**COMM 1020: Introduction to Communication**

**Course Manual and Assignments**

**By**

**Emily B. Anzicek, Ph.D.**

**Basic Course Director**

**Bowling Green State University**

**And**

**Jenny A. Armentrout, Ph.D.**

**Assistant Basic Course Director (2010-2011)**

**Bowling Green State University**

**Introduction to COMM 1020 and the Field of Communication**

Dear COMM 1020 Student,

Welcome to Introduction to Communication. We’re glad to have you with us this semester. This is a course that we hope you will find interesting, challenging, perhaps fun, and most of all applicable to your everyday life from your personal relationships to your workplace. Employers frequently cite communication skills as among the most highly desirable qualities in potential employees. Romantic relationships live and die on the quality of communication between partners. Communication enhances our quality of life and helps us achieve our goals.

This manual serves several purposes. Most importantly, it establishes the course policies common to all sections of COMM 1020. Secondly, it includes all of your major assignments for the semester. We hope you’ll find this manual to be helpful to you as you work your way through COMM 1020.

We wish you the best of luck this semester. Please feel free to seek your teaching assistant or instructor out for help when you need it. As Basic Course Director, I am here to help you as well. Should you have any questions or concerns, please feel free to contact me at emilya@bgsu.edu.

Sincerely,

Emily B. Anzicek, Ph.D.

Basic Course Director

Instructor

Department of Communication

Bowling Green State University

**Why Study Communication?**

According to communication scholar Brant Burleson,

“Good communication matters. It matters fundamentally in terms of the individual's success personally (in terms of their personal relationships), and it matters maybe even more in terms success professionally. There are a lot of studies that show that employers want good communication skills in their employees first and foremost, and by that they mean, in addition to being able to read and write effectively, the ability to communicate orally with others effectively, and to participate in teams. In fact, there is a large body of research that shows that effective communication skills are one of the major predictors of upward mobility in the organization; that is, people who have good communication skills are more likely to get promoted, they're more likely to get raises, they're more likely to end up getting positions that they want. People with good communication skills are not only more effective in informing others and persuading others, they're also more effective at getting support from others and acquiring information from others, and getting others to believe in them and what they're doing. And as you can imagine, those are tremendously important skills in virtually any aspect of professional life. Then, in the personal sector, good communication skills matter fundamentally in terms of the quality of your relationships -- the relationship with your close partner. Good communication is part and parcel of being a good parent, communicating effectively with your child, communicating effectively with your neighbors, and communicating effectively with others in your community. And the real truth of the matter is, we're not taught how to do that. We may be exposed to good models here and there, but that's really happenstance. For the most part, we're not really ever taught how to be good persuaders, provide information, provide support, even entertain each other, and that's why you want to take Communication classes in college, because that's where you should be learning these kinds of communication skills, skills that are going to make a difference in the quality of your life” (qtd. in “Why Should Students Take Courses in Communication”).

“Why Should Students Take Courses in Communication?” *Communication Currents* 2.4 (2007). Web. 20 April 2011.

**National, Region, & Local Communication Groups**

*National Communication Association*

http://www.natcom.org/

*Central States Communication Association*

http://associationdatabase.com/aws/CSCA/pt/sp/Home\_Page

*International Communication Association*

http://www.icahdq.org/

**The School of Media & Communication at BGSU**

The School of Media and Communication (SMC) at Bowling Green State University, Ohio is home to over 1,000 students in the Departments of Communication, Journalism and Public Relations and Telecommunications, plus 75 masters and doctoral students.

*Programs:*

Graduates of our undergraduate programs embark upon rewarding and prosperous careers such as:

* Advertising
* Broadcast journalism
* Governmental affairs
* Media policy and regulation
* Media sales
* Mediation
* Print journalism
* Promotion
* Public relations
* Sales
* Social justice
* Video, audio and interactive media production

While at BGSU, *undergraduate students* will have the opportunity to gain real-world experiences through on-campus and off-campus internships and study abroad experiences. Our campus houses a daily newspaper, a television station, and two radio stations.

On the *graduate* level, we currently offer both masters and doctor of philosophy degrees with emphases in media studies and in communication & culture. Our graduate program is known as a global center for teaching and research in Communication Studies where students come to study with a diverse faculty who publish extensively with top publishers and academic journals.

Each one of the three departments of the School of Media and Communication offers its own, separate degree programs at undergraduate level. In summary: The Department of Communication offers programs that lead either to a Bachelor of Arts in Interpersonal Communication degree, or a Bachelor of Arts in Communication degree. The Department of Journalism and Public Relations offers programs that lead to a Bachelor of Science in Journalism degree, in any of three sequences namely: print journalism, broadcast journalism, and public relations. The Department of Telecommunications offers programs that lead to either a Bachelor of Arts degree, or a Bachelor of Arts in Communication degree, with an emphasis in Telecommunications. In addition, each department offers a number of minors.

Please feel free to contact us if you would like more information about our programs.

**SMC Main Office**  
School of Media and Communication  
West Hall 302  
Bowling Green, OH 43403  
Phone: 419-372-8349 begin\_of\_the\_skype\_highlighting              end\_of\_the\_skype\_highlighting  
Fax: 419-372-0202

**SMC Home Page**

http://www.bgsu.edu/departments/smc/

**SMC Blog & Updates**

http://blogs.bgsu.edu/scsblog/

**COMM 1020 Student Information Page**

**Name:**

**Major:**

**Year in School:**

**Where are you from?**

**Why are you taking COMM 1020?**

**What do you hope to get from this course?**

**What experience do you have with public speaking?**

**How comfortable are you with public speaking?**

**How comfortable are you communicating one on one?**

**How comfortable are you communicating in small groups?**

**COMM 1020 Course Policies**

**COMM 1020 Course Policies**

The following policies are those that will be followed by ALL sections of COMM 1020. Your teaching assistant or instructor may have additional policies in his or her syllabus.

**Attendance**

In a course like COMM 1020, your attendance is essential to your success. You are expected to participate in class discussions and activities and to be an active audience member for all of your classmates’ speeches. Since your presence and participation are so important to your success in COMM 1020, attendance is required and is part of the grade you will earn in the course. Attendance is worth 25 points. You will earn those points as follows:

*Sections that meet 2 days per week:*

|  |  |
| --- | --- |
| 0-3 absences | 25 points |
| 4 absences | 15 points |
| 5 absences | 5 points |
| 6 or more absences | 0 points |

*Sections that meet 3 days per week:*

|  |  |
| --- | --- |
| 0-4 absences | 25 points |
| 5 absences | 15 points |
| 6 absences | 5 points |
| 7 or more absences | 0 points |

*Sections that meet 1 day per week:*

|  |  |
| --- | --- |
| 0-2 absences | 25 points |
| 3 absences | 15 points |
| 4 absences | 5 points |
| 5 or more absences | 0 points |

Please note that for classes meeting in the 6 and 8 week summer sessions, this attendance policy is modified and will be determined by the individual instructor.

*“Excused” vs. “Unexcused” Absences*

In COMM 1020, there are no such things as excused and unexcused absences. All absences count toward your total with very few exceptions. This means that you need to use your “free” absences wisely. Extenuating circumstances, such as a hospitalization, severe prolonged illness, etc., must be discussed with the course director. If you need to be absent for a university sanctioned event, proper documentation of that event must be submitted to your TA or instructor. Athletes must turn in their coach’s letter with their scheduled absences at the beginning of the semester.

**Absences During Exams and Presentations**

Make up exams and presentations are generally not permitted. In the case of an emergency or extenuating circumstance, the following procedure must be followed. **Failure to follow this procedure will result in a score of zero for the missed presentation or exam.**

1. Contact your TA or instructor within 24 hours of the missed exam or presentation.
2. By the next class session you attend, give your instructor or TA documentation of your absence (see below for criteria for acceptable documentation).
3. Your TA or instructor will then take your documentation and consult with the Course Director, who will make the final decision as to whether or not you are permitted to make up the presentation or exam.
4. If you are aware in advance of the need to be absent on the day of an exam or presentation, it will help you greatly to let your TA or instructor know as soon as you become aware of the issue.
5. The only absences that will be considered “excusable” for exams and presentations are death in the family, severe **documentable** illness, religious holidays, and participation in a university sponsored event such as intercollegiate athletics. In any case, you **must** provide documentation of your absence in order for a make up to be considered.

*Acceptable Documentation*

For absences due to illness, you must provide a doctor’s note, dated, and signed by the doctor on official letterhead or prescription pad. Please note that the Student Health Center does not provide such notes and will only confirm that you visited the Health Center, not that you were ill. For university sponsored events, you must have documentation from a coach, faculty advisor, or other staff member responsible for the event you are attending.

**Academic Honesty**

Students are expected to be familiar with and to follow the codes of conduct described in the BGSU Student Handbook (http://www.bgsu.edu/offices/sa/studentdiscipline/index.html). Please also see the discussion of cheating and plagiarism in this manual. Violations of the student code of conduct will be pursued to the fullest extent the university allows. Cheating and plagiarism can result in a score of zero on an assignment, outright failure of the course, or in some cases expulsion from the university. All violations of the Code of Academic Conduct will be reported to the Course Director who will in turn report the violation to the Associate Dean of Student Services in the College of Arts and Sciences.

**Disability Policy**

In accordance with university policy, if a student has a documented disability and requires accommodations to obtain equal access to the course, he or she should contact the instructor at the beginning of the semester to make this need known. Students with disabilities must verify their eligibility through the Office of Disability Services, 413 South Hall, 419-372-8495.

**Writing Policy**

For this course, all written assignments must be typed in a 12-point Times New Roman or Helvetica font, double spaced, spellchecked, and grammatically correct. For all assignments requiring the use of sources, proper MLA or APA style will be standard (your TA or instructor will specify which style he or she expects you to use). If you need help with writing, please take advantage of the excellent assistance offered by the Writing Center, 303 Moseley Hall, 419-372-2221.

**Religious Holidays**

It is the policy of the University to make every reasonable effort allowing students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the TA or instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the TA or instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities. (As stated in The Academic Charter, B-II.G-4.b at: http://www.bgsu.edu/downloads/bgsu/file919.pdf).

**University Closure**

In most cases, the University will not close for winter conditions unless the Wood County Sheriff’s Department declares a Level 3 emergency. Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see Weather Policy for lists). For changes in individual class meetings, please refer to the class Blackboard site for postings by the TA or instructor.

**Reading**

The textbook is absolutely essential for this course. Do not expect to be able to pass the class without purchasing the textbook. Our textbook provides the groundwork for the concepts your TA or instructor will cover in class. Furthermore, since we have so much material to cover in such a short amount of time, your TA or instructor cannot cover in class everything that will appear on exams, quizzes, and assignments. However, you are still responsible for that material.

**The Common Final Exam**

Students in COMM 1020 take a common final exam. Please see this semester’s exam schedule or your syllabus for the specific date and time. The location of the exam will be determined during the second half of the semester. Occasionally, another course will be scheduled to take an exam at the same time as the COMM 1020 exam. Please note that special arrangements will only be made for students scheduled to take another COMMON exam at the same time (for example, students scheduled to take the MATH 1260 exam at the same time as COMM 1020 will be accommodated since it is a common final. Other courses with individual final exams will not be accommodated and you should let your instructor in that course know immediately that a conflict exists). You must inform your TA or instructor at least three weeks prior to exam week if you are scheduled to take two common finals at the same time. Special arrangements may also be available for students working with the Office of Disability Services.

**In the case of special arrangements due to overlapping exams or Disability Services, please note that the exam MAY NOT be taken after the time scheduled for the COMM 1020 final exam.**

**Your Grade**

Please note that your TA or instructor does not give you a grade, you earn it. You have 16 weeks to make sure that you get the grade you want or need in the course, so take that responsibility seriously. If a problem arises and you need help, seek out your TA or instructor immediately. Don’t wait until your grade is too far gone to save. If your need goes beyond what your TA or instructor can provide, please make an appointment to see the Course Director. A few important notes about grades in COMM 1020:

1. No exam, presentation, or assignment grade will ever be curved in COMM 1020.
2. Final grades are not rounded up (an 89.5% is a B, not an A).
3. Extra credit is generally not offered, and when it is, it is the decision of the Course Director.

**Grade Appeals**

Grade appeals should be highly unusual in COMM 1020 because TAs and instructors provide ample feedback on assignments and expectations of students are clearly explained in this manual and in the course syllabus. However, in the rare case that an appeal is necessary, you should adhere to the following procedure:

1. You must begin the procedure within seven days of the assignment in question being returned to you. Appeals after that point will not be considered.
2. You will need to provide to your TA or instructor a written statement of why you believe the grade is incorrect. This written appeal should include concrete evidence from the assignment description, course manual, textbook, syllabus, or other source to support your position. Your written statement should be detailed and specific.
3. Your TA or instructor will then take 24-48 hours to consider your appeal. After that point, he or she will provide a response in writing, approving or denying your appeal.
4. Should you disagree with the TA or instructor’s decision, you may take your appeal to the Course Director. Please note, however, that it is exceedingly rare for the Course Director to overrule a TA or instructor’s decision.

Please keep in mind that grade appeals are for specific assignments, not for your overall, final grade in the course. The BGSU Academic Charter is extremely specific and limited about what constitutes a legitimate final grade change in a course. We cannot consider grade appeals based on the need to achieve a certain grade to keep a scholarship or place on an athletic team, or because you plan to graduate at a certain time. It’s your responsibility to do the work to earn the grade you want or need in the course.

**Ethical Communication**

Under no circumstance will racist, sexist, homophobic, or any other type of oppressive, prejudiced language be tolerated in COMM 1020. Please take the responsibility to think before you speak and consider your words carefully. Your TA or instructor reserves the right to ask you to leave, with no credit for attendance, if your language crosses this boundary.

We all need to respect one another’s opinions, even when we disagree with them. This is not to say that debate is unwelcome. Rather, we expect healthy, reasoned, thoughtful debate that in all ways respects and values the individual person. Be prepared to provide evidence and support for your arguments. There is to be no ridiculing, laughing at, or disparaging anyone in this class. Giving speeches is difficult enough without having to worry about one’s classmates making the situation more uncomfortable.

**Major Graded Assignments**

**Midterm and Final Exam**

The two major exams cover materials covered in the textbook, lecture, discussion, and any additional materials assigned by the TA or instructor. The exams are a combination of multiple choice, true/false, and short answer questions. The midterm covers material from the first half of the semester and the final covers the second half. While the midterm is taken during regular class time, the final exam is a common exam (see the BGSU Final Exam Schedule or your syllabus for the exact date and time of the exam).

**Artifact Speech**

The artifact speech is a 2-3 minute speech designed to evaluate students’ level of comfort and skill in public speaking. You will introduce yourself and explain the special meaning of an artifact to your life and identity. Detailed instructions for this assignment appear later in this manual.

**Group Informative Project**

Working in a group of 4-5 students, you will develop an informative speech of 10-15 minutes. The project requires a group contract, topic selection, and a full-sentence outline. Detailed instructions for this assignment appear later in this manual.

**Persuasive Speech**

Your major speaking assignment of the semester is a persuasive speech of 5-7 minutes in length. You will use Monroe’s Motivated Sequence to persuade your audience. Detailed instructions for this assignment appear later in this manual.

**Interpersonal Interaction**

In pairs, students will prepare and analyze an interpersonal interaction. This is a two part assignment including a performance in front of the class and a short essay. Detailed instructions for this assignment appear later in this manual.

**Quizzes**

Quizzes are given at the discretion of the TA or instructor. A detailed description of how quizzes will be given appears in your syllabus.

**Determining Your COMM 1020 Grade**

**Assignment Points Possible Your Score**

Artifact Speech 25 \_\_\_\_\_

Group Contract 20 \_\_\_\_\_

Group Topic 5 \_\_\_\_\_

Group Outline 25 \_\_\_\_\_

Group Speech 75 \_\_\_\_\_

Persuasive Topic 5 \_\_\_\_\_

Persuasive Outline 25 \_\_\_\_\_

Persuasive Speech 100 \_\_\_\_\_

Interpersonal Interaction 75 \_\_\_\_\_

Quizzes 50 \_\_\_\_\_

Midterm 150 \_\_\_\_\_

Final Exam 150 \_\_\_\_\_

Attendance 25 \_\_\_\_\_

**Cheating and Plagiarism: The Antithesis of Ethical Communication**

COMM 1020 is a course that requires a good deal of work, much of which requires you to do research and to employ outside sources. Unfortunately, the course exists in an environment where cheating and plagiarism have become increasingly easy and common. Making matters even more difficult, students are often not aware of what constitutes academic dishonesty or even that they’ve committed a violation of the Code of Academic Conduct.

The whole issue boils down to one very important, if clichéd, idea: we have to give credit where credit is due.

So, what is considered a violation of the BGSU Code of Academic Conduct? Let’s start with the overarching definitions.

According to the BGSU Student Handbook, there are several forms of academic dishonesty:

1. **Cheating:** “Using or attempting to use unauthorized assistance, materials, information, or study aids in any academic exercise. Submitting substantial portions of the same academic work more than once without permission, or using another person as a substitute to take an examination or quiz” (25).
2. **Forgery:** “Altering a score, grade, scheduling change form, or academic record; forging an instructor’s or another student’s signature” (25).
3. **Bribery/Threats:** “Offering a bribe or making a threat or coercion related to a grade or academic exercise” (26).
4. **Fabrication:** “Falsification or invention of any information, data, research, or citation in any academic exercise” (26).
5. **Plagiarism:** “Representing as one’s own in any academic exercise the words or ideas of another, including but not limited to quoting or paraphrasing without proper citation” (26).
6. **Facilitating Academic Dishonesty:** “Helping or attempting to help another commit an act of academic dishonesty” (26).

While these are specific definitions, students often run in to trouble when it comes to using sources in their work. It is common for students to not understand when a source needs to be cited. Here are some things that should be cited:

1. Any words or ideas you get from source like a book, article, TV show, film, etc., both direct quotations and paraphrases (“Avoiding Plagiarism”).
2. Any pictures, charts, graphs, or other images you get from another source (“Avoiding Plagiarism”).
3. Information you obtain through an interview (“Avoiding Plagiarism”).
4. Statistics you get from a source (“Avoiding Plagiarism”).

The list could go on and on. The rule is that anything that that you did not come up with yourself (i.e. original research, lived experience, your own observations and conclusions) or anything that is not “common knowledge” should be cited (“Avoiding Plagiarism”).

For more help in determining what should and should not be cited, please see the Purdue University Online Writing Lab’s information on plagiarism at http://www.owl.english.purdue.edu/owl/resource/589/1/.

**Works Cited**

Bowling Green State University. *Student Handbook 2010-2011*. 2010.

“Avoiding Plagiarism.” *The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2011. Web. 20 April 2011.

**Major Graded Assignments**

**Assignment: Artifact Speech (25 points)**

*Purpose*

The goal of this assignment is to give you an opportunity to display your individuality and interests before an audience.

*Rationale*

Presented to your classmates and the teaching assistant, this speech will serve as an introduction, allowing you to speak formally while also giving you insight into how the course evaluations will work. It is an efficient exercise for the first-time speaker along with students whom have previously spoken publically. In terms of the instructor, this speech also serves as a diagnostic tool, allowing him or her to evaluate your present comfort and skill with public speaking. You will come away from this speech with some ideas of what you will need to work on in future speeches this semester.

*Learning Objectives*

Work towards lessening communication apprehension.

Begin to strengthen speaking/listening skills.

Develop and practice speech organization skills.

Create a speech with an introduction, body, and conclusion.

Become aware of time management.

Become aware of personal speech delivery shortcomings or hurdles.

*Assignment*

You are to prepare and deliver an individual speech artifact speech where you share an object or song lyric of your choice that exemplifies an aspect of who you are or your life. Only choose ONE artifact. The time limit is 2-3 minutes. Practice your presentation to ensure that the presentation fits within the time frame. If you are short or long in your delivery, points will be deducted from your grade. If the presentation is over-time by 30 seconds, you will be asked to stop. On the day of your speech, also bring the artifact or present the song lyric via a handout or PowerPoint slide. Be creative but remember that this is a professional speech.

*Artifacts NOT to present during an Introductory Speech*

Any type of implement that can be considered a weapon.

Anything offensive, sexually subversive, or otherwise distracting/off-putting.

Any items that are too pedestrian (e.g. cell phones, iPods, pens, notebooks, etc.)

Any items that are too personal (e.g. a lock of hair from a significant other, etc.)

Any type of photo of yourself, friends, or family.

Anything unapproved by your teaching assistant.

*Delivery*

This is an individual presentation and presenters will use an extemporaneous delivery style.

*Components*

The speech is worth 25 points. You will earn those points as follows:

* Time limit followed (Going over or under the time limit will result in a loss of points. See the point breakdown for this speech for guidelines on deductions)
* Effective delivery techniques used
* Effective organization used
  + Introduction
  + Body
  + Transitions
  + Conclusions

*Checklist for Speech Day*

* Object or song lyrics (song lyrics may be hard copy or displayed on PowerPoint)
* Note card
* Instructor feedback form from this manual

**Please be sure to look at the point breakdown and the instructor feedback form to ensure that you fully understand how you’re being evaluated in this assignment.**

**Point Breakdown: Artifact Speech (25 points total)**

**Introduction (5 points total)**

* Captured attention (1 point)
* Stated thesis (2 points)
* Previewed main points (1 point)
* Transition to body (1 point)

**Body (8 points total)**

* Organized main points clearly
  + First point: description of artifact or lyrics (3 points)
  + Second point: significance of artifact or lyrics to your life (3 points)
* Included transitions between main points (2 points)

**Conclusion (4 points total)**

* Summarized main points (1 point)
* Restated thesis (1 point)
* Ended with memorable final thought (2 points)

**Delivery (8 points total)**

* Used adequate and inclusive eye contact (2 points)
* Used effective vocal delivery (2 points)
  + No vocal fillers (um, uh, you know, like, etc.)
  + Correct pronunciations
  + Rate and speed are effective and appropriate
  + Volume is sufficient
* Used effective physical delivery (2 points)
* Delivery was extemporaneous and conversational (2 points)
  + Speech is not read from note card
  + Speech is not memorized

**Time Guidelines**

1-10 seconds over or under = 1 point off

11-20 seconds over or under = 3 points off

21-30 seconds over or under = 5 points off

At 30 seconds over you will be asked to stop. You will receive a 5 point deduction and you will not receive points for any elements not completed as a result of being cut off.

**Failure to bring in your artifact or lyrics will result in a deduction of 5 points.**

**Instructor Feedback Form: Artifact Speech**

**Introduction (5 points)**

\_\_\_\_\_\_\_ Captured attention

\_\_\_\_\_\_\_ Stated thesis

\_\_\_\_\_\_\_ Previewed main points

\_\_\_\_\_\_\_ Transition to body

**Body (8 points)**

\_\_\_\_\_\_\_ Main points organized

\_\_\_\_\_\_\_ Described object/lyrics

\_\_\_\_\_\_\_ Described significance

\_\_\_\_\_\_\_ Transitions between points

**Conclusion (4 points)**

\_\_\_\_\_\_\_ Summarized main points

\_\_\_\_\_\_\_ Restated thesis

\_\_\_\_\_\_\_ Memorable final thought

**Things Done Well:**

**Areas for Improvement:**

**Delivery (8 points)**

\_\_\_\_\_\_\_ Eye contact

\_\_\_\_\_\_\_ Vocal delivery

\_\_\_\_\_\_\_ Physical delivery

\_\_\_\_\_\_\_ Extemporaneous delivery

**Peer Feedback Form: Artifact Speech**

1. What was the speaker’s artifact or song?
2. What were the speaker’s main points?
3. What were the speaker’s strengths in the speech?
4. What should the speaker work to improve next time? Be sure to be constructive!
5. Please rate the speaker’s delivery on a scale of 1-5 (5 being excellent, 1 being below average).

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Language/lack of fillers

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Artifact Speech**

1. What was the speaker’s artifact or song?
2. What were the speaker’s main points?
3. What were the speaker’s strengths in the speech?
4. What should the speaker work to improve next time? Be sure to be constructive!
5. Please rate the speaker’s delivery on a scale of 1-5 (5 being excellent, 1 being below average).

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Language/lack of fillers

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Artifact Speech**

1. What was the speaker’s artifact or song?
2. What were the speaker’s main points?
3. What were the speaker’s strengths in the speech?
4. What should the speaker work to improve next time? Be sure to be constructive!
5. Please rate the speaker’s delivery on a scale of 1-5 (5 being excellent, 1 being below average).

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Language/lack of fillers

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Artifact Speech**

1. What was the speaker’s artifact or song?
2. What were the speaker’s main points?
3. What were the speaker’s strengths in the speech?
4. What should the speaker work to improve next time? Be sure to be constructive!
5. Please rate the speaker’s delivery on a scale of 1-5 (5 being excellent, 1 being below average).

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Language/lack of fillers

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Artifact Speech**

1. What was the speaker’s artifact or song?
2. What were the speaker’s main points?
3. What were the speaker’s strengths in the speech?
4. What should the speaker work to improve next time? Be sure to be constructive!
5. Please rate the speaker’s delivery on a scale of 1-5 (5 being excellent, 1 being below average).

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Language/lack of fillers

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Assignment: Group Informative Speech (125 points total)**

*Purpose:*

The goal of this assignment is give you an opportunity to work together in a small group to inform your audience about something in which you are interested or that you find important.

*Rationale:*

This speech focuses on two important skills: working together in a small group and informing your audience. In this presentation, you will have the opportunity to apply the small group communication skills discussed in Chapter 9 as you work with 3 or 4 classmates to develop an informative speech. You will also apply the concepts from Chapter 14 as you inform your audience about an interesting topic of your choice. One of the most common types of public speaking one will be asked to do in the workforce is an informative presentation. For example, you may be asked to present sales numbers to your coworkers or inform your supervisors about the progress of a project you’re working on. Being able to effectively inform an audience is an important skill. Furthermore, informing your audience requires you to be a competent communicator, meaning that you must be appropriate, effective, and ethical. The instructor will also be looking for you to have further developed your public speaking skills since the artifact speech.

*Learning Objectives*

Select and narrow the scope of an appropriate topic.

Effectively use and cite sources.

Develop clear purpose and thesis statements.

Construct a proper outline.

Create a speech with an introduction, body, and conclusion.

Deliver a presentation using extemporaneous style.

Effectively synthesize information.

Enhance critical thinking skills.

Effectively and efficiently work in a small group.

*Assignment*

Working in a group of 4-5 students assigned by your TA or instructor, you will select an appropriately narrow, interesting topic for a 10-15 minute informative speech. You have a lot of freedom in terms of your topic, but it must be approved by your TA or instructor. Once your group has selected a topic, together you will prepare and deliver an individual informative speech. The time limit is 10-15 minutes. Practice to ensure that the presentation fits within the time frame. If your group is short or long in delivery, points will be deducted from your grade. If the presentation is over-time by 30 seconds, you will be asked to stop. Do not miss valuable points because you are not prepared. Being asked to stop not only results in a point deduction for going over the time limit but also deductions for the parts of the speech you did not get to present (e.g. the conclusion). See the point breakdown for guidelines for deductions.

The assignment is divided into four parts:

*The Group Contract (20 points)*

The group contract is the document that will govern how your group proceeds in the completion of the group informative speech. In this one page, single spaced document, your group needs to respond to the following questions:

* What is your group’s mission what are the group’s goals?
* What role will each person in the group take in this project? Be sure to include specific information about each person’s responsibilities.
* What are the norms and standards for communicating with one another during this process?
* How often will you meet?
* What is your goal for the timeline for this project?
* How will you evaluate group members’ performance during this project? See the group member feedback form for ideas.

Upon signing, group members agree to adhere to the norms, standards, and expectations explained in the document. Your TA or instructor will take the contract into consideration when determining grades on the project. The contract itself will be graded on its specificity, detail, and coherence. See the point breakdown for more information.

*Topic (5 points)*

Groups must have their topics approved by the TA or instructor. Topics should be submitted in paragraph form by the date listed on the course calendar. The paragraph should include the preliminary specific purpose and thesis statement for the speech.

*Group Outline (25 points)*

Each group will turn in a rough-draft outline for feedback by the date listed on the course calendar. In addition, on the day of the presentation, the group will submit a polished final draft of a full-sentence presentation outline complete with in-text citations of all required sources and a works cited list at the end.

*Group Presentation (75 points)*

Each member of the group is responsible for speaking for an equal amount of time during the 10-15 minute speech. The presentation is expected to follow a recognizable and appropriate organizational pattern and should meet the criteria for the assignment listed below. Except in extremely rare circumstances, all members of the group will receive the same grade, so it is absolutely essential that you keep up with your individual responsibilities in this assignment and that all group members pull their weight in completing the presentation.

**Criteria**

*Time Limit*

10-15 minutes, with each member of the group speaking for an equal amount of time. Please see the point breakdown for deductions for going over or under the time limit.

*Delivery*

This is group presentation and all presenters will use an extemporaneous delivery style.

*Research, Resources & Citations*

You are required to cite a minimum of ten sources, only five of which may be internet sources. The sources should be from publications within the last 10 years and must be cited completely and accurately during your speech (verbally), in your outline, and on your reference page, using proper MLA or APA style. You should use a variety of sources such as: the internet, books, periodicals, statistics, expert testimony, journals, etc.

*Notes During Speech*

Each speaker may have 3 note cards (which can be the standard 3x5 size or another of your choice.) If you are reading your presentation, points will be deducted from the delivery portion of the presentation grade.

*Visual Aid*

You will need to prepare a professional visual aid for this speech. Some types of visual aids are: objects/models, people, drawings, photographs, maps, graphs, charts, videotapes, computer programs/images, your body (requires approval of teaching assistant).

*Guidelines for Preparing Professional/Effective Visual Aids*

The main goal is to make your visual aid easy to see and understand; keep it simple. It is imperative that you practice with your visual aid, maintain eye contact with the audience while using it, and offer explanation for the visual aid itself. Moreover, time your visual aid to coincide with your reference to it and try not to pass the visual aid around the room because it will prevent your audience from viewing it simultaneously. If using PowerPoint slides or other technology, make sure that you have prepared the document to work within your classroom with the devices provided (do not wait until the last minute or your presentation may not work, you might forget it, or it might not be compatible with the computer in the classroom.) Also, if the visual aid that you intended to utilize on your speech day does not work due to technical difficulties or other issues, make sure to have an alternate visual aid to use as back up.

*A Few Other Points to Consider with Visual Aids*

**Visual aids should be easy to understand.** Each visual aid should only make one point. If you're using a visual aid with text, use as little text as possible or you will distract the audience. Visual aids will add credibility if they are neat, organized, and spelled correctly.Visual aids should be appropriate, demonstrate something, and not be distracting.A good visual aid doesn't just list information: it makes a point. Your visual aid should blend into your speech.

**Checklist for Presentation Day**

Please submit all of the following materials in a folder or envelope to help your TA or instructor stay organized.

* Outlines (both rough draft and final copy)
* Reference page/works cited page
* Copy of PowerPoint slides (if your group uses PowerPoint)
* Your graded group contract
* Note cards (turned in after you speak)

In addition, each group member should turn in their group evaluation forms individually to the TA or instructor.

**Problems with Group Members**

It is unlikely that you will have problems with your group members. Everyone should recognize that group members are interdependent for a grade in this situation. A group member who does not pull his or her weight risks imperiling everyone else’s grades on the assignment. That being said, occasionally, there will be a problem with a group member. If that is the case, the group must first attempt to communicate with the person causing the problem. If the person does not show up for a meeting or respond to e-mails about the problem, the group may then seek the assistance of the TA or instructor. The TA or instructor will meet with the group and attempt to mediate a solution to the problem. If the problematic group member continues to be a detriment to the group, the TA or instructor can make the decision to remove the member from the group. If that happens, the removed group member will receive a grade of zero for the presentation.

**Point Breakdown: Group Informative Speech (125 points total)**

**Group Contract (20 points total)**

* Mission statement (2 points)
* Group goals (3 points)
* Group roles and responsibilities (2 points)
* Communication standards (2 points)
* Meeting schedule (2 points)
* Timeline for project (2 points)
* Evaluation of group members (2 points)
* Grammatically and mechanically correct (5 points)

**Outline (25 points total)**

* Rough draft (5 points)
* Final version (20 points)
  + Typed
  + Correct spelling and grammar
  + Proper and consistent outline format
  + Correct citation style used within the outline
  + All required sources cited in the outline
  + Full sentences used throughout
  + All sources listed on a reference list

**Topic (5 points)**

**Group Informative Presentation (75 points total)**

*Introduction (5 points total)*

* Captured attention (1 point)
* Stated thesis (1 point)
* Established credibility and reason to listen (1 point)
* Previewed main points (1 point)
* Transitioned to body (1 point)

*Body (40 points total)*

* Organized main points clearly (5 points)
* Included transitions between main points and speakers (5 points)
* Used a variety of supporting materials (5 points)
* Cited ten required sources (10 points)
* Established three clear main points (5 points)
* Developed ideas thoroughly (5 points)
* Clearly explained the central idea (5 points)

*Conclusion (5 points total)*

* Summarized main points (1 point)
* Restated thesis (2 points)
* Ended on a memorable final thought (2 points)

*Delivery (15 points total)*

* Used adequate and inclusive eye contact (3 points)
* Used effective vocal delivery (3 points)
  + No vocal fillers
  + Correct pronunciations
  + Effective and appropriate rate and speed
  + Sufficient volume
* Used effective physical delivery (3 points)
  + Appropriate posture
  + Effective gestures
  + Expressive faces
  + Free from distraction
* Delivery was extemporaneous and conversational (3 points)
* All members of the group spoke for an equal amount of time (3 points)

*Visual Aid (10 points total)*

* Professional appearance (5 points)
* Used effectively and appropriately (5 points)

**Time Guidelines**

1-10 seconds over or under = 5 points off

11-20 seconds over or under = 7 points off

21-30 seconds over or under = 10 points off

At 30 seconds over you will be asked to stop. You will receive a 10 point deduction and you will not receive points for any elements not completed as a result of being cut off.

**Instructor Feedback Form: Group Informative Speech**

**Introduction (5 points)**

\_\_\_\_\_ Captured attention

\_\_\_\_\_ Stated thesis

\_\_\_\_\_ Established credibility

\_\_\_\_\_ Previewed main points

\_\_\_\_\_ Transition to body

**Body (40 points)**

\_\_\_\_\_ Organized main points

\_\_\_\_\_ Transitions between main

points and speakers

\_\_\_\_\_ Variety of support materials

\_\_\_\_\_ Cited 10 required sources

\_\_\_\_\_ Source 1

\_\_\_\_\_ Source 2

\_\_\_\_\_ Source 3

\_\_\_\_\_ Source 4

\_\_\_\_\_ Source 5

\_\_\_\_\_ Source 6

\_\_\_\_\_ Source 7

\_\_\_\_\_ Source 8

\_\_\_\_\_ Source 9

\_\_\_\_\_ Source 10

\_\_\_\_\_ Three clear main points

\_\_\_\_\_ Clear explanation of central

idea

**Things Done Well:**

**Areas for Improvement:**

**Conclusion (5 points)**

\_\_\_\_\_ Summarized main points

\_\_\_\_\_ Restated thesis

\_\_\_\_\_ Memorable final thought

**Delivery (15 points)**

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Effective vocal delivery

\_\_\_\_\_ Effective physical delivery

\_\_\_\_\_ Extemporaneous delivery

\_\_\_\_\_ Equal time for group members

**Visual Aid (10 points)**

\_\_\_\_\_ Professional appearance

\_\_\_\_\_ Used effectively

**Time:**

**Group Member Evaluation Form**

These forms should be turned in individually to the TA or instructor (not in your group’s folder or envelope, in other words). All forms will be kept strictly confidential, so please be as honest as possible in evaluating your group members. You should fill out one form per group member (there are four of these forms in this manual).

**Member Name:**

**Evaluated By:**

1. Was this person dependable in attending group meetings? If no, explain.
2. Did this person willingly accept assigned tasks? If no, explain.
3. Did this person contribute positively to group discussions and work well with other members? If no, explain.
4. Did this person complete work on time or make alternative arrangements? If no, explain.
5. Was this person a valuable member of the team overall? If no, explain.
6. Is there anything else your instructor should know about how this person contributed to your group?

**Group Member Evaluation Form**

These forms should be turned in individually to the TA or instructor (not in your group’s folder or envelope, in other words). All forms will be kept strictly confidential, so please be as honest as possible in evaluating your group members. You should fill out one form per group member (there are four of these forms in this manual).

**Member Name:**

**Evaluated By:**

1. Was this person dependable in attending group meetings? If no, explain.
2. Did this person willingly accept assigned tasks? If no, explain.
3. Did this person contribute positively to group discussions and work well with other members? If no, explain.
4. Did this person complete work on time or make alternative arrangements? If no, explain.
5. Was this person a valuable member of the team overall? If no, explain.
6. Is there anything else your instructor should know about how this person contributed to your group?

**Group Member Evaluation Form**

These forms should be turned in individually to the TA or instructor (not in your group’s folder or envelope, in other words). All forms will be kept strictly confidential, so please be as honest as possible in evaluating your group members. You should fill out one form per group member (there are four of these forms in this manual).

**Member Name:**

**Evaluated By:**

1. Was this person dependable in attending group meetings? If no, explain.
2. Did this person willingly accept assigned tasks? If no, explain.
3. Did this person contribute positively to group discussions and work well with other members? If no, explain.
4. Did this person complete work on time or make alternative arrangements? If no, explain.
5. Was this person a valuable member of the team overall? If no, explain.
6. Is there anything else your instructor should know about how this person contributed to your group?

**Group Member Evaluation Form**

These forms should be turned in individually to the TA or instructor (not in your group’s folder or envelope, in other words). All forms will be kept strictly confidential, so please be as honest as possible in evaluating your group members. You should fill out one form per group member (there are four of these forms in this manual).

**Member Name:**

**Evaluated By:**

1. Was this person dependable in attending group meetings? If no, explain.
2. Did this person willingly accept assigned tasks? If no, explain.
3. Did this person contribute positively to group discussions and work well with other members? If no, explain.
4. Did this person complete work on time or make alternative arrangements? If no, explain.
5. Was this person a valuable member of the team overall? If no, explain.
6. Is there anything else your instructor should know about how this person contributed to your group?

**Peer Feedback Form: Group Informative Speech**

1. What was the group’s topic?

2. What were the main points the group discussed?

3. How many sources did the group cite? (You may want to keep a tally below)

4. What were the group’s strengths during this speech?

5. What aspects of the speech needed improvement?

6. Did the group present the information coherently without seeming to present four or five separate speeches?

**Peer Feedback Form: Group Informative Speech**

1. What was the group’s topic?

2. What were the main points the group discussed?

3. How many sources did the group cite? (You may want to keep a tally below)

4. What were the group’s strengths during this speech?

5. What aspects of the speech needed improvement?

6. Did the group present the information coherently without seeming to present four or five separate speeches?

**Peer Feedback Form: Group Informative Speech**

1. What was the group’s topic?

2. What were the main points the group discussed?

3. How many sources did the group cite? (You may want to keep a tally below)

4. What were the group’s strengths during this speech?

5. What aspects of the speech needed improvement?

6. Did the group present the information coherently without seeming to present four or five separate speeches?

**Peer Feedback Form: Group Informative Speech**

1. What was the group’s topic?

2. What were the main points the group discussed?

3. How many sources did the group cite? (You may want to keep a tally below)

4. What were the group’s strengths during this speech?

5. What aspects of the speech needed improvement?

6. Did the group present the information coherently without seeming to present four or five separate speeches?

**Assignment: Persuasive Speech (130 points total)**

*Purpose:*

This assignment is the capstone of your speaking assignments this semester, allowing you to show your progress as a speaker through a thoughtful, well-developed persuasive speech using Monroe’s Motivated Sequence.

*Rationale:*

Effectively and ethically persuading an audience is a highly desirable skill. In our media and our everyday lives, we are exposed to persuasive appeals sometimes hundreds of times per day. Not all of these appeals are effective or ethical. A speaker who is able to persuade his or her audience has the power to change others’ attitudes, beliefs, actions, and sometimes even their values. However, persuading effectively and ethically isn’t always an easy task. Monroe’s Motivated Sequence is an organizational pattern that helps speakers motivate their listeners to take action.

*Learning Objectives:*

Select and narrow the scope of an appropriate topic.

Effectively use and cite sources.

Develop clear purpose and thesis statements.

Employ Monroe’s Motivated Sequence to attempt to persuade your audience.

Construct a proper outline.

Create a speech with an introduction, body, and conclusion.

Deliver a presentation using extemporaneous style.

Effectively synthesize information.

Enhance critical thinking skills.

*Topic (5 points):*

Your topic must be approved by the TA or instructor. You will turn in your topic in paragraph form by the date listed on the course calendar. Your paragraph should include your preliminary specific purpose and thesis statement for the speech.

*Outline (25 points):*

Each student will turn in a rough-draft outline for feedback by the date listed on the course calendar. In addition, on the day of the presentation, you will submit a polished final draft of a full-sentence presentation outline complete with in-text citations of all required sources and a works cited list at the end. Please see the sample Monroe’s Motivated Sequence outline that appears after this assignment description.

*Speech (100 points):*

This is an individual persuasive speech of 5-6 minutes in length. Practice to ensure that you are within the time limit. You are free to select a topic of interest to you, but your topic must be approved by your TA or instructor. Please make sure that your topic is appropriately narrow for 5-6 minutes. Also consider what it is that you’re trying to persuade your audience to do or think. Attitudes and actions are often much easier to change than beliefs and values are. Once you’ve determined your topic, you will need to do some research and develop a speech using Monroe’s Motivated Sequence.

**Criteria**

*Time Limit*

5-6 minutes. Practice to make sure you’re meeting the time limit. Please see the point breakdown for deductions for going over or under time.

*Delivery*

This is an individual presentation and all presenters will use an extemporaneous delivery style. Points will be deducted for reading or memorizing the speech.

*Research, Resources & Citations*

You are required to cite a minimum of five sources, only three of which may be internet sources. The sources should be from publications within the last 10 years and must be cited completely and accurately during your speech (verbally), in your outline, and on your reference page, using proper MLA or APA style. You should use a variety of sources such as: the internet, books, periodicals, statistics, expert testimony, journals, etc.

*Notes During Speech*

Each speaker may have 5 note cards (which can be the standard 3x5 size or another of your choice.) If you are reading your presentation, points will be deducted from the delivery portion of the presentation grade.

*Visual Aid*

You will need to prepare a professional visual aid for this speech. Some types of visual aids are: objects/models, people, drawings, photographs, maps, graphs, charts, videotapes, computer programs/images, your body (requires approval of teaching assistant).

*Guidelines for Preparing Professional/Effective Visual Aids*

The main goal is to make your visual aid easy to see and understand; keep it simple. It is imperative that you practice with your visual aid, maintain eye contact with the audience while using it, and offer explanation for the visual aid itself. Moreover, time your visual aid to coincide with your reference to it and try not to pass the visual aid around the room because it will prevent your audience from viewing it simultaneously. If using PowerPoint slides or other technology, make sure that you have prepared the document to work within your classroom with the devices provided (do not wait until the last minute or your presentation may not work, you might forget it, or it might not be compatible with the computer in the classroom.) Also, if the visual aid that you intended to utilize on your speech day does not work due to technical difficulties or other issues, make sure to have an alternate visual aid to use as back up.

*A Few Other Points to Consider with Visual Aids*

**Visual aids should be easy to understand.** Each visual aid should only make one point. If you're using a visual aid with text, use as little text as possible or you will distract the audience. Visual aids will add credibility if they are neat, organized, and spelled correctly.Visual aids should be appropriate, demonstrate something, and not be distracting.A good visual aid doesn't just list information: it makes a point. Your visual aid should blend into your speech.

**Checklist for Presentation Day**

Please submit all of the following materials in a folder or envelope to help your TA or instructor stay organized.

* Outlines (both rough draft and final copy)
* Reference page/works cited page
* Copy of PowerPoint slides (if you use PowerPoint)
* Note cards (turned in after you speak)

**Point Breakdown: Persuasive Speech (130 points total)**

**Topic (5 points total)**

**Outline (25 points total)**

* Rough draft (5 points)
* Final version (20 points)
  + Typed
  + Correct spelling and grammar
  + Proper and consistent outline format
  + Correct citation style used within the outline
  + All required sources cited in the outline
  + Full sentences used throughout
  + All sources listed on a reference list

**Persuasive Presentation (100 points total)**

**Introduction (10 points total)**

* Captured attention (3 pts)
* Stated thesis (3 pts)
* Previewed main points (3 pts)
* Transition to body (1 pt)

**Body (40 points total)**

* Organized main points clearly (2 pts)
* Included transitions between main points (2 pts)
* Used a variety of supporting materials (2 pts)
* Cited required sources (10 sources cited = 10 points)
* Established Need/Problem for topic (5 pts)
* Proposed Satisfaction/Solution (5 pts)
* Positive and negative Visualization presented (5 pts)
* Proposed a clear call to action (2 pts)
* Used effective persuasive appeals: ethos, pathos, and logos (2 pts)
* Provided adequate description of solution and desired effect (2 pts)

**Conclusion (10 points total)**

* Summarized main points (4 pts)
* Restated thesis (3 pts)
* Ended with memorable final thought (3 pts)

**Delivery (30 points total)**

* Used adequate and inclusive eye contact (8 pts)
* Used effective vocal delivery (8 pts)
  + No vocal fillers
  + Pronunciations
  + Rate/Speed
  + Volume
* Used effective physical delivery (8 pts)
  + Posture
  + Free from distractions
  + Gestures
  + Facial expressions
* Delivery was extemporaneous and conversational (6 pts)

**Visual Aid (10 points total)**

* Professional appearance (5 pts)
* Used visual aid effectively (5 pts)

**Time Guidelines**

1-10 seconds over or under = 7 points off

11-20 seconds over or under = 10 points off

21-30 seconds over or under = 15 points off

At 30 seconds over you will be asked to stop. You will receive a 15 point deduction and you will not receive points for any elements not completed as a result of being cut off.

**Sample Outline for Monroe's Motivated Sequence**

I. **Introduction/ Attention Step**

A. **Attention Getter:** This is your typical attention-getting device.

B. **Credibility Statement/Reason to Listen:**

1. Establish your ethos (why you're the person to discuss this topic)

2. Explain why the topic is relevant to YOUR audience.

C. **Thesis Statement:** One sentence statement of the key main idea of your speech.

D. **Preview of Main Points:** Briefly preview your speech.

II. **Need Step**

A. **Statement of Need:** Brief, concise statement of the problem you're attempting to solve in your speech.

B. **Illustration of Need:** Here, you want your audience to see that a need actually exists and a problem truly needs to be solved.

1. Example 1 of the need/problem

2. Example 2 of the need/problem (use as many examples as necessary)

C. **Ramification of Need:** This is where you show your audience how serious the need/problem is via your evidence uncovered in research.

1. Evidence

2. Evidence

3. Evidence

D. **Pointing:** Relate the need/problem directly to your audience; in other words, how does it affect the people present for your speech directly?

III. **Satisfaction Step**

A. **Statement of Solution:** Tell your audience directly and specifically what they need to do to solve the problem you've presented.

B. **Explanation of Solution:** Explain in detail what you're advocating (trying to persuade your audience to do/think/believe)

1. Detail

2. Detail

C. **Theoretical Demonstration:** Show how what you're advocating satisfies the need or solves the problem you laid out earlier in the speech.

1. Evidence

2. Evidence

D. **Reference to Practical Experience:** Use your research to show how your solution (or something similar to it) has worked in similar Situations.

1. Evidence

2. Evidence

3. Evidence

E. **Meeting Objections:** Anticipate what someone against your solution would argue, and head them off by addressing those problems.

1. Detail

2. Detail

IV. **Visualization Step (You do not need to do all three forms of visualization)**

A. **Positive Visualization:** How will your solution make people's lives better? What will the world look like if your solution is enacted (be realistic here)?

B. **Negative Visualization:** How will people's lives be worse without your solution? What does the world look like if your solution is not enacted?

C . **Contrast of Positive and Negative:** Address negatives first, the positives.

V. **Action Step**

A. **State the Action:** Specifically explain what the audience must do to enact your solution.

B. **Detail How to Take Action:** People respond best to simple, easy to follow instructions for action.

C. **Summarize your Main Points:** As in any speech, summarize your main points to remind your audience of what you've covered and to reinforce your main ideas.

D. **Memorable Final Thought:** Close with a memorable thought to keep your audience thinking about your speech.

**Instructor Feedback Form: Persuasive Speech (100 points total)**

**Introduction (10 points)**

\_\_\_\_\_ Captured attention

\_\_\_\_\_ Stated thesis

\_\_\_\_\_ Previewed main points

\_\_\_\_\_ Transitioned to body

**Body (40 points)**

\_\_\_\_\_ Organized main points

\_\_\_\_\_ Transitioned between main

points

\_\_\_\_\_ Varied supporting materials

\_\_\_\_\_ Cited 10 required sources

\_\_\_\_\_ Established **Need/Problem**

\_\_\_\_\_ Proposed **Satisfaction/**

**Solution**

\_\_\_\_\_ Presented positive and/or

negative **Visualization**

\_\_\_\_\_ Proposed a specific Call to

Action

\_\_\_\_\_ Used effective persuasive

appeals

\_\_\_\_\_ Adequately described solution

and its desired effect

**Things Done Well:**

**Areas for Improvement:**

**Conclusion (10 points)**

\_\_\_\_\_ Summarized main points

\_\_\_\_\_ Restated thesis

\_\_\_\_\_ Memorable final thought

**Delivery (30 points)**

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Vocal delivery

\_\_\_\_\_ Physical delivery

\_\_\_\_\_ Extemporaneous delivery

**Visual Aid (10 points)**

\_\_\_\_\_ Professional appearance

\_\_\_\_\_ Used effectively

**Time:**

**Peer Feedback Form: Persuasive Speech**

1. What was the speaker trying to persuade you to do or think?

2. Was he or she effective in persuading you? Why or why not?

3. How many sources did the speaker cite? (You may want to tally them below)

3. What were the strengths of the speaker in this speech?

4. What aspects of the speech needed improvement?

6. Rate the speaker on a scale of 1-5 with 5 being excellent and 1 being below average:

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Lack of vocal fillers

\_\_\_\_\_ Language

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Persuasive Speech**

1. What was the speaker trying to persuade you to do or think?

2. Was he or she effective in persuading you? Why or why not?

3. How many sources did the speaker cite? (You may want to tally them below)

3. What were the strengths of the speaker in this speech?

4. What aspects of the speech needed improvement?

6. Rate the speaker on a scale of 1-5 with 5 being excellent and 1 being below average:

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Lack of vocal fillers

\_\_\_\_\_ Language

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Persuasive Speech**

1. What was the speaker trying to persuade you to do or think?

2. Was he or she effective in persuading you? Why or why not?

3. How many sources did the speaker cite? (You may want to tally them below)

3. What were the strengths of the speaker in this speech?

4. What aspects of the speech needed improvement?

6. Rate the speaker on a scale of 1-5 with 5 being excellent and 1 being below average:

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Lack of vocal fillers

\_\_\_\_\_ Language

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Persuasive Speech**

1. What was the speaker trying to persuade you to do or think?

2. Was he or she effective in persuading you? Why or why not?

3. How many sources did the speaker cite? (You may want to tally them below)

3. What were the strengths of the speaker in this speech?

4. What aspects of the speech needed improvement?

6. Rate the speaker on a scale of 1-5 with 5 being excellent and 1 being below average:

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Lack of vocal fillers

\_\_\_\_\_ Language

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Peer Feedback Form: Persuasive Speech**

1. What was the speaker trying to persuade you to do or think?

2. Was he or she effective in persuading you? Why or why not?

3. How many sources did the speaker cite? (You may want to tally them below)

3. What were the strengths of the speaker in this speech?

4. What aspects of the speech needed improvement?

6. Rate the speaker on a scale of 1-5 with 5 being excellent and 1 being below average:

\_\_\_\_\_ Eye contact

\_\_\_\_\_ Volume

\_\_\_\_\_ Posture/gestures

\_\_\_\_\_ Lack of vocal fillers

\_\_\_\_\_ Language

\_\_\_\_\_ Vocal variety

\_\_\_\_\_ No distracting mannerisms

**Assignment: Interpersonal Interaction**

*Purpose*

The goal of this assignment is to give you an opportunity to engage with others while processing several of the theories/concepts associated with interpersonal communication.

*Rationale*

Presented before your classmates and the TA or instructor, this interaction will be an engaging scenario where you will be asked to prepare some type of response; challenging you to work through an interaction where conflict might arise and different communication tactics might be displayed and/or implemented.

*Learning Objectives*

To think critically about interpersonal communication.

Enhance dyadic communication skills.

Further strengthen speaking/listening skills.

Develop and practice specific communication theories/concepts.

Apply interpersonal communication knowledge to a given scenario.

Emphasize communication as a process.

*Assignment*

You are to arrange for and collaborate in a dyadic (two person) interpersonal communication interaction where you participate in a given scenario provided by your teaching assistant beforehand. The time limit is 3-6 minutes. Names of students will be chosen randomly by your TA or instructor and you will be paired with a classmate. The scenario that you will “navigate” in front of the class will also be chosen randomly by your teaching assistant. Examples of scenarios might include: a breakup with a long time romantic partner, a telephone conversation with a prospective employer, a discussion with a family member regarding a grave illness, a random interaction with a stranger who you meet in the subway, etc. You may choose to utilize props during the interaction if you are so inclined. Because this assignment originates as an in-class exercise, you must be present on the day of this exercise in order to complete the assignment.

Your interaction needs to reflect the application of at least one interpersonal theory from Chapter 8 of the textbook. Your interaction should also make clear the stage of relationship development that the characters portrayed by you and your partner would be in.

*Types of Tactics NOT to present during the Interpersonal Assignment*

Any type of language that may be regarded as offensive

Any type of language that may be regarded as sexually subversive

Any type of behavior that may be considered hostile or abusive

Anything unapproved by your teaching assistant

*Assessment Paper*

After the interpersonal communication interaction, you will write a 2-4 page paper that will examine your comprehension of the interaction. You will be expected to address at least one interpersonal communication theory and/or one interpersonal communication concept in the paper. The theory/concept will need to be defined and in some way applied to an example that you draw from the interaction. 3 citations regarding the theory/concept must be included from scholarly sources.

*Delivery*

This is an interpersonal communication interaction and presenters will use an extemporaneous delivery style. While you can prepare and discuss your interaction with your partner, the interaction should not be memorized or overly rehearsed.

*Components*

*In-class Interaction*

* Applied one interpersonal communication theory
* Exemplified approximate knowledge of the various relational stages
* Included dialogue appropriate to the given scenario
* Worked toward a concrete objective
* Practiced effective listening skills
* Displayed individual understanding towards other
* Exercised “give and take” to identify personal desires in the scenario
* Attempted to reduce conflict
* Demonstrated initiative for future relationship maintenance/development

*Delivery*

* Maintained eye contact with relational partner
* Reserved composure (without laughing, losing temper, and/or other theatrics)
* Utilized appropriate nonverbal displays (gestures, smiling, space, etc.)
* Did not swear or use otherwise inappropriate language/phrases
* Extemporaneous delivery
* Within time limit

*Materials*

* Brought appropriate prop
* Reduced uncertainty by way of one note card (in case of stalling)

*Paper*

* Fulfilled length requirement (2-4 pages)
* Included 3 citations

**Point Breakdown: Interpersonal Interaction**

**In-class Interaction (30 points total)**

* Applied one interpersonal communication theory (5 points)
* Exemplified approximate knowledge of the various relational stages (5 points)
* Included dialogue appropriate to the given scenario (5 points)
* Practiced effective listening skills (3 points)
* Displayed individual understanding towards other (3 points)
* Exercised “give and take” to identify personal desires in the scenario (3 points)
* Attempted to reduce conflict (3 points)
* Demonstrated initiative for future relationship maintenance/development (3 points)

**Delivery (10 points total)**

* Maintained eye contact with relational partner (2 points)
* Reserved composure (without laughing, losing temper, and/or other theatrics) (2 points)
* Utilized appropriate nonverbal displays (gestures, smiling, space, etc.) (2 points)
* Extemporaneous delivery (2 points)
* Within time limit (2 points)

**Materials (5 points)**

* Brought appropriate prop (5 points)
* Reduced uncertainty by way of one note card (in case of stalling)

**Paper (30 points)**

* Fulfilled length requirement (2-4 pages)
* Included 3 citations

**Instructor Feedback Form: Interpersonal Interaction**

**In-Class Interaction (30 points)**

\_\_\_\_\_ One interpersonal theory

\_\_\_\_\_ Showed relational stage

\_\_\_\_\_ Appropriate dialogue

\_\_\_\_\_ Effective listening

\_\_\_\_\_ Displayed understanding

\_\_\_\_\_ Give and take

\_\_\_\_\_ Attempted to reduce conflict

\_\_\_\_\_ Future maintenance

**Materials (5 points)**

\_\_\_\_\_ Appropriate prop

**Things Done Well:**

**Areas for Improvement:**

**Delivery (10 points)**

\_\_\_\_\_ Eye contact with partner

\_\_\_\_\_ Reserved composure

\_\_\_\_\_ Appropriate nonverbals

\_\_\_\_\_ Extemporaneous delivery

\_\_\_\_\_ Within time limit

**Time:**

**Peer Feedback Form: Interpersonal Interaction**

1. Can you identify the interpersonal theory the dyad used? What was it?

2. What relational stage did the dyad appear to be in?

3. What parts of this interaction were effective or strong?

4. What areas needed improvement?

**Peer Feedback Form: Interpersonal Interaction**

1. Can you identify the interpersonal theory the dyad used? What was it?

2. What relational stage did the dyad appear to be in?

3. What parts of this interaction were effective or strong?

4. What areas needed improvement?

**Peer Feedback Form: Interpersonal Interaction**

1. Can you identify the interpersonal theory the dyad used? What was it?

2. What relational stage did the dyad appear to be in?

3. What parts of this interaction were effective or strong?

4. What areas needed improvement?

**Peer Feedback Form: Interpersonal Interaction**

1. Can you identify the interpersonal theory the dyad used? What was it?

2. What relational stage did the dyad appear to be in?

3. What parts of this interaction were effective or strong?

4. What areas needed improvement?

**Peer Feedback Form: Interpersonal Interaction**

1. Can you identify the interpersonal theory the dyad used? What was it?

2. What relational stage did the dyad appear to be in?

3. What parts of this interaction were effective or strong?

4. What areas needed improvement?

**Appendix: Sample Full-Sentence Outline for Evaluation and Discussion**

Please note: While this outline is good, it is not perfect. Please use it to evaluate and think about the outlining process, not as an exact guideline for proper outlining format. Outline is reprinted here by permission.

Hannah Simon, Former COMM 1020 Student, Fall 2010

Informative Outline

Topic: The war in Northern Uganda

General Purpose: To inform

Specific Purpose: To inform my audience about the war in Northern Uganda

Thesis: The LRA – The Lord’s Resistance Army – is a rebel military group in Northern Uganda that kidnaps children from their homes and forces them to fight in their army. “In 2001, the US Patriot Act officially declared the LRA to be a terrorist organization,” therefore it is vital for people around the world to become better informed on this group. (Invisible Children, 2010).

1. Introduction
   1. Attention Getter: To begin, I’d like to ask everyone to close their eyes for a moment. [pause] Imagine yourselves when you were 13. For me, I’m thinking back to the days when I wore a retainer, big scrunchies, and rainbow toe socks. At this stage of the game, I was a happy camper with little to no worries. There was one time though in middle school though when an 8th grader locked me in the girls’ bathroom. That was probably the greatest example of human indecency that I had personally experienced at that point. I couldn’t possibly have imagined what real violence looked like, or what it really meant to be in danger. Guns, knives, rape, and murder weren’t a part of my daily vernacular – like they were for my friend Jimmy when he was 13.
   2. Reason to Listen: I met Jimmy at BGSU while on tour with the non-profit organization Invisible Children. Jimmy is a former abducted child soldier in the Lord’s Resistance Army (LRA) in Northern Uganda. He was abducted at the age of 13 and held captive for several weeks. He was rescued by UN troops and was able to re-assimilate back into his hometown of Gulu – the heart of the LRA battlefield.
   3. Thesis Statement: The LRA – The Lord’s Resistance Army – is a rebel military group in

Northern Uganda that kidnaps children from their homes and forces them to fight in their army. “In 2001, the US Patriot Act officially declared the LRA to be a terrorist organization,” therefore it is vital for people around the world to become better informed on this group. (Invisible Children, 2010).

* 1. Credibility Statement: By becoming acquainted with Jimmy, I find that I have learned a lot about the LRA and have a credible position to speak to you on this topic.
  2. Preview of Main Points: Today we will discuss the history of the war to date (why it originated,

who is responsible, who is affected, what is being done, and where the

problem stands today).

Transitional Statement: To begin with, let’s backtrack a bit and examine the roots of this crisis.

1. Body
   1. The history of the war in Northern Uganda
      1. When the British colonized Uganda in the late 1800s, the Ugandan people were divided into two regions: the North and the South. The British fueled all of the money and resources into the South where the inhabitants were given an education and became skilled workers. The Northerners were not as fortunate, subsisted on manual labor and could not afford an education.
      2. As tension rose between the two clashing regions, a civil war broke out.
         1. The President of Ugandafor the past 25 years, Yoweri Museveni, described the Acholi people of the North as “grasshoppers in bottle.” They can see the outside but cannot get out (they can see the money and resources available, but they cannot access them). Like a grasshopper in a bottle, they can look for food but they can’t get it. Therefore, they will start eating themselves. (Uganda Rising, 2008).
         2. It is natural to understand why the tension existed between the North and the South. There were blatant examples of inequalities that were left unresolved and were, in fact, perpetuated by the Ugandan government.
      3. In particular, a man by the name of Joseph Kony was concerned by the gaping inequalities present in his society. He rose to power as a rebel leader and fought against the Ugandan government.
         1. “Originally Kony’s group was named the United Holy Salvation Army and was not perceived as a threat by the NRA.” (Derkeiler, 2010)
         2. However, as time progressed Kony’s army became increasingly violent and began losing supporters for his cause.

Transition Statement: This brings me to my next point. If Kony didn’t have the support needed to carry out his “mission,” how is he still controlling one of the most powerful terror groups in the world?

* 1. Let’s take a look at who’s affected by this war and what its impact is on the community.
     1. Since Kony began losing support, he figured that if he couldn’t rally supporters with his cause or by word of mouth, then he would force people to support him using violence, fear, and oppression.
        1. What makes this war so unique in the history of worldly atrocities is that Kony began abducting children from the villages at night to fight for his cause
        2. If the children did not want to fight for his cause, he would torture them, mutilate them, and kill them. The women who were unable to fight were raped and forced to raise the rebels’ children. It is not uncommon to see a 13 year old girl raising children by a man that is old enough to be her father.
     2. Children were forced to fight for the army at a young age and did not have a choice to leave until either they A. were killed B. were rescued or C. ran away
        1. 90% of the LRA consists of abducted innocent children who are forced to fight and do not leave out of fear of what will happen to them (Invisible Children, 2010).
        2. To date the number of deaths caused by the LRA is estimated at around 2 million (Invisible Children, 2010).

Transitional Statement: Now that we have an idea of the size and scale of the war, along with its causes we can advance to where the war stands today.

* 1. As a response to the attacks, the Ugandan Government initially created IDP camps to keep civilians safe (internally displaced persons, unlike refugees, are people who are forced to leave their home, but remain within their country’s borders) (The Internal Displacement Monitoring Centre, 1998).
     1. Unfortunately, this tactic has not been as fruitful as one would have hoped. “But over a decade later, roughly one million individuals still live in these camps and struggle to survive among the effects of abject poverty, rampant disease, and near-certain starvation.” (Invisible Children, 2010)
        1. An increase in international attention has proven to be quite effective at scaring Joseph Kony and his rebel crew. While they continue to refuse to sign a peace agreement, they have fled Northern Uganda and are currently thought to be seeking refuge in the DRC.
        2. However, the terror doesn’t end there. While cities like Gulu where my friend Jimmy is from are considerably safer than they were before. Kony hasn’t put an end to his madness. Rather he is striking back with renewed determination using the people of Congo as his victims this time.
     2. Fear may have been the ruling factor in Kony’s rebel movement. He used it to keep people right where he wanted them. However, now the tables are turning and institutions such as the International Criminal Court are using fear as a tactic to keep Kony’s massacres under wraps.
        1. One thing is for sure. Kony fears the ICC – the International Criminal Court – just as the name entails they are an international tribunal that prosecute individuals for crimes against humanity such as genocide/war crimes/etc. Kony’s former right hand man – OpiyoMakasi – the LRA’s director of operations declared in an interview “He [referring to Kony] said the ICC was a very bad thing and if he went to The Hague he would die.” (Uganda Watch Blog Spot, 2009)
        2. What was once a cry for justice or a plea for equality has turn into a killing rampage that has lost sight of its vision.

Transitional Statement: Perhaps walking in here today you had never heard of the name Joseph Kony or of the Lord’s Resistance Army. However, it is my belief that once heard one never forgets.

1. Conclusion:
   1. Review of Main Points: The LRA is responsible for the longest running war in Africa that kidnaps children from their homes and forces them to fight in their army. They are perhaps one of the most dangerous terrorist groups of our time, responsible for labeling Uganda as one of the 10 most dangerous countries for children. (Warchild.org, 2007)
   2. Restate Thesis: The LRA – The Lord’s Resistance Army – is a rebel military group in Northern Uganda that kidnaps children from their homes and forces them to fight in their army. “In 2001, the US Patriot Act officially declared the LRA to be a terrorist organization,” therefore it is vital for people around the world to become better informed on this group. (Invisible Children, 2010).
   3. Closure: Jimmy was just a child when he was abducted. During those weeks in captivity, his innocence was taken from him like a bully steals your ice cream at lunch. Today, Jimmy is a 21 year old gentleman who has returned to his hometown of Gulu to pursue a higher education in Environmental Science. In the words of Anne Frank, “We all live with the objective of being happy; we are all different, and yet the same.”

**Works Cited**

“Chapter 4: Consequences as Causes: The Impact of the LRA.”*Behind the Violence*. Institute for Security Studies. Web. 7 Feb. 2011. <http://www.iss.co.za/pubs/Monographs/No99/Chap4.pdf>.

Crilly, Rob. “Uganda Watch.”Web log post. 12 Jan. 2009. Web. 7 Feb. 2011. <http://ugandawatch.blogspot.com/2009/01/konys-ugandan-lra-is-well-ordered.html>.

“IDP - Internally Displaced Person | Internal Displacement Monitoring Centre : IDMC.”*IDMC : Internal Displacement Monitoring Centre*. 2010. Web. 13 Feb. 2011. <http://www.internal- displacement.org/8025708F004D404D/(httpPages)/CC32D8C34EF93C88802570F800517610?OpenDo cument>.

“Invisible Children - History of the War.”*Invisible Children - Home*. Web. 07 Feb. 2011. <http://www.invisiblechildren.com/history-of-the-war>.

Kasozi, A. B. K., NakanyikeMusisi, and James MukoozaSejjengo. *The Social Origins of Violence in Uganda, 1964-1985*. Montreal: McGill-Queen's UP, 1994. Print.

McCormack, Pete. *Colonialism in 10 Minutes: The Scramble For Africa*. YouTube, 25 Feb. 2008. Video.

“Meet the Alter Boy Son of Christian Minister , Born Again Christian Joseph Kony, the “spokesperson” of God and of the Holy Spirit , and KNOW Why Islam Grows so Fast.” *Newsgroups.derkeiler.com: The Source for Newsgroups News*. Web. 07 Feb. 2011. <http://newsgroups.derkeiler.com/Archive/Alt/alt.religion.christian.roman-catholic/2010- 05/msg00062.html>.

Rowling, Megan. “War Child - the 10 Most Dangerous Places for Children.”*War Child International - Home Page*.Web. 07 Feb. 2011. <http://www.warchild.org/news/News\_archive/2006/dangerous countries/dangerouscountries.html>.

“Uganda Civil War.”*GlobalSecurity.org - Reliable Security Information*.Web. 07 Feb. 2011. <http://www.globalsecurity.org/military/world/war/uganda.htm>.