist of approximately thirty percent definitions and discussion of the concepts and seventy percent argument based on personal experience, to support or refute those definitions. The balance between discussion of concepts and personal experience will be considered under treatment (I). Evidence for assertions also will be assessed under (I). Mechanics and delivery (II), style (III) and organization (IV) will be assessed in accordance with the grammar text of your choice, see above. A late penalty of 5% will be assessed for each day past the due date. See the list of possible Paper Topics below:

PAPER TOPICS

#1 Culture and Semantics

How does the culture one is raised in determine the meaning of language? Does this affect cross-cultural communication? What about the affect on bigotry? How does one's cultural background affect perception of self and others, and consequently interpersonal communication?

#2 Self-esteem

How does high or low self-esteem impact relationships? How does it affect communication patterns or relational patterns between partners?

#3 Self-disclosure and Interpersonal Trust

How are these two concepts related? Examine the connection between these concepts within a present relationship. How might both the quantity and quality of disclosure be determined by the level of trust in the relationship? How is trust developed?

#4 Interpersonal Deception

Should white lies be used in relationships? Why or why not? What effect might deception have on the development of trust? How might deception be justified, if it can be? Give examples of its use and the effects on the relationship.

#5 Listening

Why is listening important in relationships? What determines effective or ineffective listening? What is the connection between listening and intimacy, or listening and trust?

#6 Nonverbal Communication

Discuss nonverbal communication and its impact on interpersonal relationships. Give examples of messages sent nonverbally within the context of a particular relationship. How does the Family of Origin affect the nonverbal communication patterns of a partner in a relationship? It may be helpful to choose only a few types of nonverbal communication.

#7 Male/Female Communication

How do social dictates affect male or female communication patterns? What are the advantages/disadvantages of social dictates on relationships between the sexes, or on personal identity as a member of a gender group? Give examples of social expectations which can contribute to the acceptance of a communication pattern within one's own gender identity.

#8 Knapp's Stages of Relational Development and Dissolution

Consider Knapp's stages within the context of a particular relationship. Note the development of the relationship with examples which describe each stage.

#9 Conflict in Relationships

What types of conflicts can occur in relationships? Give examples. Is it always necessary or desirable to resolve conflicts? What are effective and ineffective strategies for resolving conflicts used within a particular relationship?

#10 Communication Networks

What type of communication network exists in your family? Who is the gatekeeper? How does this network affect your ability to talk to other individuals in the family? Who talks to whom? What factors play a role in determining family communication patterns, i.e. age, birth order, size of family?

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.

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.

USE OF EVIDENCE

Type	Definition	Logos	Pathos	Ethos	Test of Validity
Examples	case or instances, real or hypothetical, detailed or not	weak: difficult to generalize	strong: only if concrete; humanizes and permits identification	moderate: adds good will	Is it a typical case?
Theory	to prove an event could or did happen, to illustrate an idea	moderate: relies on further evidence of another sort	weak to moderate: depends upon strength of other evidence	moderate to strong: depends upon audience's perception of expertise	Are there plausible competing theories?
Statistics	numerical or quantitative measure of scope or frequency of occurrence	strong: easy to generalize	weak: dull, hard to remember, limits identification	strong: adds expertise	Is the methodology sound? Is the sampling adequate or appropriate?
Literal Analogy	comparison of two like items	moderate: used for evaluations and predictions	strong: compares known and familiar with unknown and unfamiliar	moderate: demonstrates understanding of case	Are the items similar in all essential respects?
Figurative Analogy	comparison of two unlike items, used to crystallize or gain new perspectives	weak: difficult to generalize	strong: vivid and dramatic	weak: audience may question purpose for comparison	Are the items dissimilar in all essential respects?
Expert Authority	testimony which interprets and draws conclusions	moderate to strong: depends on authority's expertise	moderate: depends upon audience perception of authority	moderate to strong: depends upon audience's perception of expertise	Is the expert qualified in this area?
Witness Authority	testimony which provides facts	weak to moderate: a form of example	moderate: depends upon audience perception of lay person	moderate to strong: depends upon audience's perception of witness' honesty	Is the lay person or witness biased in any way?

MIDTERM TEST REVIEW

Study terms and ideas

1. History of Rhetoric: Where did it start? What was the purpose for studying Rhetoric then?
What did the ancient philosophers think about the ethics of Rhetoric?
In what ways might speech be unethical? (see text pages 13 - 18)
2. What are the three type of appeals? Describe what each does.
3. What are the five stages for preparation of a speech according to Classical Rhetoric?
4. How is meaning (ideas) connected to objects (reality)? How are words (symbols) connected to meaning? (see Quiz 1)
5. In what ways do we analyze the speech of others? (see handout on Speech Analysis and Criticism)
Context -
Content -
6. What three things do we need to consider when selecting a topic? (see Quiz 2)
7. What issues or characteristics do we need to observe when analyzing an audience?
Audience composition -
Audience expectations -
Reasons for assembling -
8. What issues or characteristics do we need to observe when analyzing an occasion?
9. What are some tactics or strategies for gathering information for your speech?
10. What are the three parts of an outline? Which should be done first? What are each of the parts supposed to do? (see Chapter 6 and 7 of your text)
11. What are characteristics of effective delivery? (see Chapter 8)
Vocal -
Body -
12. What makes a source credible? What makes a speaker credible? Which of the three types of appeals deals with credibility?
13. What is the purpose of an informative speech? (see Chapter 10)

Tips: Study your quizzes, read Chapters 1, 6, 7, 8, 9, and 10, and go over your class notes with a classmate.

FINAL TEST REVIEW

Study terms and ideas

1. What are the three types of appeals used in persuasive speaking? Describe what each does.
2. What are the characteristics of speaker credibility?
3. What are the different types of evidence (see Use of Evidence handout)? What are the tests of validity used with each type?
4. What are the different tactics used in persuasion (see Persuasive Tactics handout)?
5. What are the steps for preparing a persuasive speech (see Monroe's Motivated Sequence)?
6. What are different types of fallacies in reasoning (see Reasoning handout)?
7. What is the difference between the affirmative position and the negative position in a debate? Who has the burden of proof? Who advocates change? Who defends the status quo?
8. What is the difference between propositions of fact, value, and policy in debate?
9. What are the six characteristics of communication?
10. What does the interactional model of communication look like? What is involved in the process of communication? What is encoding, decoding and feedback? What is the "field of experience?"
11. What are the differences between verbal and nonverbal messages? Or between vocal and nonvocal messages? Give an example of each.
12. What is the definition of interpersonal communication? How does interpersonal communication differ from rhetoric, public address and debate?
13. What is the purpose of interpersonal communication? What goals are achieved through interpersonal communication? What are relational filters? What is Social Penetration?
14. What are the stages of relational development and dissolution? Be able to list them in order.
15. What is interpersonal conflict? What are its causes? What are its characteristics?
16. What are the five basic strategies for managing conflicts? How do they differ?

Tips: Study your quizzes and handouts, read Chapters 5, 11, 12, and go over your class notes with a classmate.

COURSE FEEDBACK

I have enjoyed discussing the fundamental areas of communication in this course. However, I would like to know what particular areas you liked or did not like. This course covered: a) Unit I - History of Rhetoric, b) Unit II - Interpretation of Texts, c) Unit III - Public Address, d) Unit IV - Persuasion and Debate, and e) Unit V - Communication Models and Interpersonal Conflict. Please answer the following questions:

1. What area do you remember most about communication as discussed in class, and why?

2. Please go back and carefully examine the topics listed on the daily syllabus.
 - 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: number of assignments, group project, the paper, form of tests, etc.

4. What do you think about the textbook, or other course materials?

5. What do you think about me as an instructor of communication?

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