

Communication with Heart, Balance, and Growth

*A Guide to Communication—5th ed.
by Cat Brewer*



WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.



IT'S ALL ABOUT PERCEPTION

*"It is not the thing themselves which trouble us, but the opinions
which we have about these things"* – Epictetus (1st century A.D.)

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1 Starting Off Right

Everything you choose to say (and how you say it) or not say & everything you choose to do or not do communicates something to someone. *What and how are you communicating?*

Class Agreements

1. Turn off all cell phones and electronic devices, as they are disruptive to the learning environment.
2. Respect others & yourself.
3. Be on time & prepared.
4. Listen to instruction.
5. Ask questions, participate, & learn.
6. Do your personal best.
7. Support yourself & others.

(Last Name)

College: _____ Semester _____ Class Day & Time: _____

Student Data Sheet (Confidential)

The information provided on this form is for my use only and I will keep it in strict confidence. If you choose not to answer a question, that is your right and I respect your decision. However, you must answer question #12. Please print legibly and in ink. Thank you.

1. Full Name: _____ 2. Age _____

3. What do you preferred to be called in class? _____

4. Email: _____ 5. Cell Phone: _____

6. Mailing Address: _____

7. Major and/or educational goals: _____

8. Have you ever taken a Speech class? If yes, which class, where, and when?

9. Is there anything you need me to know about you that may relate to your performance in class?

10. What are your hobbies? Are you really good at something? What are you passionate about?

11. Do you work? If yes, how many hours per week?

On the back of this paper, please write a complete paragraph to answer question 12.

On a scale from zero to ten, circle the number that best represents the level of anxiety you have when speaking before a group of people (0 = none at all, 5 = moderate, 10 = extreme)

0 1 2 3 4 5 6 7 8 9 10

My signature below indicates I have read and understand the course syllabus including the assignments and participation/attendance policy for this course.

Signature: _____ Date: _____

Please write a complete paragraph to answer question 12.

12. What do you hope to achieve in this class? What do you hope to learn?
Who would you consider the best speaker you have ever heard and why?

Below, list any questions you would like to ask me about myself or the class.

Email Assignment

In order to communicate with one another in a professional manner and in an academic environment, your assignment is to create a “professional” email address – one that easily identifies you (the sender) to the receiver.

This ‘professional’ email address should be comprised of a combination of your first and last name, specifically using your FULL last name.

Ex: *cat@catbrewer.com* or *catbrewer.tbp@gmail.com* — these email addresses identify the sender by their email address.

Because the following do not easily identify the sender to the receiver, I will not accept emails that come from senders such as: *fineyoungthang89@_____*, or *sodapopgirl@_____*, *jane_w@_____*, *myboos-gotswag@_____*, or *bill.v@_____* — you must use your full last name.

You are required to email me from your ‘professional’ email address to receive credit for the assignment and for all future electronic communication during the semester. If you already have a ‘professional’ email address, there is no need to create a new one, simply email me from your current email for approval.

2 Intrapersonal Communication

Intrapersonal communication is the ongoing communication one has with oneself; it is the positive and negative 'voice' in our heads and it affects all that we do. Intrapersonal communication is the foundation for all our communication and is usually present during all communicative acts.

Johari Window-Assignment

Fill out a Johari window. Ask friends, relatives, co-workers, employees and/or employers to fill in the BLIND part of the window about you.

Compare that person's answers with your own answers and answer the following question: What did you learn about yourself from this activity?

Known to self Open	Unknown to Self Blind Known to others
Hidden	Unknown Unknown to others

Owning Yourself

If you want to learn to actual-belong, that is, if you want to be accepted by others and by yourself – you must first learn how to part with your present habits of quasi-belonging; and you can't do this without knowing what these habits are in the first place. This process of recognizing your present habits of trying to belong, of having the self introduced to the self, is what I like to call *'owning yourself'*.

Parts of the world are beautiful and parts of it are ugly, but *you are free to spend your energies concentrating on any aspect of it you choose*. I invite you to own that choice.

Owning yourself, *taking full responsibility for your thoughts and words*, is the core principle of moving toward actual-belonging. Owning yourself means, "I blame no one for my feelings, my thoughts, or my communication of these thoughts and feelings. I own them all." For example, when I am owning myself, I don't say to myself, "She frustrates me" or "she makes me mad" or "He made me cry" or "I lost my temper," as though my temper is separate from me. Rather, when I honestly own myself I say, "I frustrate myself" or "I am having a temper tantrum; I choose to yell at you. I elect to use sarcastic words and snarl tones. I choose to glare at you – all because I want to scare you or cause you pain. This all belongs to me. It's all mine. I own it."

Ultimately, the whole question of learning to actual-belong through the medium of owning yourself revolves around Einstein's principle of the finite nature of relative energy. You're not a bottomless well of energies and therefore, if, out of habit, you pour gallon after gallon of your life energy into a situation in anger, worry, frustration, or self-consciousness, which really is entitled to no more than half a pint, then you are depleting those energies that you might use for more constructive purposes. Didn't you ever wonder how it is that some people seem to achieve so much more than others in their lifetime, how some seem so much more peaceful than others?

There's nothing mysterious about it; some simply have learned to use their allotment of energies more constructively than others. And this is what I'm inviting you to do through the principle of *owning yourself*.

Imagine yourself coming late to a small meeting, with everyone, all strangers, looking at you as you walk across the room to a chair. What kind of feelings do you produce within yourself? Notice I don't ask, "What kind of feelings do the strangers produce in you?" because they don't produce feelings in you. They are a condition that you may use for whatever feelings you may be in the habit of producing in yourself. Do you feel self-conscious as you walk across the room? Will you own your self-consciousness or will you tend to blame your self-conscious feelings on the people there? If the people were really responsible for your self-conscious feelings, then they would be able to make everyone self-conscious under the same circumstances. The fact is that many individuals will not produce these self-conscious feelings in themselves. Some will worry themselves lest they missed something. Some would not come in at all by making themselves afraid that the leader might disapprove of their lateness. Some will frustrate themselves with the idea that they are interrupting the meeting, and still others will do none of

these but will be glad that they finally arrived. Thus, one doesn't have to behave as an automaton. When she owns herself, she can see there is an array of options open to her, other than her accustomed way of being.

The reason I refer to *owning yourself* as the core principle of actual-belonging is that it is essential that you own yourself, that is, get acquainted with your present habits of behavior before you can make choices as to which habits to discard or retain. The technique for learning to own yourself is what I refer to as *checking-in*.

There are four elements to checking-in. You can experience them right now:

1. Physical Sensations

Quietly, in a friendly way, attend to the muscles of your body. Check-in to the muscles of your forehead, jaw, neck, and abdomen. Are you relaxing or tensing them? When conversing, do you routinely tighten these muscles? Do you make your palms moist? Do you avert your eyes when someone looks in your direction? Do you stare?

2. Emotional Feelings

Check-in to your psychological feelings. What kind of feelings are you producing in yourself right now? How do you do that? Are you generating feelings that are calm, anxious, guilty, pressured, free, or angry? You'll notice you can produce more than one feeling at any given moment.

3. Attitude

Check-in to how you think. Think about some person right now. Do you choose to think judgmentally, or non-judgmentally? When in the company of another are your thoughts, "What is he thinking of me?" Or are your thoughts "What is he thinking?" When you check-in do you catch yourself habitually trying to be interesting for someone, or are you simply interested in that someone? Do you habitually discover that you can hardly wait for this person to stop talking so you can say what you want to say? Or do you choose to listen? Do you discover that you habitually look at a new acquaintance as another potential admirer, or do you look at her as just another person who won't like you? Or do you remind yourself that she wants to belong like anyone else and then look at how she is uniquely doing this with you here and now?

4. Communication Behavior

Check-in to how you communicate these thoughts and feelings. What does your tone of voice say to others? What kind of words do you choose? What do you communicate with your eyes, your hands?

The magic words of checking-in are *how* and *what*. *How* am I belonging with this person right now? *What* is the extra message I may be sending? Am I pitifully pouting, burrowing into his heart, and gouging a chunk of compassion for his acceptance of me? Am I coercing her with my stabbing sarcasm to think as I think? Am I belly-laughing at a mediocre joke to extract the approval of the joke teller? Am I super agreeable to keep him glued to me? Am I brandishing my intellectuality to attract his admiration of me? Am I straining to find out what she expects of me so I can comply, thus buying her acceptance of me? Am I displaying how helpless and indecisive I am, milking his help? Or am I actual-belonging by *not manipulating* anyone in any way for his or her acceptance, approval, or love?

Checking-in is making conscious what was unconscious. Some questions you can ask yourself when checking-in are as follows:

How do I feel with this person right now? Do I make myself comfortable or uncomfortable? If uncomfortable, in what way do I do that? Do I tighten my abdominal muscles, my neck muscles? Do I make myself queasy or quivery inside? Do I dart my eyes or do I often look down? Am I so frightening myself that I make my heart pound? Do I make my palms sweaty, my mouth dry? Do I constantly keep my hands moving or do I make a fist? Will I own all these muscles as mine, these feelings, these thoughts, these words? Or do I refuse to acknowledge my responsibility for my thoughts and subsequent actions?

How do I feel toward this person? Critical? Competitive? Sympathetic? Impatient? Accepting? Fearful? Loving? How do I look at him or her? As an adversary? As interesting? As a diversion? As boring? As delightful? As a challenge? As a potential admirer?

Do I separate people according to whether they are believers or nonbelievers? Do I feel condescending and smug because they haven't found the truth I have? Do I feel critical because he or she smokes, or drinks or uses language I'm not accustomed to? Or do I neither condemn nor condone, but see him or her as just another creature like me who wants to belong as much as I do?

How do I look at this person right now? What are my vocal intonations? What kind of words do I choose? Do my feelings, thoughts, and words all go down the same track or do I send two messages at the same time, one verbal and the other nonverbal?

Am I trying to manipulate this person into accepting or loving me by showing him or her how smart I am? How modest I am? How sexy I am? How funny I am? How agreeable I am? How manly or womanly I am? How authentic I am? Do I speak only when spoken to? Do I dominate conversations? Am I genuinely interested in this person or can I hardly wait until they are finished talking so I can make my point? What do I often talk about? Is gossip my daily fare? Is sex my main topic or is it about what a hard life I'm having? Is my subject matter usually philosophical, generalizing about this and that? Am I often defensive or offensive? Are my words, thoughts, feelings and intonation all going down the same track at the same time? Am I direct or indirect in how I communicate? Does the other person know where I really stand? Am I telling him or her how I really feel? Do I seldom forget myself and attend to how he or she is feeling and he or she is thinking?

Of all these questions, the one that I believe is crucial to actual-belonging is: “Am I *communicating directly* right now?” And this implicitly includes the ideal: “Am I *listening carefully* right now?”

Checking-in is *not* done twenty minutes after the fact. It is done at the moment of the event (Am I being defensive right now? Am I being indirect now? Am I interested in how this person feels right now? Am I trying to manipulate this person’s approval of me right now?). The usual time required for checking-in is from one to five seconds. If you do it one hundred times a day, therefore, you’re using six or seven minutes of your day. *Sadly enough, many people go through their lifetime with hardly any checking-in. Consequently, they barely know themselves.*

Checking-in is a sensing process. You use your eyes. What am I doing with my body? Am I in perpetual motion when I talk or am I almost immobile? What bodily posture do I choose? Are they condescending? Childlike? Burdensome? Sonorous? Seductive? What words do I choose? Are they sarcastic or friendly? Do I habitually complain or rarely complain? Am I often defending myself or offending others? Am I being direct or indirect? Am I choosing to be impatient, patient, irritable, or peaceful right now?

Whenever you check-in and catch yourself doing any of the above, bear in mind that simultaneously you are communicating that every thing to whoever is with you at the moment. **The message you send by how you walk, dress, feel, or think is communicated whether you intend it to be or not.** In this sense you’re like a ripple in a pond, touching everything in your sphere of contact, reaching shore, and then returning to affect yourself.

Checking-in is a conscious process at first just like learning to type, and gradually, as you practice, the conscious process becomes unconscious and automatic. As you do anything again and again, it becomes a part of your person. Each time you check-in and resolve to discard this habit or retain that one, you are getting to know yourself that much better. The more you own yourself – that is, the more you authentically actual-belong with yourself – the better you can actual-belong with others. Your habits of manipulating others to quasi-belong, of struggling for their approval or quaking in the fear of not getting it, tend to melt away and you are more loving and loved.

Actual-belonging is also a function of checking-out. **Checking-out** means that you are *heightening your awareness of the other person*. As with checking-in, the magic words are what and how. Checking-out is totally outside of self. It means, “How does this person feel? How does he think? How does he look at me? Does he avert his eyes while he’s talking? Could it be that he is feeling uneasy? Does he look at me with a gentle, rested gaze? Could it be that he is feeling calm? Does he look at me out of the corner of his eye? Does this mean he is suspicious? How does he sound? Does he talk with little modulation? Does this indicate excessive control and self-consciousness or is he depressed? Do his vocal tones have considerable range? Is he feeling light and alive? Do his vocal tones trail off at the end of each sentence? Does he feel burdened? How does he listen? Does he manifest interest, picking up everything I say? Does he appear impatient, waiting for me to finish so he can say what he has to say? Does he respond to my questions directly? Does he skirt my question by not quite answering it? How does he think? Does he look at the world through dark-colored glasses, rose-colored glasses, or clear glasses? What are his interests? His joys? His sorrows? Is he kind? Is he gentle?

The crucial aspect of **checking-out** is that it *is not judgmental*; it is *pure observation*. You are practicing observing, acknowledging where that person is at this moment with you. And as you practice checking-out, you'll discover you are becoming more expert in perceiving the feelings and even some of the thoughts of others. You're opening your eyes and ears to the world around you. Now you're not just talking about it: "We should be more interested in others." You're doing it. You're observing the interesting and varied way people belong with you, and you're becoming more of a significant person in the life of everyone you touch, especially when you check-out verbally.

Before moving on to other aspects of loving and being loved, I'll summarize the ideas and methods. The phenomenon of belonging was described as a nucleus from which much of human behavior springs. I portrayed it as the kernel of virtually every form of communication, from the casual two-second hello to the warm exchange of others. Communicative habits of trying to manipulate others for love, acceptance, approval, or esteem I've referred to as quasi-belonging habits. I also dealt with the considerable energies expended in quasi-belonging and the minimal energies used in actual-belonging, thus freeing these energies for more constructive purposes.

The core principle of moving toward actual-belonging is owning yourself, and the basic techniques for accomplishing this are checking-in and checking-out. Every time you check-in, you may catch yourself being 98 percent with your children and 2 percent with your mate. Or you may catch yourself trying to make others feel guilty. You must catch yourself in the act before you can own that behavior and do something about it. You have to catch a chicken to eat it.

I've stressed that checking-in is a friendly acknowledging of what and how you're doing it at that very moment. You can ask yourself why if you wish, but I don't suggest it since it's academic. Either you're going to choose to discard the habit or you aren't, no matter how much insight you have.

Checking-out others (including witness listening) is an integral part of the process of actual belonging because it is a mutual experience. At its core is the refreshing message "I see you clearly. I hear you clearly. I'm aware of you." It's hard to be loved by others without knowing where they are. Checking-out is a vehicle for learning how others are thinking, how they are feeling, how they are communicating, and how they see the world. The benefits of checking-out, whether verbally or nonverbally, are considerable. They include a marked diminishing or eliminating of self-consciousness, anxiety, and depression, a sharpened perceptiveness of the feelings and thought of others, and a concomitant heightening of interest in others. You will see more color and beauty in life, be it plant, animal or human. You will be getting a firsthand report of the response of others to your person. You'll discover in others, especially when you become habituated to witness listening, an increasing interest and appreciation of you, without your manipulating for it.

To me and most of my students, the most significant attribute of checking-out is that, as it becomes an unconscious part of your behavior, you will discover that you are accepting others' desire to belong, rather than being judgmental or scared of them. I believe that one of the reasons for this may be that when you are checking-out, you are really acknowledging that every person wants to be loved and accepted, but some have developed habits that hinder them from actual-belonging.

****Olga Arenivar****

When we are really honest with ourselves, we must admit that our lives are all that really belong to us. So it is HOW we use our lives that determine what kind of people we are. — Cesar Chavez

Reprinted With Permission Of Professor Olga Arenivar – Los Medanos College

“Owning Yourself”

(Questions to answer from reading)

Explain “Owning Yourself” and how it empowers an individual.

How does Einstein’s theory of finite nature of energy serve to motivate us to own our selves?

What happens when you own self in Interpersonal relationships? What happens when you own yourself while working in groups or teams?

Explain the terms ‘checking-in’ and ‘checking-out’.

3 Interpersonal Communication

Interpersonal communication is the communication that takes place between two individuals. Interpersonal communication takes place on a continuum from impersonal to social to intimate communication.

According to communication scholar, Julia T. Wood's text *Everyday Encounters*, interpersonal communication "is a selective, systemic, unique and on-going process of interaction between individuals who reflect and build personal knowledge of one another as they create meaning".

Owning My Communication

“I” versus “You” Statements

Purpose:

To demonstrate that substituting the word “I” for the word “You” (changing the frame of reference) can improve communication.

Procedure:

Read the sentences below that contain the word “You”. Note the critical tone that the sentences assume. Rewrite the sentences, substituting the word “I” and changing the phrase where necessary to see if that neutralizes the tone of the sentences.

Example:

You always give us another assignment to do before I finish the one I have.

I need a break between assignments.

1. You never pick up your clothes.
2. You don't make an effort to get along with my friends.
3. You never show up on time.
4. Your tests are unreasonable.
5. You expect too much from me.
6. Why can't you communicate?
7. You hurt my feelings.

Assignment:

Consider some recent situations where you could have changed the frame of reference. Write two blaming “you” statements that you have recently used and change them to owning “I” statements. Describe how the situations may have been different if you had owned your communication.

Your Conflict Style

Purpose:

To help you identify the types of conflicts you have and styles you use to handle them.

Instructions:

Think back over your recent history and recall conflicts you've had.

For each of the conflicts, fill in the appropriate spaces.

Answer the following questions:

- Are you happy with the way you handled your conflicts? Do you come away feeling better or worse?
- Have conflicts made your relationships stronger or weaker?
- Do you recognize any patterns on your conflict style? Do you hold angry feelings in? Are you sarcastic? Do you lose your temper easily?
- If you could, would you like to change the way you deal with your conflicts?

<p>The Conflict</p> <p>Describe whom it was with, what it was about.</p>	<p>How I Managed It</p> <p>What did you say? How did you act?</p>	<p>The Results</p> <p>How did you feel? How did the others involved feel? Are you happy with the results?</p>

Adapted from Looking In Looking Out by Adler and Towne

Journal

You are encouraged and required to write journal entries during the semester. These journals will provide you and me with a demonstration of your growth and knowledge of communication. The journals offer you an opportunity and a place to discuss and clarify ideas that have provided you with insights on the reading and how theories learned from the book and lectures apply to your life. Your journal is also a place for you to record questions you have that arose while reading, writing, or interacting with others.

Use your journals to:

1. Define a concept, term, or theory from the book; do not use concepts covered in LBD's. (What does the concept/term mean? Either define it in your own words or directly quote it from the book. However, make sure you cite all sources, whether or not you use a direct quote.)
2. Apply the concept being used to any of the following situations: your communication behaviors inside or outside of class; your reactions to activities conducted in class; your interactions with other students, friends, family, acquaintances; changes in your attitude that result from class activities, insights, discussions, ah-ha moments, and your readings from the book. (How have you experienced this term/concept, or theory?)
3. Write what you learned about yourself. (What did you learn about yourself from studying this term/concept or theory? What didn't you know about yourself before studying this term/concept/theory that you know now?)
4. Inquire about communication processes. (Ask questions – write the questions that came up for you while exploring your term, concept, or theory. You do not have to know the answer to the question.)
5. Clarity. (Is your paper well written? Do grammatical and syntactical errors prevent the reader from understanding the message in your journal?)

Trust and Privacy

Nothing you write in your journal will be seen by anybody but me. You are welcomed and encouraged to discuss events you find highly illuminating, questions, or confusions that may have unfolded while applying concepts to communication, or anything else relevant to furthering your understanding of the communication process. No one will be forced to share, or penalized for not sharing. Anything personal that is said within the safety of our classroom should be left within the room, likewise, anything written in your journal shall be held as personal, and not for public viewing. Please refrain from using vulgar or gendered language.

Grading

Attached, you will find a rubric explaining the criteria used for grading journals.

The instructor allows only one journal to be revised.

Journal Rubric

	A	B	C	D/F
Definition	Defines two concepts in own terms and quotes from text citing source.	Defines two concepts using quote from text and citing source.	Defines one concept in own terms without using text as a source.	No clear definition of terms used.
Application	Applies with complete and specific and significant application of two concepts to a personal experience.	Applies with complete, specific and significant application of one concept to a personal experience.	Applies vague application of one or two concepts to a personal experience.	Does not apply concepts to a personal experience.
Description	Describes clearly what was learned about own communication in relation to two concepts.	Describes clearly what was learned about own communication in relation to one concept.	Describes vaguely what was learned about own communication in relation to one concept.	Does not describe what was learned about own communication in relation to concepts.
Engage in Inquiry/ Ask questions	Asks a minimum of two questions that have not yet been answered by experience with the two concepts defined and applied.	Asks a minimum of one question that has not yet been answered by experience with the two concepts defined and applied.	Asks a minimum of one question that is either vague or does not apply to the experience with a concept defined and applied.	Does not ask any questions.

Interpersonal Communication

Chapter Lecture Presentations

Each group is responsible for becoming an expert on their assigned chapter and Chapter ____.

Each group member must use at least once source of credible research in addition to the information from the class textbook to create a 25 - 30 minute lecture with an activity and/or skit that addresses the main concepts/theories of their chapter and how it connects/relates to interpersonal relationships.

At the end of the lecture, the group will field answers from the audience as they become an 'expert' panel on their topic for 15 – 20 minutes.

<p>Chapters 3 & 7 present on</p> <hr/> <p>Chapter 3 Prep – 10 mins Lecture/skit – 30 mins Expert panel – 20 mins</p> <p>10 minute break</p> <p>Chapter 7 Prep – 10 mins Lecture/skit – 30 mins Expert panel – 20 mins</p> <p>Class wrap up 20 mins</p>	<p>Chapters 4 & 6 present on</p> <hr/> <p>Chapter 4 Prep – 10 mins Lecture/skit – 30 mins Expert panel – 20 mins</p> <p>10 minute break</p> <p>Chapter 6 Prep – 10 mins Lecture/skit – 30 mins Expert panel – 20 mins</p> <p>Class wrap up 20 mins</p>	<p>Chapters 5 & 8 present on</p> <hr/> <p>Chapter 5 Prep – 10 mins Lecture/skit – 30 mins Expert panel – 20 mins</p> <p>10 minute break</p> <p>Chapter 8 Prep – 10 mins Lecture/skit – 30 mins Expert panel – 20 mins</p> <p>Class wrap up 20 mins</p>
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Interpersonal Communication

Chapter Lecture Presentations - Groups

Chapter 3 Verbal Cx	Chapter 7 Enlarging Others	Chapter 7 Enlarging Others	Chapter 6 Conversation	Chapter 5 Listening	Chapter 8 Conflict Management

Interpersonal Communication

Chapter Lecture Presentations – Rubric

	A	B	C	D/F
<i>Organization of Group</i>	<ul style="list-style-type: none"> *Group was well organized *Transitions between speakers were clear *Speakers lined up in correct order of delivery *Assistance to group members apparent and given when needed *All members were attentive to the speaker of the moment 	<ul style="list-style-type: none"> *Group was mostly organized *Transitions between speakers were clear *Most speakers lined up in correct order of delivery *Assistance to group members apparent and given when needed *Most members were attentive to the speaker of the moment 	<ul style="list-style-type: none"> *Group was somewhat organized *Transitions between speakers were vague *Some speakers lined up in correct order of delivery *Assistance to group members somewhat apparent and sometimes given when needed *Some members were attentive to the speaker of the moment 	<ul style="list-style-type: none"> *Group was not organized *Transitions between speakers were not present/clear *Speakers did not line up in correct order of delivery *No assistance to group members if needed *Group members not attentive to the speaker of the moment
<i>Content</i>	<ul style="list-style-type: none"> *Content was well organized *Group taught all major concepts/theories of their assigned chapters *Each member used and verbally cited at least one source of credible research in addition to the class textbook *Skit/activity helped teach/illustrate all of the main concepts of the chapter and showed how they connect/relate to interpersonal relationships 	<ul style="list-style-type: none"> *Content was mostly organized *Group taught most all major concepts/theories of their assigned chapters *Most members used and verbally cited at least one source of credible research in addition to the class textbook *Skit/activity helped teach/illustrate most of main concepts of chapter and showed how they connect/relate to interpersonal relationships 	<ul style="list-style-type: none"> *Content was somewhat organized *Group taught some of the major concepts/theories of their assigned chapters *Some members used and verbally cited at least one source of credible research in addition to the class textbook *Skit/activity helped teach/illustrate some of the main concepts of chapter and showed how they connect/relate to interpersonal relationships 	<ul style="list-style-type: none"> *Content was disorganized *Group did not teach major concepts/theories of their assigned chapters *Members did not use nor verbally cited any additional source of credible research other than the class textbook *Skit/activity did not help teach/illustrate the main concepts of chapter and did not show how they connect/relate to interpersonal relationships
<i>Delivery</i>	<ul style="list-style-type: none"> *All members shared delivery time equally *All members had excellent vocal projection, used vocal variety, & maintained excellent eye contact 	<ul style="list-style-type: none"> *Most members shared delivery time equally *Most members had excellent vocal projection, used vocal variety, & maintained excellent eye contact 	<ul style="list-style-type: none"> *Some members shared delivery time *Some members had good vocal projection, used vocal variety, & maintained good eye contact 	<ul style="list-style-type: none"> *Members did not share delivery time equally *Most members lacked vocal projection, vocal variety, & eye contact
<i>Participation</i>	<ul style="list-style-type: none"> *All members contributed to the development and management of the project. 	<ul style="list-style-type: none"> *All members contributed to a limited or unbalanced development of project. 	<ul style="list-style-type: none"> *Development and management of project seemed dependent on 1-2 members. 	<ul style="list-style-type: none"> *Little or no development of the project; weak management.
<i>Preparation/Expert Panel</i>	<ul style="list-style-type: none"> *All members prepared *All members knowledgeable 	<ul style="list-style-type: none"> *Most members prepared *Most members knowledgeable 	<ul style="list-style-type: none"> *Some members prepared *Some members knowledgeable 	<ul style="list-style-type: none"> *Most members unprepared
<i>Visual Aids</i>	<ul style="list-style-type: none"> *An agenda VA was used in addition to two or more supplementary VAs 	<ul style="list-style-type: none"> *An agenda VA was used in addition to one supplementary VAs 	<ul style="list-style-type: none"> *No agenda VA used *One supplementary VA used 	<ul style="list-style-type: none"> *No VAs were used
<i>Timing</i>	<ul style="list-style-type: none"> *Lecture adhered to time limit - did not go over/under 	<ul style="list-style-type: none"> *Lecture mostly adhered to time limit - over/under 1 – 2 minutes 	<ul style="list-style-type: none"> *Lecture did not adhere to time limit - over/under 3 – 5 minutes 	<ul style="list-style-type: none"> *Lecture did not adhere to time limit - over/under 5+ minutes

Interpersonal Influence Inventory

Usefulness as a Diagnostic Tool:

Before giving the I. I. I. to friends, relatives, and/or colleagues it is advisable to first take it yourself and see how you view yourself. That way you will have data as to not only how others perceive you, but also how much or little discrepancy there is between their perception of you and your perception of yourself. Perception can greatly influence the communication style you and others use to interact with each other.

The I. I. I. is a tool to help you look at such questions as:

- What are my gifts?
- What is important to me?
- How do I operate as a leader?
- What kind of people do I need to have around me? How can I tap into the talents, strengths, and gifts that others bring to the table?
- How can I use my self-knowledge for the good of my relationships and endeavors?

The Interpersonal Influence Inventory helps you to determine your influencing style of communication and the styles of others with whom you interact. To determine your style, you should take inventory of the following descriptors, paying attention to how you typically behave/react in one particular environment (e.g. at work). Then, give it to five to six persons who know you well and whose feedback you respect. Ask them to answer the questions thinking of you.

Instructions: Below are fifteen groups of words with four descriptive words in each group (each group of four words is going **across** the four columns of **W, X, Y, and Z**). Thinking of the person you wish to score, circle the **two** words in each of the fifteen groups that best describe that person.

Example:

W	X	Y	Z
1. task-oriented	challenging	people-oriented	calm

Which two of the above four words best describes the person? Circle them.

Important:

- Always circle **two** of the four words in each line going across.
- Take the Inventory by going **across** each line of four words in order, beginning with #1 and ending with #15.
- When you have finished, add up the number of words you have circled **in each of the four columns**, and put that number at the bottom of the column.

	<i>W</i>	<i>X</i>	<i>Y</i>	<i>Z</i>
1.	task-oriented	challenging	people-oriented	calm
2.	logical	risk-taking	warm	adaptable
3.	self-controlled	spontaneous	outgoing	careful
4.	serious	tells	playful	tasks
5.	industrious	decisive	sociable	thoughtful
6.	independent	dominant	friendly	cooperative
7.	systematic	confident	dramatic	modest
8.	organized	persuasive	free-wheeling	receptive
9.	efficient	aggressive	compassionate	protective
10.	practical	competitive	youthful	idealistic
11.	diligent	enthusiastic	creative	tactful
12.	thorough	assertive	excitable	trusting
13.	deliberate	masterful	emotive	gentle
14.	detail-oriented	emphatic	supportive	reasonable
15.	formal	urgent	easy going	consistent
	_____	_____	_____	_____
	Total	Total	Total	Total

Tally Section

Count the number of words circled in each column and write the totals below:

Number of W's _____

Number of Y's _____

Number of X's _____

Number of Z's _____

Plotting the Interpersonal Influence Style

Take each of your four totals of W, X, Y, and Z for the Tally Section and make them on the appropriate axis. Then make a rectangle by drawing straight lines horizontally and vertically through the plotted points.

Example: W__10

Y__5

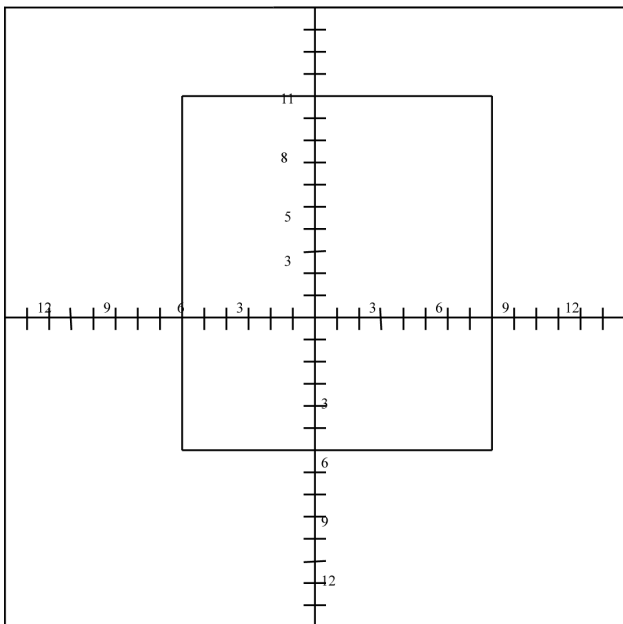
X__8

Z__6

Then lightly shade the largest rectangle in one of the four areas formed by your line and the axis. The area in which the largest rectangle rests will determine the style of Interpersonal Influence for the person scored.

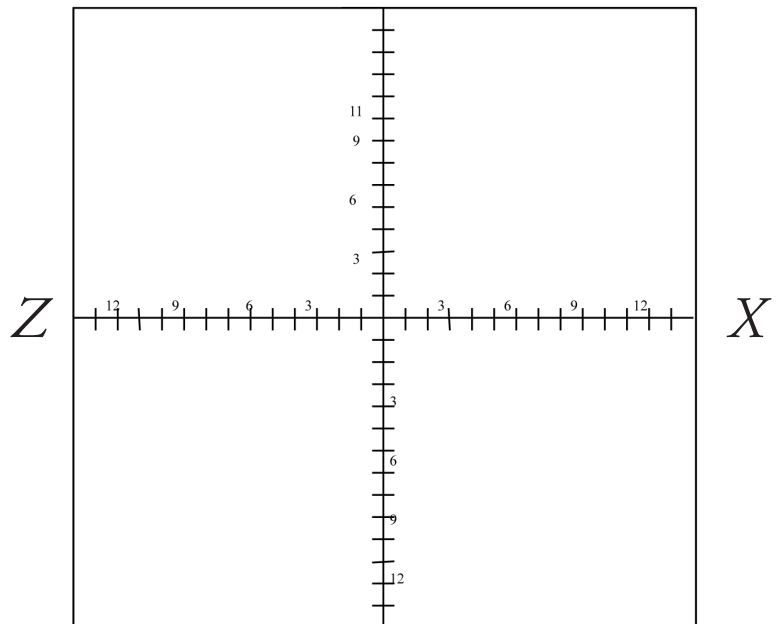
Graph of Interpersonal Influence Style

Example:



Analyzing

W Directing



Supporting

Y Expressing

General Information About Each Type

Directives tend to see the world through tasks. Like to give and have answers, make decisions, stimulate action. May not consider relationships enough in their drive to achieve/accomplish a task or solve a problem. A great day is when I get a lot done and get results.

Expressives/Emotives tend to see the world through visions, possibilities. They generally talk easily and well, are good at motivating and persuading. Their enthusiasm for an idea, project, new way of doing something is often infectious. A great day is when I have an inspiration, insight, see the big picture around something.

Analyticals tend to see the world through facts and details. They like accuracy, order. They tend to comply with authority, act methodically, and avoid being in a decision-making role. A great day is when I balance my checkbook and create a clear timetable of monthly payments for my new car.

Supportives tend to see the world through feelings. They are very approachable, good listeners, pick up the feeling of a group, and make good mentors and colleagues. A great day is when I have a good talk with a friend and feels really connected, related.

Perception of the Instructor

Objective: To introduce and examine your perceptions of your instructor.

Purpose: If we are to interact successfully, we must perceive one another with some common understanding. Do you perceive me in the same way I perceive myself? The purpose of this exercise is to discover how perceptions are formed and how they relate to and affect communication.

Procedure: Respond to each of the questions below as honestly as possible. Think about your answers and note the basis for each one (in other words, you have to answer the question ‘why do you think that about me?’ for each question.) I am not easily offended!

1. Where did I grow up? Why do you think that about me?
2. Do I have any siblings? Why do you think that about me?
3. Do I have any tattoos or piercings? Why do you think that about me?
4. What kind of car do I drive? Why do you think that about me?
5. What kind of music do I enjoy? Why do you think that about me?
6. What hobbies and activities do you think I enjoy? Why do you think that about me?
7. Do I work in another profession besides teaching? Why do you think that about me?

Is there something else you want to know about me or think about me that may shape your perception of me? Feel free to write in your own Q & A.

4 Group Communication

INCLUDING TOOLS FOR INTERCULTURAL COMMUNICATION

Small group communication takes place between three to seven individuals and large group communication expands to seven or more.

Guiding Principles for Effective Leadership

1. Focus on the situation, issue, or behavior, not on the person.
2. Maintain the self-confidence and self-esteem of others.
3. Maintain constructive relationships with your employees, peers, and managers.
4. Take initiative to make things better.
5. Lead by example.

Stages Of Group/Team Development

STAGE	BEHAVIOR
Forming	<p><i>Defining</i></p> <ul style="list-style-type: none"> *Structure of team is being formed *Group facilitator assists in goal setting * Group facilitator helps the team members become familiar with each other and their skills – the who *Conflict is usually avoided in this stage for fear of rejection *The group should define its own set of team rules and guidelines <p><i>Characterized by:</i> excitement, anticipation, optimism, suspicion, fear, anxiety</p>
Storming	<p><i>Planning</i></p> <ul style="list-style-type: none"> *Group begins to focus on the how *Group members are actively involved in determining how their goals will be accomplished *Competition and conflict is likely to occur more often during this stage *Leadership, structure, and power issues dominate * Group members may help others to guide this conflict to constructive problem solving <p><i>Characterized by:</i> resistance to task, arguing, defensiveness, competition</p>
Norming	<p><i>Follow through</i></p> <ul style="list-style-type: none"> * Group facilitator moves the team to take action on their strategic plan *Group monitors and measures its progress * Group members recognize individual accomplishments as goals and objectives are carried out *Group members' confidence grows and the group begins to make more of their own decisions and takes greater responsibility for their actions <p><i>Characterized by:</i> shared leadership and trust, sense of belonging, personal accomplishment</p>
Performing	<p><i>Transformation</i></p> <ul style="list-style-type: none"> *Group has been transformed from individuals into a true team *Team can be depended on to follow through consistently *Group facilitator now becomes more of a listener and sounding board, rather than a coach <p><i>Characterized by:</i> interdependence, high flexibility, high productivity, deepening of personal relationships, fun, excitement, trust</p>

Group Roles

Listed below are some roles that group members may take on during meetings and work team discussions. Some roles are usually assigned* while others arise organically.

Productive Group Roles

***Facilitator** – keeps the group focused on their tasks

***Recorder** – takes notes of what is/is not accomplished and records any decisions made by the group

***Timekeeper** – keeps the group on time with their tasks

***Participants** – everyone, including those who provide ideas and contribute to the meeting process, as well as those who remain silent

Leader – influences a group of people towards the achievement of a goal

Initiator/contributor – presents new ideas or perspectives

Information seeker – asks for opinions to highlight group values

Opinion seeker – presents values and opinions

Elaborator – provides examples and solutions and builds on the contributions of others

Coordinator – identifies relationships among the ideas presented

Orienter – clarifies ideas for the group through summaries and identifies the group direction

Evaluator – analyzes the group's decisions

Energizer – stimulates the group to greater productivity

Procedural technician – handles mechanical tasks such as paper distribution and seating arrangements

Encourager – supplies positive reinforcement to group members

Harmonizer – mediates various differences among group members

Compromiser – attempts to resolve conflicts within the group

Gatekeeper – keeps channels of communication open by encouraging members to communicate with one another

Standard setter – establishes group norms and patterns of behavior

Unproductive Group Roles

Aggressor – attacks the group and its members

Blocker – provides negative feedback and opposition with no constructive suggestions

Recognition seeker – attempts to focus the attention on him or herself and ignores group issues

Playboy/playgirl – attempts to use group for social purposes only with no regard to tasks

Dominator – tries to take over group and if unsuccessful tries to sabotage any group effort

Help seeker – attempts to overtake the group by seeking advice on personal problems, thus taking the focus away from the group

Special-interest pleader/evangelist – disregards what is best for the group and presents only the case for some special interest or cause.

OARRs

Outcomes are *specific, concrete, and measurable results from a meeting.*

Agendas *determine the items covered in a meeting*

- Ask: *In what order do we need to discuss items?
 *How much time do we need for each item?

Roles are *tasks individuals in meetings take on to ensure its productivity:*

Facilitator – keeps the group focused on their tasks

Recorder – takes notes of what is/is not accomplished and records any decisions made by the group

Timekeeper – keeps the group on time with their tasks

Participants – everyone, including those who provide ideas and contribute to the meeting process, as well as those who remain silent

- Ask: *Which group members will perform each of these roles?

Rules *guide the group members' conduct*

- Ask: *What rules would help guide the behaviors of the members and the group itself?

Dealing With Individual/Group Behaviors & Interactions

The information contained in this document relates to difficult group members and how to manage them. These are simply suggestions and may not apply to all individuals.

Group work is a common experience in the workplace. Whether the experience is positive or not largely depends on the time and attention that group process issues are given. Before working in groups, it is important to utilize OARRs and create Rules that apply to the group. One way to do this is to consider the types of group members listed below and allow time for groups during their Forming stage to think about, discuss, and agree how the group will handle group conflicts and difficult members, before they arise.

Unwanted Group Members¹

“Nora” No-Can-Meet – Here’s the group member who can’t make the meeting, no matter when the others schedule it. She’s willing to contribute, but she has a busy schedule and lots to do. She believes the group should carry on without her and she will do her part, as long as somebody lets her know.

Do-It-All “Dave” – Dave doesn’t much trust other people and their ability to do things the way he thinks they ought to be done or up to his standards, so he does it all himself. If somebody offers to help, he puts them at ease: it’s no problem, everything is under control, and they shouldn’t worry. The less others in the group are involved, the happier Dave is.

Seldom-Seen “Sue” – Nobody had seen hide nor hair of Sue. She hasn’t come to class, she hasn’t tried to contact anybody else in the group and nobody knows how to get in touch with her.

Always-Right “Artie” – Artie definitely contributes to the group. His ideas are good and he’s always ready to offer them. The problem: he doesn’t listen very well to the ideas of others and he tends to force his solutions on the group. He takes charge and pushes the others in the direction that he thinks best, even though some in the group may not agree.

Quiet “Quentin” – Quentin is so quiet that the others often forget he’s there, although he comes to the meetings quite well prepared. His ideas would really help the group, but unless they call on him, Quentin is unlikely to speak up.

Dealing With Difficult Group Members²

How do you deal with difficult group members? Individuals who create turmoil in the group by engaging in chronically

¹ Adapted from Linda Lerner, ‘Those Unwelcome Group Members,’ The Teaching Professor, October 1995

² Adapted from *In Mixed Company: Small Group Communication* by J. Dan Rothwell, Harcourt and Brace publishers)

Dealing With Individual/Group Behaviors & Interactions (continued)

disruptive behavior, or whose communication behavior is chronically inappropriate offer a challenge. Since groups are systems composed of interrelated parts, one competitive member can influence the entire group. Often, when one group member is highly competitive, formerly cooperative members begin behaving in competitive ways also. This is especially true when the group does not deal with the competitive member effectively.

Several fundamental steps can be taken by the group when dealing with a difficult member. This action plan is derived from research, experience, observations, and from consulting the work primarily of psychologist Robert Bramson.

First, make sure your own house is in order. Has the group made a genuine effort to create a supportive, noncompetitive climate? If not, then refrain from looking for scapegoats to blame for group disharmony and conflict. The problem is you. Get busy and clean up your environment. You can hardly expect others to be supportive and cooperative when you haven't made the effort yourself.

Second, stop wishing that difficult individuals were different. Chronic behaviors are learned, usually over long periods of time. If your disruptive member is a bigot, don't expect to change him or her into a generous, open-minded person. Change your communication in relation to that person's difficult behavior. Communication in-groups is a transactional dynamic process that operates within a system. What one party does affects the other parties. You may change the troublemaker's behavior toward the group, even though you will not likely change him or her from a difficult person into a likeable one. So how do you act in relation to the difficult member so the problem person becomes less of a disruption? Consider the next step:

Third, try not to encourage the disruption. There are several common ways that groups unwittingly encourage the disrupter. Avoid the following:

Don't placate the troublemaker. Permitting frequent interruptions from the offending party, enduring this ploy for conversational control, is a strategy of appeasement with little potential for success. Allowing the disrupter to manipulate the group in order to "keep the peace" rewards the troublemaker for objectionable behavior.

Refuse to be goaded into a reciprocal pattern. Resist the very real temptation to meet firepower with firepower. Becoming aggressive with aggressors escalates into intractable power struggles. Keep telling yourself that if you do, you're engaging them on their terms and on their familiar ground, to your disadvantage. Resisting the temptation to fight fire with fire requires self-control.

Don't provide a soapbox for the troublemaker. Aggressors are more than happy to mount the soapbox and focus attention on their personal agenda. Defer the confrontation if possible, you can't ignore disruptive behavior especially when it becomes chronic, but sometimes you can defer it to a more appropriate time and place.

Dealing With Individual/Group Behaviors & Interactions (continued)

Fourth, attempt to convert disruption into a constructive contribution. For example, you could attempt to divert the disrupter away from abusive remarks and toward constructive contributions to the group by responding, “Perhaps you could provide a better solution.” By requesting a pertinent contribution you substantiate comments in a group discussion and encourage a focus on content not on relationship conflicts. Disrupters are less likely to continue their abuse when they are forced to focus on the substance of the discussion.

Dealing With Difficult Group Members... continued

Fifth, confront the difficult person directly. If the entire group is upset by the behavior of the difficult person, then the group should confront the disrupter. Confrontations, of course, should be descriptive, not evaluative. Even when there is a power disparity, such as when your supervisor in your work group is the difficult person, confrontation is important.

Sixth, separate yourself from the difficult person if all else fails. Communication is not a panacea for every problem that comes up in groups. Some individuals leave no other option except ostracism (a competitive choice) by the group. If the difficult person is powerful, however, ostracism may not be an option. In this case, try putting physical distance between you and the problem person. Stay out of each other’s way whenever possible. In a few instances, you may have to leave the group in order to restore your sanity.

Difficult people can provoke intense anger and deep frustration from group members. Every effort needs to be made to deal with these people in appropriate manners; however, we are not strictly rational beings. Even if you have lost your temper and let your emotions get away from you, this is not as problematic as simply ignoring or enduring the disruptive behavior. If your anger translates into personal attacks, at the very least you have served notice on the troublesome group member that his or her pattern of behavior is unacceptable and will not be suffered in silence.

If you do lose your self-control, you will need to follow up at a later time with direct confrontation. You may find that your initial outburst got the attention of your troublemaker. A more rational, deliberate strategy may still work even after a shouting match. There is perhaps no greater challenge or more important task in a group than to establish a positive, cooperative, confirming climate. Defensive climates promote conflict and disharmony in groups. Supportive climates do not free groups entirely from conflict, but such atmospheres enhance the likelihood of constructive solutions to conflict in groups.

Keys For Managing Challenging Behaviors Of Group Members¹

1. Behavior: Rambling, wandering around or off subject. Using far-fetched examples/analogies.

Possible Responses:

- Refocus attention by restating relevant point.
- Direct questions to group that will lead them back on topic
- Ask how topic relates to current topic being discussed.
- Use visual aids, begin to write on board, turn on overhead projector.
- Say: “Would you summarize your main point please?” or “Are you asking...?”

2. Behavior: Shyness or Silence — lack of participation.

Possible Responses:

- Change facilitating strategies from group discussion to individual written exercises or a videotape
- Give strong positive reinforcement for any contribution.
- Involve by directly asking him/her a question.
- Make eye contact.
- Appoint to be small group leader.

3. Behavior: Talkativeness — knowing everything, manipulation, chronic whining.

Possible Responses:

- Acknowledge comments made.
- Give member limited time to express viewpoint or feelings, and then move on.
- Make eye contact with another participant and move toward that person.
- Give the person individual attention during breaks.
- Say: “That’s an interesting point. Now let’s see what other people think.”

4. Behavior: Sharpshooting — trying to shoot you down or trip you up.

Possible Responses:

- Admit you do not know the answer and redirect the question to the group or the individual who asked it.
- Acknowledge this is a joint learning experience.
- Ignore the behavior.

5. Behavior: Heckling/Arguing — disagreeing with everything you say; making personal attacks.

Possible Responses:

- Redirect question to group or supportive individuals.
- Recognize participant’s feelings and move one.
- Acknowledge positive points.
- Say: “I appreciate your comments, but I’d like to hear from others,” or “It looks like we disagree.”

¹ Adapted from: California Nurses Association, AIDS Train the Trainer Program for Health Care Providers (1988)

Keys For Managing Challenging Behaviors Of Group Members (continued)

6. Behavior: Grandstanding—getting caught up in one's own agenda or thoughts to the detriment of other learners.

Possible Responses:

- Say: “You are entitled to your opinion, belief or feelings, but now it's time we moved on to the next subject,” or “Can you restate that as a question?” or “We'd like to hear more about that if there is time after the (meeting, presentation, etc).”

7. Behavior: Overt Hostility/Resistance — angry, belligerent, combative behavior.

Possible Responses:

- Hostility can be a mask for fear. Reframe hostility as fear to depersonalize it.
- Respond to fear, not hostility.
- Remain calm and polite. Keep your temper in check.
- Don't disagree, but build on or around what has been said.
- Move closer to the hostile person, maintain eye contact.
- Always allow him or her a way to gracefully retreat from the confrontation.
- Say: “You seem really angry. Does anyone else feel this way?” Solicit peer pressure.
- Do not accept the premise or underlying assumption, if it is false or prejudicial, e.g., “If by “queer” you mean homosexual...”
- Allow individual to solve the problem being addressed. He or she may not be able to offer solutions and will sometimes undermine his or her own position.
- Ignore behavior.
- Talk to him or her privately during a break.
- As a last resort, privately ask the individual to leave group for the good of the group.

8. Behavior: Gripping — maybe legitimate complaining.

Possible Responses:

- Point out that we can't change policy here.
- Validate his/her point.
- Indicate you'll discuss the problem with the participant privately.
- Indicate time pressure.

Keys For Managing Challenging Behaviors Of Group Members (continued)

9. Behavior: Side conversations that may or may not be related to subject that distract group members and you.

Possible Responses:

- Don't embarrass talkers.
- Ask their opinion on topic being discussed.
- Ask talkers if they would like to share their ideas.
- Casually move toward those talking.
- Make eye contact with them.
- Comment on the group (but don't look at them "one-at-a-time").
- Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers.
- As a last resort, stop and wait.

Additional Tips

Instead of holding your group members with an iron grip, allow them to be themselves until (and unless) their behavior distracts you or others in the group.

When you notice unproductive behavior, nip it in the bud. Otherwise, you send a clear message to the other group members that it's OK for them to talk while you are talking, etc.

If, by chance, you feel that you have spoken sharply in an attempt to manage the group members, own up to it by saying, ***"Wow, that sounded harsh. Forgive me!"***

Group Problem-Solving

“Who’s Responsible?”

Instructions:

Read the short story below. Answer the question that directly follows the story. Do not discuss your answers with any group member. Do not seek advice from any group member. Answer the question independently and silently. You may begin.

Story:

In a house a young woman is married to a man who works very hard. She feels neglected. When her husband goes off on yet another trip, the young wife meets an attractive man who invites her to his house. She spends the night and at dawn she leaves, knowing her husband is coming back. The bridge is locked by a madman who kills everyone who comes near him. The young wife follows the river and meets the ferryman, but he demands one hundred francs to take her to the other side. The young wife has no money. She runs back to her lover and asks for one hundred francs; he refuses to help. The woman remembers that a platonic friend lives close by. She runs to him and explains her plight. The friend refuses to help; she has disillusioned him by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.

Question:

In what order do you hold the principals (wife, husband, lover, madman, ferryman, and friend) responsible for the tragedy?

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

STOP HERE

(WAIT FOR INSTRUCTIONS FROM INSTRUCTOR)

Instructions:

As a group, arrive at a group consensus for the decision. All group members should agree to the final decision. Avoid communication-reduction techniques such as drawing answers from a hat or voting. Record the group’s answer on the lines below. Be prepared to report back to the class how you came to the consensus and the roles each of the group members played in the decision-making process.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

“Liver Transplant” Exercise

Decision Making Using Criteria Generation¹
Participating in Groups

Objective:

To practice decision making

Steps:

1. Get into small groups of up to seven people.
2. Read the assigned exercise carefully.
3. Allow enough time to work through the following process:
 - Brainstorming.
 - Evaluate and rank criteria.
 - Apply the criteria to each solution offered in the problem you were assigned.

The Liver Transplant

You are a member of a hospital committee whose task is to select patients who will be eligible to receive a liver transplant. The operation is the only hope of life for people with diseased livers. There are many more people who need new livers than the transplant wing of the hospital can accommodate. Doctors screen out patients with other diseases or conditions for whom the liver transplant would only be a temporary expedient. It is assumed that the short-term survival rate of each of the candidates is equal. There is only ONE liver available from a recent donor, and all five of the candidates are a close enough match to be eligible to receive the liver. This decision will have to be made quickly. There is a possibility that those not receiving the liver may die waiting for the next one. You must decide, through consensus, who gets this liver.

1. Phillip:

European American male, age 52, married for 21 years. Two children: a boy 18, a girl 15. He is a research scientist at a university medical school and is working on a cancer immunization project. Current publications predict he is on the verge of a significant medical discovery. He is distraught about his physical condition and reports that it interferes with his work. Family relations seem strained because of his commitment to his work. The staff feels he is a first-rate scientist, but they believe he is somewhat disturbed and may need psychiatric assistance. He is on the health service staff of a local university and is a member of the Rotary and a Boy Scout leader. He has had a drinking problem in the past; however, he now has it under control. The damage to his liver came from a number of years of alcohol abuse.

¹ Criteria generation was developed in John Dewey, *How We Think* (Boston: D.C. Heath, 1910), p. 78.

2. William

African-American male, age 27, married 5 years. One child: a girl 3. His wife is pregnant. He is employed as a shop supervisor of the repair shop of a car dealership. He attends night school in business management. He hopes to open his own shop. He is a devoted and an excellent father and husband. He will probably remain at the dealership for a while. His wife is a paralegal. William tries to ignore the seriousness of his illness and often overdoes it with work, family, and school. William has had a rare liver disease that has seriously damaged his liver.

3. Cora

European American female, age 30, married for 11 years. Five children: boys 5 and 10; girls 7, 5, and 4 months. Homemaker. Husband owns and runs a short-order tavern-restaurant. She has never been employed, but graduated from high school. She is trying to determine if she has the talent and motivation to become an interior decorator. She belongs to several religious organizations. She talks mostly of her children and her religion. She seems resigned to her illness and likely death. Her husband works long hours and loves his family. Cora's mother lives with them and handles the child care during Cora's illness. Cora has had several occurrences of cancer. Although it seems to be in remission now, her liver has been severely damaged because of the protocol of drugs that she has been taking.

4. Leroy

African-American male, age 19, single but recently engaged and plans to marry next summer. He is a sophomore at a university with a major in philosophy. He hopes to get a Ph.D. and become a college professor. He is politically active on campus. He has had several poems published. His father is self-employed; his mother is deceased. A straight "A" student, he seems confused about his future and jeopardizes himself by involving himself with various "causes." He is bitter about his illness, and his relationship with his father is strained because he doesn't take very good care of himself. He works himself to exhaustion and sometimes has to be hospitalized. His liver was damaged at birth and has decreased in function over the years.

5. Edna

Asian-American female, age 34, single, presently employed as an executive secretary in a large law firm. Member of a church choir. She has been very active in her church for various charitable groups. She is self-contained, inner-directed woman and a model of a "career woman." She has not had any sort of marital attachment. Her employers consider her indispensable. Her work record is superb. She is well regarded by all. She appears to be resigned to her death. In fact, she has indicated that someone else should have the liver before her. Her offer was sincere. Her liver is being damaged by a form of liver disease.

Group/Team Work - Rubric

	A	B	C	D/F
Preliminaries (Getting ready for the discussion)	Group members in circle; each gives name; leader identified; task clarified; recorder identified	Circle seating; names given; task clarified; recorder identified; but no leader identified	Seating scattered; names shared but no leader identified; task/ weakly clarified	Group begins without preliminaries – (e.g .circle, names, explanation of task, recorder,etc)
Problem-Solving Strategy Followed	Group goes through steps: define, analyze, brainstorm solutions, select solution	Group brainstorms w/o first defining the problem	No clear problem defined; brainstorming is an evaluative process	Group moves immediately to solutions
Problem-Solving Methods	Group members willingly collaborated to achieve consensus	Group approached consensus but settled on compromise (lose-lose)	Group unable to achieve consensus w/o resorting to a vote (win-lose)	Stalled
Groupthink	Meaningful alternatives / ideas explored; dissent sought out and encouraged	Limited alternatives/ ideas suggested; some dissent tolerated	Few alternatives/ ideas proposed; dissent not sought out	Groupthink occurs. No real consideration of alternatives; pressure to conform
Participation	All members contribute to the development and management of the thought-line	All members contribute to a limited or unbalanced development of thought line.	Development and management of thought-line dependent on 1-2 members	Little or no development of the thought – line; weak management of thought-line
Task and Social Goals	Group balances both task and social goals; demonstrates ability to accomplish both	Group focuses on task and social goals but out of balance	Group focuses only on one goal (task or social)	Group had no goals
Roles	Appropriate balance between task & social roles 2:1	Social roles predominate (not enough task)	All members play only task roles OR only social roles	Unproductive roles predominate
Leadership	Balanced sharing of leadership	Unbalanced sharing of leadership	One person seizes leadership	No leadership
Preparation	All members prepared; 100%	Most members prepared; majority	Few members prepared; ½ or less	Most members unprepared (1 – none prepared)

Group Presentation: Structure/Function Study

Assignment

The co-chairs of your college's Executive Board have tasked the Executive Team to conduct a structure/function study of their campus by performing a site visit.

You will have _____ days/hours to conduct your site visit and create a _____ minute presentation on your findings.

Your task is to discover the structure and function of the college campus – its special configuration, character, and how it works. As to focus and methodology, you are on your own except for two requirements – the Executive Board asks that 1) each of you spend at least 5 - 10 minutes talking to people that make up this campus and 2) you utilize OARR's to organize yourselves.

Some questions to guide the creation of your presentation

What is the purpose of the campus?

What are the significant economic, governing, social and physical structures that make up the campus and what are their functions?

What recommendations, at least three, would the Executive Team make to the Board for improved functioning?

Presentation

After the site study, you will present your findings to a Board member who will evaluate your performance.

You will have _____ minutes to make your presentation.

You are encouraged to invite people you meet during the site visit to be guest speakers or to simply observe your presentation.

The presentation will begin promptly on

_____ at _____ in _____
DATE TIME LOCATION

Your presentation must include the following:

- An introduction to your overall presentation, assignment and group members;
- A minimum of two visual aids of your choosing;
- A minimum of three recommendations for the campus based on your findings;
- A conclusion that contains all required elements.

And your grade will depend on including the preceding components as well as:

- Group cohesiveness
- Equal participation by all group members – everyone must participate in the verbal presentation
- A typed agenda/outline of the team's presentation
- Organization of participants and presentation
- Dress as if you are presenting to an Executive Board

Structure/Function Presentation - Rubric

	A	B	C	D/F
Organization of Group	Large-group and subgroups were well organized; transitions between subgroups were clear; all speakers lined up in correct order of delivery; assistance to group members apparent and given when needed; all members were attentive to the speaker of the moment	Large-group and subgroups were organized; transitions between subgroups were clear; most speakers lined up in correct order of delivery; assistance to group members apparent and given when needed; most members were attentive to the speaker of the moment	Large-group and subgroups were somewhat organized; transitions between subgroups were vague; some speakers lined up in correct order of delivery; assistance to group members apparent and given when needed sometimes; some members were attentive to the speaker of the moment	Large-group and subgroups were not organized; no transitions between subgroups; speakers did not line up in correct order of delivery; assistance to group members apparent but was not given when needed; members were not attentive to the speaker of the moment
Content	Content was well organized and credible using ten or more cited sources of research/may include interviews; no repetitive info between subgroups, if applicable.	Content was organized and credible using five or more cited sources of research/may include interviews; some repetitive info between subgroups.	Content was somewhat organized and credible using two or more cited sources of research/no interviews; mostly repetitive info between subgroups.	Content was not organized or credible; did not cite sources of research; repeated info throughout.
Delivery	All members shared delivery time equally; all members had excellent vocal projection, used vocal variety, & maintained excellent eye contact	Most members shared delivery time equally; most members had good vocal projection, used vocal variety, and maintained good eye contact	Some members shared delivery time; some members had good vocal projection, used vocal variety, & maintained good eye contact	Members did not share delivery time equally; most members lacked vocal projection, vocal variety, & eye contact
Recs	5+ recommendations for improvement were given throughout the speech.	4+ recommendations for improvement were given throughout the speech.	3+ recommendations for improvement were given throughout the speech.	2 or fewer recommendations for improvement were given throughout the speech.
Participation	All members contributed to the development and management of the project.	All members contributed to a limited or unbalanced development of project.	Development and management of project seemed dependent on 1-2 members.	Little or no development of the project; weak management.
Roles	Roles were clearly assigned to each group member.	Roles seemed to be assigned to each group member	Seemed as if some roles were assigned to each group member	Appearance of roles not clear or no roles assigned to the majority of the group members.
Leadership	Balanced sharing of leadership	Unbalanced sharing of leadership	One person seemed to seize leadership	No leadership
Preparation	All members prepared; 100%. A complete typed agenda/outline presented to instructor before presentation began	Most members prepared; majority. A typed agenda/outline presented to instructor before presentation began	Few members prepared; less than ½. An incomplete typed agenda/outline presented to instructor before presentation began	Most members unprepared; majority. No typed agenda/outline presented to instructor before presentation began
Visual Aids	An agenda VA was used in addition to two or more supplementary VAs	Two or more supplementary VAs	One supplementary VAs was used	No VAs were used
Timing	Presentation adhered to time limit – did not go over/under	Presentation mostly adhered to time limit – over/under 1-2 minutes	Presentation did not adhere to time limit – over/under 3 – 5 minutes	Presentation did not adhere to time limit – over/under 5+ minutes

5 Intercultural Communication

Intercultural communication takes place between individuals of different cultures; culture can be defined as but not limited to: sex, gender, age, race, ethnicity, sexual orientation, political or religious affiliations, etc.

BODY RITUAL AMONG THE NACIREMA

Horace Miner

The anthropologist has become so familiar with the diversity of ways in which different peoples behave in similar situations that he is not apt to be surprised by even the most exotic customs. In fact, if all of the logically possible combinations of behavior have not been found somewhere in the world, he is apt to suspect that they must be present in some yet undescribed tribe. This point has, in fact, been expressed with respect to clan organization by Murdock¹ (1949:71). In this light, the magical beliefs and practices of the Nacirema present such unusual aspects that it seems desirable to describe them as an example of the extremes to which human behavior can go.

Professor Linton² first brought the ritual of the Nacirema to the attention of anthropologists twenty years ago (1936:326), but the culture of this people is still very poorly understood. They are a North American group living in the territory between the Canadian Cree, the Yaqui and Tarahumare of Mexico, and the Carib and Arawak of the Antilles. Little is known of their origin, although tradition states that they came from the east.

Nacirema culture is characterized by a highly developed market economy, which has evolved in a rich natural habitat. While much of the people's time is devoted to economic pursuits, a large part of the fruits of these labors and a considerable portion of the day are spent in ritual activity. The focus of this activity is the human body, the appearance and health of which loom as a dominant concern in the ethos of the people. While such a concern is certainly not unusual, its ceremonial aspects and associated philosophy are unique.

The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to debility and disease. Incarcerated in such a body, man's only hope is to avert these characteristics through the use of the powerful influences of ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their houses and, in fact, the opulence of a house is often referred to in terms of the number of such ritual centers it possesses. Most houses are of wattle and daub construction, but the shrine rooms of the more wealthy are walled

¹ George Peter Murdock (1897-1985), famous ethnographer

² Ralph Linton (1893-1953), best known for studies of enculturation (maintaining that all culture is learned rather than inherited; the process by which a society's culture is transmitted from one generation to the next), claiming culture is humanity's "social heredity."

with stone. Poorer families imitate the rich by applying pottery plaques to their shrine walls.

While each family has at least one such shrine, the rituals associated with it are not family ceremonies but are private and secret. The rites are normally only discussed with children, and then only during the period when they are being initiated into these mysteries. I was able, however, to establish sufficient rapport with the natives to examine these shrines and to have the rituals described to me.

The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which no native believes he could live. These preparations are secured from a variety of specialized practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients, but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists who, for another gift, provide the required charm.

The charm is not disposed of after it has served its purpose, but is placed in the charm-box of the household shrine. As these magical materials are specific for certain ills, and the real or imagined maladies of the people are many, the charm-box is usually full to overflowing. The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, we can only assume that the idea in retaining all the old magical materials is that their presence in the charm-box, before which the body rituals are conducted, will in some way protect the worshipper.

Beneath the charm-box is a small font. Each day every member of the family, in succession, enters the shrine room, bows his head before the charm-box, mingles different sorts of holy water in the font, and proceeds with a brief rite of ablution³. The holy waters are secured from the Water Temple of the community, where the priests conduct elaborate ceremonies to make the liquid ritually pure.

In the hierarchy of magical practitioners, and below the medicine men in prestige, are specialists whose designation is best translated "holy-mouth-men." The Nacirema have an almost pathological horror of and fascination with the mouth, the condition of which is believed to have a supernatural influence on all social rela-

³ A washing or cleansing of the body or a part of the body. From the Latin *abluer*, to wash away.

tionships. Were it not for the rituals of the mouth, they believe that their teeth would fall out, their gums bleed, their jaws shrink, their friends desert them, and their lovers reject them. They also believe that a strong relationship exists between oral and moral characteristics. For example, there is a ritual ablution of the mouth for children which is supposed to improve their moral fiber.

The daily body ritual performed by everyone includes a mouth-rite. Despite the fact that these people are so punctilious⁴ about care of the mouth, this rite involves a practice which strikes the uninitiated stranger as revolting. It was reported to me that the ritual consists of inserting a small bundle of hog hairs into the mouth, along with certain magical powders, and then moving the bundle in a highly formalized series of gestures⁵.

In addition to the private mouth-rite, the people seek out a holy-mouth-man once or twice a year. These practitioners have an impressive set of paraphernalia, consisting of a variety of augers, awls, probes, and prods. The use of these objects in the exorcism of the evils of the mouth involves almost unbelievable ritual torture of the client. The holy-mouth-man opens the client's mouth and, using the above mentioned tools, enlarges any holes which decay may have created in the teeth. Magical materials are put into these holes. If there are no naturally occurring holes in the teeth, large sections of one or more teeth are gouged out so that the supernatural substance can be applied. In the client's view, the purpose of these ministrations⁶ is to arrest decay and to draw friends. The extremely sacred and traditional character of the rite is evident in the fact that the natives return to the holy-mouth-men year after year, despite the fact that their teeth continue to decay.

It is to be hoped that, when a thorough study of the Nacirema is made, there will be careful inquiry into the personality structure of these people. One has but to watch the gleam in the eye of a holy-mouth-man, as he jabs an awl into an exposed nerve, to suspect that a certain amount of sadism is involved. If this can be established, a very interesting pattern emerges, for most of the population shows definite masochistic tendencies. It was to these that Professor Linton referred in discussing a distinctive part of the daily body ritual which is performed only by men. This part of the rite involves scraping and lacerating the surface of the face with a sharp instrument. Special women's rites are performed only four times during each

⁴ Marked by precise observance of the finer points of etiquette and formal conduct.

⁵ It is worthy of note that since Prof. Miner's original research was conducted, the Nacirema have almost universally abandoned the natural bristles of their private mouth-rite in favor of oil-based polymerized synthetics. Additionally, the powders associated with this ritual have generally been semi-liquefied. Other updates to the Nacirema culture shall be eschewed in this document for the sake of parsimony.

⁶ Tending to religious or other important functions.

lunar month, but what they lack in frequency is made up in barbarity. As part of this ceremony, women bake their heads in small ovens for about an hour. The theoretically interesting point is that what seems to be a preponderantly masochistic people have developed sadistic specialists.

The medicine men have an imposing temple, or latipso, in every community of any size. The more elaborate ceremonies required to treat very sick patients can only be performed at this temple. These ceremonies involve not only the thaumaturge⁷ but a permanent group of vestal maidens who move sedately about the temple chambers in distinctive costume and headdress.

The latipso ceremonies are so harsh that it is phenomenal that a fair proportion of the really sick natives who enter the temple ever recover. Small children whose indoctrination is still incomplete have been known to resist attempts to take them to the temple because "that is where you go to die." Despite this fact, sick adults are not only willing but eager to undergo the protracted ritual purification, if they can afford to do so. No matter how ill the supplicant or how grave the emergency, the guardians of many temples will not admit a client if he cannot give a rich gift to the custodian. Even after one has gained admission and survived the ceremonies, the guardians will not permit the neophyte to leave until he makes still another gift.

The supplicant entering the temple is first stripped of all his or her clothes. In every-day life the Nacirema avoids exposure of his body and its natural functions. Bathing and excretory acts are performed only in the secrecy of the household shrine, where they are ritualized as part of the body-rites. Psychological shock results from the fact that body secrecy is suddenly lost upon entry into the latipso. A man, whose own wife has never seen him in an excretory act, suddenly finds himself naked and assisted by a vestal maiden while he performs his natural functions into a sacred vessel. This sort of ceremonial treatment is necessitated by the fact that the excreta are used by a diviner⁷ to ascertain the course and nature of the client's sickness. Female clients, on the other hand, find their naked bodies are subjected to the scrutiny, manipulation and prodding of the medicine men.

Few supplicants in the temple are well enough to do anything but lie on their hard beds. The daily ceremonies, like the rites of the holy-mouth-men, involve discomfort and torture. With ritual precision, the vestals awaken their miserable charges each dawn and roll them about on their beds of pain while performing ablutions,

⁷ A miracle-worker.

in the formal movements of which the maiden are highly trained. At other times they insert magic wands in the supplicant's mouth or force him to eat substances which are supposed to be healing. From time to time the medicine men come to their clients and jab magically treated needles into their flesh. The fact that these temple ceremonies may not cure, and may even kill the neophyte, in no way decreases the people's faith in the medicine men.

There remains one other kind of practitioner, known as a "listener." This witch-doctor has the power to exorcise the devils that lodge in the heads of people who have been bewitched. The Nacirema believe that parents bewitch their own children. Mothers are particularly suspected of putting a curse on children while teaching them the secret body rituals. The counter-magic of the witch-doctor is unusual in its lack of ritual. The patient simply tells the "listener" all his troubles and fears, beginning with the earliest difficulties he can remember. The memory displayed by the Nacirema in these exorcism sessions is truly remarkable. It is not uncommon for the patient to bemoan the rejection he felt upon being weaned as a babe, and a few individuals even see their troubles going back to the traumatic effects of their own birth.

In conclusion, mention must be made of certain practices which have their base in native esthetics but which depend upon the pervasive aversion to the natural body and its functions. There are ritual fasts to make fat people thin and ceremonial feasts to make thin people fat. Still other rites are used to make women's breasts larger if they are small, and smaller if they are large. General dissatisfaction with breast shape is symbolized in the fact that the ideal form is virtually outside the range of human variation. A few women afflicted with almost inhuman hypermammary development are so idolized that they make a handsome living by simply going from vil- lage to village and permitting the natives to stare at them for a fee.

Reference has already been made to the fact that excretory functions are ritu- alized, routinized, and relegated to secrecy. Natural reproductive functions are similarly distorted. Intercourse is taboo as a topic and scheduled as an act. Efforts are made to avoid pregnancy by the use of magical materials or by limiting inter- course to certain phases of the moon. Conception is actually very infrequent. When pregnant, women dress so as to hide their condition. Parturition takes place in se- cret, without friends or relatives to assist, and the majority of women do not nurse their infants.

Our review of the ritual life of the Nacirema has certainly shown them to be a

magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens, which they have imposed upon themselves. But even such exotic customs as these take on real meaning when they are viewed with the insight provided by Malinowski⁸ when he wrote (1948:70):

Looking from far and above, from our high places of safety in the developed civilization, it is easy to see all the crudity and irrelevance of magic. But without its power and guidance early man could not have mastered his practical difficulties as he has done, nor could man have advanced to the higher stages of civilization⁹.

Works Cited

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1948 *Magic, Science, and Religion*. Glencoe, The Free Press.

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⁸ Bronislaw Malinowski (1884-1942), famous cultural anthropologist best known for his argument that people everywhere share common biological and psychological needs and that the function of all cultural institutions is to fulfill such needs; the nature of the institution is determined by its function.

⁹ Did you get it? In any case, try analyzing Malinowski's statement in the context of what has come to be known as [Arthur C.] "Clarke's Third Law": "Any sufficiently advanced technology is indistinguishable from magic."

The INVITE Technique: Creating Communication with Someone from Another Culture

CULTURE-SPECIFIC

Learning about another culture and applying that knowledge when communicating with them
Focuses on learning differences between cultures

CULTURE-GENERAL

Examines and explores aspects of communication that seem to apply to all cultures
Highlights universal communication aspects

INVITE

- **Increase** your frame of reference
 - Us (family, friends, people within your own culture)
 - Them – anyone different
- **Enlarge** your circle of “us” to include more of “them”
 - Accept that all people are different – even those that are within the same culture vary – Appreciate this!

- **No** evaluation/suspend judgment
 - Negative evaluations
 - Verbal
 - Negative comments
 - Criticism
 - Humorous comments that put someone down or make them feel defensive or threatened
 - Nonverbal
 - Rolling eyes, frowns, sigh disgust, turning, walking away

- **Venture** out of your comfort zone
 - Personal growth comes only when we venture outside our comfort zone by taking risks and experiencing new things
 - Enroll in a foreign language class/travel
 - Attend an ethnic carnival or fair
 - Learn a skill or hobby from another culture
 - Share a meal with an International co-worker
 - Befriend someone from another culture

- **Visit** a museum that features art from another culture

- **Inquire** of others
 - Ask questions
 - Puts the ‘other’ in the teacher role and you the ‘student’ role
 - Honor people and their culture by asking questions and showing interest

- **Talk** about things in common
 - Seek similarities/share the human experience: childhood, love, eat food, employed, loneliness, birthdays, anniversaries, reunions, death, etc.

- **Encourage** social interaction

Cultural Presentation

The cultural presentation is a chance for you to examine the role of culture in your own life and how it affects your communication both in personal and in public speaking situations. It is also a venue to share questions, concerns, and ideas about culture in a non-threatening academic and sometimes heartfelt discussion. Note, culture includes the following: race, ethnicity, spiritual or religious tradition, social class, sexual orientation/identification, geographic location, age, sex, or other group affiliation.

Guidelines/Grading

Your grade depends on the including the following elements in your speech:

- Define who you are culturally/with what cultures (at least two) do you identify yourself?
- Explain 1 - 2 ways in which your culture or the culture of someone else has affected your life

You can ask yourself the following questions to guide you in crafting your presentation:

- How was culture communicated or not communicated in my life?
- Was it a positive or negative experience?
- How did the communication of my culture shape me as a person?

Identify and provide two examples of problems you have or had with intercultural communication

- Did you attempt to overcome these barriers?
- If yes, how? If no, why not?

Please share only a story with which you are comfortable. I strongly encourage and foster a safe-environment when sharing — there will be no negative evaluations, only an atmosphere of attempting to understand and accept a person's story. Your audience will have the chance to ask you up to three questions about your story. If at any time, you feel uncomfortable, you may choose to pass on the question – remember safe environment.

This presentation takes place in an informal setting. You are not required to provide an outline for this presentation; though, you may have a note card for your own information. Remember to practice so your audience is treated to a full presentation instead of one that is cut off before the finish.

Cultural Presentation – Rubric

	A	B	C	D/F
Cultural Identity	Distinct identification and clear description of cultural identity – included two or more cultures	Clear description of cultural identity – included two cultures	Vague description of cultural identity – included one culture	Description of cultural identity not present
Affect of Culture	Clear and thorough description of how culture affects/has affected life with two or more examples	Clear and thorough description of how culture affects/has affected life with one example	Vague description of how culture affects/has affected life with one unclear example	No description of how culture affects/has affected life
Problems with Intercultural Cx	Detailed and clear explanation of two current/past problems / interactions with intercultural communication	Detailed explanation of two current/past problems/interactions with intercultural communication	Vague explanation of one current/past problem/interaction with intercultural communication	No explanation of current/past problem/interaction with intercultural communication
Delivery	Clear, confident, energetic delivery with excellent eye contact and vocal projection	Clear, confident delivery with good eye contact and vocal projection	Average delivery with little energy, eye contact and vocal projection	Poor delivery with little to no energy, eye contact and vocal projection
Timing	Speech met the time requirement without going over/under	Speech did not meet the time requirement – over/under +/- 5 seconds	Speech did not meet the time requirement – over/under +/- 15 seconds	Speech did not meet the time requirement – over/under +/- 30 seconds

6 General Presentation Information

It is in your best interest to become very familiar with the pages contained in this section, as they will answer most all questions you have regarding presentations.

Guidelines For All Presentations

Topic Approval

- Topic approval by instructor is mandatory for the Informative and Persuasive speeches.

Presenting

- If you show up without speech packet on your speaking day, you will not be able to present.
- Instructor will determine speaking day/order.
- If you miss a speech, you will receive an “F” for that assignment unless you are ready to give the speech at the next class meeting, based on the condition that there is enough time during the next class meeting. If possible, you can do the speech and drop one letter grade as a late penalty. Your right to make up a speech is NOT GUARANTEED! Only if you are prepared to go at the very next class meeting and IF there is time available will you be able to make up a presentation.

Speech packets

- You are required to turn in a speech packet the day your speech is due BEFORE you present. This means you must bring two copies of your outline – one for yourself and one included in your speech packet.
- Your speech packet must include the following *four* components *stapled* together in the following order:
 - Speech grading sheet (1st)
 - Final outline/revised (2nd),
 - Reviewed draft outline with written comments from a minimum of three classmates (3rd), and
 - Peer Feedback Reports (PFRs) (4th).
 - PFRs are required. If you are absent the day PFRs are conducted in class, you must make them up on your own time. You must have PFRs from a minimum of three students from your class and three people outside of class, which can include friends, family members or co-workers.

Research

- Researched material, verbally cited in your presentation, is necessary for full credit. Please consider using the phrase “According to...” to cite your sources as they appear in your speech. Do not wait until the end of your speech to cite all your sources.
 - Informative speech: minimum of two sources
 - Persuasive/Inspirational speech: minimum of three sources
- You must verbally cite your sources using the phrase ‘According to...’ or a similar phrase
- It is not acceptable to use for research or cite verbally in your speech any type of Wiki cite, including the popular Wikipedia. If used or cited in a speech, it is an automatic C-

Guidelines For All Presentations

Visual aids

- The informative and persuasive speeches require visual aids.
 - Your informative speech requires an agenda visual aid that contains your topic or thesis and main points
 - Your persuasive/inspirational speech requires an agenda visual aid that contains your proposition and solutions
- Any other supplemental visual aids that add to the presentation will be given more consideration in grading.

Modes of Delivery

- Please make note of the delivery mode required by each speech upon review of the assignment.
 - Manuscript delivery is reading word for word from a text.
 - Delivery from a manuscript is obvious; if you read your speech to your audience, the highest grade you will earn is a “C”.
 - Memorized delivery is presented from memory with no notes or outline used as an aid.
 - Impromptu delivery is a delivery with no prior preparation.
 - Extemporaneous delivery is most like a conversation; the speaker practices until they become familiar with the content; it is not memorized; thus the speaker uses an outline for reference.

Timing

Speeches should adhere to the following time constraints:

- Bag = 3 - 4 minutes/depending on class enrollment
- Ceremonial = 1 - 2 minutes
- Commercial = 2 – 3 minutes
- Cultural = 3 - 5 minutes/depends on class enrollment
- Demonstration = 4 minutes
- Group – Structure/Function = depends on class enrollment
- Impromptu = 2 minutes
- Informative = 5 minutes [4 – 6 minutes acceptable]
- Pathos = 3 - 4 minutes/depending on class enrollment
- Persuasive/Inspirational = 8 minutes [7 - 9 minutes acceptable]

Over or under acceptable times will result in a C- on that speech – so, PRACTICE for time and use a stop-watch while you present. (See individual rubrics for each assignment)

Presentation Tips

Attitude (is everything!)

- Be confident and be yourself! Don't try to imitate anyone – You are good exactly the way you are.
- Pay attention to your self-talk and change the negative to positive. (Get off my back!)
- Do not apologize for anything (stumbling over your words, losing your place, leaving something out, or just being nervous!). Take a silent pause, collect yourself (thoughts) and continue. Chances are, if you don't bring it to your audience's attention, they won't notice if you have a small slip up.
- Be positive about your topic, the audience, and yourself. Audiences are very forgiving; your audience wants you to succeed!
- Picture yourself giving a great speech – your attitude is half the battle! If you are not enjoying yourself, fake it! You can actually trick your brain into thinking you are happy if you smile – smile to yourself and at your audience!
- Use your nervousness to energize not paralyze.
- If you flop, remember it is what happened one time in one situation; it is not the ruin of your grade or your life!

BREATHE

NOTES

Presentation Tips

Preparation

- Know the room. Arrive early and walk around your space. Set up any visual aids or AV equipment. Walk from your seat to where you will speak.
- Know your material. PRACTICE, PRACTICE, PRACTICE! Do your research so you are confident with the facts you present.
- Know your opening and closing lines by heart and deliver them with your eyes on your audience.
Don't worry - you do not need to memorize your entire intro and conclusion, just the first few sentences of your intro and the last few sentences of your conclusion
- Practice with a watch. Time yourself to make sure you are using your time efficiently. Don't go over time or under time – be on time!
- Give yourself ample time to practice; do NOT wait until the night before your presentation; you need to practice at least six times before you present.
- Practice with a group and solicit constructive feedback from others. This will aid you with different perspectives.
- Rehearse in your mind what you want to say; the best thing about this is you can do this anywhere - in the car, on the train, in the shower.

NOTES

Presentation Tips

Outlines

- Include your name, my last name, class day/time on your outline.
- Make sure you have a copy of your outline for yourself on the day you present – in addition to the one you turn in to the instructor with your speech packet.
- You may either write your introduction and conclusion in full paragraph format or use key words/phrases (recommended) for your talking points.
- In the body of your outline, the main points should be written out as complete declarative statements while using key words/phrases for the support/evidence for each main point and transition sentences between each main point
 - Please be sure to write your thesis in the intro and conclusion out as a single declarative statement.
- You can make note of your sources on your outline where you plan to verbally cite them. However, you must also provide a works cited in MLA format at the end of your outline or attached to a separate piece of paper immediately following your outline in the speech packet
 - Great sites to help with proper MLA formatting:
 - www.noodletools.com,
 - www.dianahacker.com/resdoc/
 - www.easybib.com

NOTES

Presentation Tips

Verbal

- Know which mode of delivery is required of you for each speech.
- ALWAYS start with your hook! Do not begin your speech with any of the following: “My topic is...”, “My speech is about...”, “I want to talk to you about...”, etc.
- Keep your message simple – clear and concise.
- Be aware of using jargon. If you use an uncommon word, define it for your audience. Furthermore, do not use slang, unless it illustrates a point.
- Know how to pronounce the words you will use in your speech; practice any words you have difficulty pronouncing.
- Do not repeat the same word unless doing so for emphasis
- Avoid using filler words such as “um’s”, “ah’s”, “you know’s”, “what-not’s”, and “things like that”.
- Verbally cite your sources throughout your speech - give credit where credit is due.

NOTES

Presentation Tips

Nonverbal

- Use a variety of vocal qualities
 - Project your voice; make sure people in the back of the room can hear you.
 - Speak at a normal rate. If you sound fast in your head, slow down!
 - Speak with your mouth open, which makes your words clear – don't mumble.
- Be aware of your posture; don't slouch. Stand up straight enough to fill your lungs and abdomen with oxygen in order to project your voice.
- Make eye contact with your entire audience instead of just a few people. Also, do not focus your attention on just one person including the instructor. Again, be sure to provide eye contact to everyone.
- Settle yourself at the podium before you begin speaking; then, let your eyes move over your audience, making eye contact with everyone.
- Do not turn your back on the audience when referring to a visual aid. Do not pass around handouts or objects to the audience while speaking unless necessary; it will distract them from your message. Pass them out after your speech.
- Use natural movements and gestures
 - Do not play with your hair or fidget with your clothes.
 - Do not pace or rock back and forth.
 - Unglue yourself from the podium – don't put it in a death grip ☺
 - Use your space; move about the area slowly and naturally talking to your audience while doing so.
 - Make your gestures natural and use them to make and/or support a point

NOTES

Listening Habits And The Role Of The Audience

Poor Listening Habits

- Our minds will not wait. Our thoughts can race along from four to ten times faster than most people speak. So, while we are waiting for the words to come in, the mind tunes out, then in again. The result: Only a few words penetrate, and we miss the whole point.
- We think we already know; and, so we listen with just “half an ear”.
- We are looking, not listening. How often during an introduction, has a name failed to penetrate because your mind was occupied with its owner’s “appearance or mannerisms”?
- We are busy listeners. We try to listen while giving part of our attention to something else (newspaper, radio, television, email, text messages, etc.).
- We miss the big ideas. We are listening to words, not ideas. We take words at face value rather than looking beyond the words to the ideas expressed or the relationship level emphasized.
- Our emotions make us deaf. We take incorrect comments as personal attacks or when someone offers opposing ideas on a matter about which we have a strong opinion, we unconsciously think it is risky to listen because we might hear something that could make us question our own views. We mentally stop “receiving” the message from her/him while we plan our verbal attack.
- We ambush. We listen carefully but only to collect information to use to attack what the other has said (a.k.a. the prosecuting attorney syndrome).
- We talk too much. We are interested in expressing our ideas and/or dominating the conversation.
- We interrupt too much; you cannot listen if you are interrupting.

Improving Listening Effectiveness

- Stop talking. This includes silent debating, retorting, and rehearsing that what goes on in the mind.
- React appropriately. Give positive/negative feedback that shows you agree, disagree, etc. Also, look attentive nonverbally – you will listen better if you look like you’re listening.
- Concentrate on what is being said. Attend to words, ideas, and feelings; put the speaker’s ideas into your own words for greater understanding.
- Get rid of distractions. Avoid props, doodling, phone calls, TV, emails, etc.
- Do not give up too soon. Do not interrupt or be too quick to respond.
- Avoid making assumptions. If you disagree, do not assume the person is uninformed, lying, dumb, etc.
- Do not argue mentally. Control your anger; give the other a fair hearing.
- Share responsibility for the communication. Remember the transactional nature of communication.
- Ask questions. Be active; do not assume you really understand what another is saying; ask to be make sure.
- Paraphrase. Restate in your own words what you think the other person just said. Request feedback to make sure you interpreted the person correctly.

Adapted from Terry Petersen @ Chabot Community College

Peer Feedback Report (PFR)

Each student will present their Informative and Persuasive speeches in front of a small group of 3 – 4 classmates. The individuals in the group are required to give written peer feedback reports on each speech. These feedback reports are returned to the presenter after each group member has presented to review and possibly to use to make changes in their presentation.

Once reviewed, the speaker includes the PFRs along with their graded draft and final revised outline in a speech packet to the instructor on the day they present. Both the speaker and the person who gave the feedback reports receive credit for the feedback.

SPEAKERS CANNOT PRESENT THEIR SPEECH TO THE CLASS AS A WHOLE AND THE INSTRUCTOR FOR A GRADE WITHOUT HAVING FIRST COMPLETED THE PFRs WITH A MINIMUM OF THREE STUDENTS FROM CLASS. If you are absent on the day the PFRs are completed in class, it is your responsibility to make them up on your own time.

Use the sample PFR below as a guide to writing PFRs. As the evaluator, please be sure to provide one statement of feedback in each of the following areas: content, delivery, and organization.

PRESENTER: Jack C.

EVALUATOR: Jane C.

PRACTICE DATE: 4/21/09

TOPIC OF PRESENTATION: Mr. Potato Head

PURPOSE: Inform

START TIME: 4:15pm

END TIME: 4:24pm

TOTAL TIME: 8:15

Strengths of Speech	Areas for Improvement
Your topic choice was interesting and provided new information	New content information was introduced in conclusion – be sure to mention it in the body if you talk about it in the conclusion
You provided excellent eye contact	Try not to use a monotone delivery; use more vocal variety to keep your audience engaged with you.
The organization was great; it was easy to follow	The organization of your first two points needs work - it would make more sense to switch them

Peer Feedback Report (PFR)

Evaluator: _____

Presenter: _____

Practice Date: _____

Topic Of Presentation: _____

Purpose: _____

Start Time: _____

End Time: _____

Total Time: _____

Strengths Of Speech	Areas For Improvement
Content	Content
Delivery	Delivery
Organization	Organization

For Instructor Use Only

Peer Feedback Report (PFR)

Evaluator: _____

Presenter: _____

Practice Date: _____

Topic Of Presentation: _____

Purpose: _____

Start Time: _____

End Time: _____

Total Time: _____

Strengths Of Speech	Areas For Improvement
Content	Content
Delivery	Delivery
Organization	Organization

For Instructor Use Only

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Presenter: _____

Practice Date: _____

Topic Of Presentation: _____

Purpose: _____

Start Time: _____

End Time: _____

Total Time: _____

Strengths Of Speech	Areas For Improvement
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For Instructor Use Only

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Topic Of Presentation: _____

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Topic Of Presentation: _____

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Total Time: _____

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Strengths Of Speech	Areas For Improvement
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Topic Of Presentation: _____

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Total Time: _____

Strengths Of Speech	Areas For Improvement
Content	Content
Delivery	Delivery
Organization	Organization

For Instructor Use Only

Self Evaluation

Please type and print out the answers to the following questions and turn in to the instructor at the first class meeting after you present your speech.

1. What did you do well? (List three things)

-
-
-

2. What could use improvement? (List three things)

-
-
-

3. What would you do differently the next time you give a speech? (List three things)

-
-
-

7 Informative Presentations

Informative presentations teach your audience something either through a conversation, demonstration, or lecture.

Bag Share Speech

Purpose:

To inform the class about yourself in a creative and interesting way. The exercise asks you to identify significant components and qualities of your self-concept by translating them into symbols you can share with others.

- Use a **paper bag** (the size is up to you – but should not be a tiny gift bag) that you can paste, tape, staple, or glue items onto in order to represent aspects of your self-concept.
- On the *outside of the bag*, visually demonstrate your *social self* – the part of you that interacts with others – such as your personality, likes, dislikes, talents, and social roles. Since the bag has several sides, you might use each side to show different social selves in your various relationships. For example, you could illustrate aspects of the self you show to your family on one side, your employer (if you're employed) on another, your close friends on a third, etc. Consider asking family and friends to help brainstorm descriptions about you for your bag.
 - Be creative using any items/artifacts to represent your unique qualities: writings, drawings, photos, headlines, small objects, etc. For example, a rubber band may indicate that you are flexible; an orange may mean you are sweet, but can be bitter.
 - The *inside of the bag* represents your spiritual self, consisting of your *internal thoughts*, your values, morals, beliefs, and how you feel about yourself. This can include private and personal aspects about you. Two or three symbols representing your spiritual or inner self may be placed inside the bag. A heart shaped pillow inside your bag might express your deep belief in loving others.
- If discussed in class, place a gender artifact on bag and describe how it demonstrates the way society thinks men and/or women should be.
- Be prepared to share your bag with the class. Select and share only those things you feel comfortable explaining to this class. There will be no negative evaluations of your self-concept!

Your grade depends on the following components:

- Creativity
- Organization
- Delivery
- Preparation

Bag Share Speech - Rubric

	A [+]	B [+/-]	C [√]	D/F [-]
<i>Creativity</i>	Creatively utilizes objects & artifacts to clearly symbolize aspects of the self	Creatively utilizes objects & artifacts to symbolize aspects of the self	Some objects & artifacts used with little symbolism and reference to self	Some/no objects & artifacts used with vague or no symbolism and reference to self
<i>Organization</i>	Excellent organization – each side of bag was explained fully and clearly without skipping from side to side	Good organization – each side of bag was explained without skipping from side to side	Average organization – each side of bag was explained with some skipping from side to side	Poor organization – no clear pattern of explanation/lots of skipping from side to side
<i>Delivery</i>	Clear, confident, energetic and animated delivery with excellent eye contact and vocal projection	Clear, confident and energetic delivery with good eye contact and vocal projection	Average delivery with little energy, eye contact and vocal projection	Poor delivery with little to no energy, eye contact and vocal projection
<i>Preparation</i>	Excellent preparation – student familiar with placement of symbols; ample rehearsal evident	Good preparation – student mostly familiar with placement of symbols; some rehearsal	Average preparation – student somewhat familiar with placement of symbols; minimal rehearsal	Poor preparation – student not familiar with placement of symbols; minimal to no rehearsal evident
<i>Timing</i>	Speech met the time requirement without going over/under	Speech did not meet the time requirement (+/- 15 seconds)	Speech did not meet the time requirement (+/- 30 seconds)	Speech did not meet the time requirement (under/called time)

Bag Share – Grading Sheet

Date _____ Student _____

Grade _____

Creativity + +/√ √ -

- Decorating of bag
- Symbolism used

Verbal organization + +/√ √ -

- One side explained in full before moving on to the next

Delivery + +/√ √ -

- Eye contact
- Vocal projection
- Confidence
- Filler words (excessive / some / few / none)

Preparation + +/√ √ -

- Bag fully decorated
- Items placed and shared from inside represent presenter's spiritual self.

Timing + +/√ √ -

- At Time
- Over time
- Under time

Notes

Demonstration Speech - Assignment

Assignment: The purpose of this speech is to demonstrate how something is made, how something works, or how something is done. There are many things you know how to do and make; this is your opportunity to share your knowledge and skills.

Keep in mind the following guidelines:

- Select a topic that interests you and is appropriate for a college audience! A demonstration on how to make Jell-O or how to make brownies from a boxed mix is NOT challenging for your audience or for you as a student. FYI: Cooking demonstrations work well for this assignment, but the recipe needs to be a little more involved than simply “add water and stir” 😊
- ***You Must Show/Demonstrate For Us How Something Is Done Or Made***
- Rely on your background, experience, knowledge, and interests to help you select a topic. Picking a subject you already know something about helps you feel more comfortable and confident with the information.
- Group the various steps of your process into two or three main points. This will make it easier to remember and for the audience to understand. It also allows for a smoother speaking style, rather than simply listing steps.
- Visual and/or audio aids are required for this speech. Pictures, models, graphs, charts, drawings, objects, audio-tapes, clothing/costuming, etc. are all good choices for presentation aids. Be sure to read the chapter on Presentation Aids in your textbook and view the video on the class website for Informative Speaking.
- The introduction of your speech should contain a hook (rhetorical device), thesis statement, and a preview of your main points. The body of your speech should contain 2 – 4 clearly stated main points with support/evidence for each and transition sentences between each main point. The conclusion should contain a spotlight (the words “In conclusion...” “In summary...” “To conclude...” “To summarize...” etc.), recap of your main points with brief detail, and a memorable ending that ties back to your hook (rhetorical device).

Time Limit (refer to Guidelines for All Speeches)

You should try your best to treat the class to a four-minute speech, with 3 to 5 minutes being acceptable. Practice with a watch and time yourself as you rehearse to ensure you fall within the assigned time.

Written Assignment

A typed outline is due the day of your speech. Use the example Informative-lecture outline included in this CGR as a guideline.

Outside Sources

You are required to have one outside source of information for this speech, but you do not have to have a works cited page. Outside sources include but are not limited to the following: books, magazines, newspaper articles, journal articles, personal interviews with experts in the subject, television programs, Internet sites, etc. The college’s reference librarians are an excellent resource to help you with your research; don’t be shy about asking for help – that’s why they are there!

Grading Criteria (refer to Informative-lecture grading rubric). Please refer to syllabus for point value.

Demonstration Speech - Rubric

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D/F</u>
Intro	<ul style="list-style-type: none"> *Introductory sentences grab the audience's attention with one of the following: rhetorical questions, humorous story, personal reference, or unusual or dramatic device. *Provides good background information and/or definitions to explain unfamiliar concepts *Thesis is specific, concise, and is relevant to topic *Previewed main points in question format *Excellent transition sentence to body 	<ul style="list-style-type: none"> *Gains attention of audience using one of the methods described in class *Provides adequate background information *Thesis is specific and relevant *Previewed main points *Good transition sentence to body 	<ul style="list-style-type: none"> *Introductory sentences are relevant to topic *Provides some background info *Thesis is vague *Main points previewed but not in question format *Vague transition sentence 	<ul style="list-style-type: none"> *Intro does not use any required introductory devices and/or begins by saying, "My speech is about..." or some similar form *Background info/definitions not included *Thesis is not clear/relevant *Main points not previewed *No transition sentence included
Body	<ul style="list-style-type: none"> *Main points are clear and logically arranged - excellent organization *Main points supported w/ researched material & personal experience *Clear transitions/bridging from point to point *Two required sources cited 	<ul style="list-style-type: none"> *Main points are logically arranged – good organization *Main points are supported by researched material *Clear transitions/bridging from idea to idea *Two required sources cited 	<ul style="list-style-type: none"> *Main points clear but not logically arranged *Main points supported by personal experience only *Some transitions/bridging present *One required source cited 	<ul style="list-style-type: none"> *Main points not clear/ logically arranged – poor organization *Main points not supported *No transitions or bridging present *No sources cited
Conclusion	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main points *Did not introduce any new information *Closing remarks connected back to intro 	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main points *Did not introduce any new information *Closing remarks were relevant 	<ul style="list-style-type: none"> *Spotlight to conclusion present *Some main points were reviewed *Introduced new information *Closing remarks were not relevant 	<ul style="list-style-type: none"> *No spotlight to conclusion *Main points were not reviewed *New information introduced *No closing remarks
Delivery	<ul style="list-style-type: none"> *Begins without rushing *Excellent use of vivid language *Vocal variety present (tone, rate, pitch) *Excellent pronunciation/articulation *No filler words/vocal pauses *Excellent use of gestures& space *Excellent extemporaneous delivery *Excellent eye contact - inclusive of all *Excellent time management (within time) 	<ul style="list-style-type: none"> *Begins without rushing *Good use of vivid language *Vocal variety present (tone, rate, pitch) *Good pronunciation/articulation *Minimal filler words/vocal pauses *Good use of gestures & space *Good extemporaneous delivery *Good eye contact – inclusive of most *Good time management (+/- 15 seconds) 	<ul style="list-style-type: none"> *Beginning is a little rushed *Basic language *Some vocal variety *Good pronunciation/articulation *Some filler words/vocal pauses *Some gestures/ some space used *Some extemporaneous delivery w/ reading *Minimal eye contact *Adequate time management (+/- 30 seconds) 	<ul style="list-style-type: none"> *Beginning is rushed *Language unclear *No vocal variety *Pronunciation/articulation needs work *Excessive filler words/vocal pauses *Does not use gestures/space *No extemporaneous delivery *No eye contact – mostly reading *Poor time management (under/time called)
Visual Aids	<ul style="list-style-type: none"> *Easily visible *Clear/easy to read *Includes all required information on agenda *Includes 1 – 2 secondary visuals to enhance topic 	<ul style="list-style-type: none"> *Easily visible *Clear/easy to read *Some required info missing on agenda *Includes 1 secondary visual to enhance topic 	<ul style="list-style-type: none"> *Hard to see *Clear/easy to read *Some required info missing from agenda *Includes secondary visual – connection to topic not clear 	<ul style="list-style-type: none"> *Hard to see *Not clear/not easy to read *Required info missing *No secondary visual included
Demo	<ul style="list-style-type: none"> *Excellent demonstration – speaker shows/demonstrates to the audience the entire process of how to do something or how to make something 	<ul style="list-style-type: none"> *Good demonstration – speaker shows/demonstrates to the audience most of a process of how to do something or how to make something 	<ul style="list-style-type: none"> *Average demonstration – speaker shows/demonstrates to the audience some of a process of how to do something or how to make something 	<ul style="list-style-type: none"> *No demonstration – speaker does not show/demonstrate to the audience a process of how to do something or how to make something

Speaker _____ Grade _____

Demonstration Speech - Grading Sheet

Date _____ Student _____

Content & Organization

- Were all 10 elements of an effective speech present and in the correct order? YES NO

Visual Aids

- Physical demonstration: present / not present
- Agenda VA clear / not clear
- Agenda VA visible at all times / not visible
- Did NOT use fluorescent color / used fluorescent
- Supplemental VA aided the speech / distracted
- Supplemental VA explained well / not explained

- Supportive Evidence
 - Supports the MP / does not support MP
 - Informative / used as filler
- Transition Sentences
 - Took the audience from where you were (last MP) to where you're going (next MP)
 - Creative - did not repeat same verbiage as in MPs / repeated same verbiage as in MPs

Introduction

- Hook
 - Began with hook
 - No hook / purpose statement
 - Well developed / needs to develop
- Thesis
 - One clear and concise statement
 - Missing / too long / persuasive element
- Preview
 - Gave segue to body by using "Today, I will address the following..."
 - Question format / not in question format
 - Missing

Conclusion

- SP
 - Clear & present / did not state
- Review
 - Restated thesis exactly as in intro / did not restate thesis exactly as in intro
 - Recap of MPs with detail / recap MPs with no detail / did not recap MPs
- Memorable Ending
 - Related back to hook / related to topic / did not relate to topic
 - Strong concluding statement – did not have to thank audience for them to know the speech was done

Body

- Main Points
 - Concise not more than one sentence
 - Relate to the thesis / did not relate
 - Research present
 - Logical arrangement of points

Delivery

- Sustained eye contact / read from paper - FF
- Vocal pacing: good / too fast
- Vocal projection: good / too quiet / mumbled
- Vocal variety: good / monotone
- Filler words: excessive / some / few / none
 - Um's / Uh's / So's / You know's
- Space: used well / paced / didn't use space
- Hand gestures: used natural / kept hands in pockets

- Did not fidget / fidgeted
- Artifacts: wore hat / hair in face distracting / distracting jewelry or clothing
- Sources: cited verbally / did not cite sources
- Cited Wikipedia - FF
- Did not turn back on audience / turned back
- Practiced / need more practice for better flow
- Timing: within / over / under - FF

Additional comments:

Library research assignment

One of your assignments in this class is to give an Informative lecture speech. After careful consideration, you have chosen a topic of interest to you – perhaps one with which you are already familiar or one about which you want to learn more.

Your assignment in the library is to do the following:

Research at least three credible sources to use in your speech.

Wikipedia is not a credible source and is not allowed as research in your speech; however, it does not mean you cannot use other websites or use Wikipedia as a starting place for your research.

Note each resource and document them in MLA format on a Works Cited page.

If you can print in the Library/Tech Center:

Provide me the typed Works Cited page at the end of class

If you cannot print in the Library/Tech Center:

Type on a Word document,

Save it to the Desktop, then

Email it to yourself at the end of the work session

Print and turn in to me at the next class session

ASSIGNMENT DUE: If you cannot print in the Library/Tech Center, this assignment is due to me (typed) at the beginning of our next class meeting on _____ for full credit.

Great sites to help with proper MLA formatting:

www.noodletools.com

www.easybib.com

www.dianahacker.com/resdoc/

Informative Lecture Speech/Guidelines

Guidelines

When giving a speech to inform, you are attempting to educate or teach your audience about a topic. For this speech, you may choose to teach your audience something you already know or something with which you are familiar. However, you may also choose to step out of your comfort zone and teach us something about a topic that you want to learn more about including communication.

Preparation To Find A Topic

The first place, from which you can begin your exploration of topics, is your own knowledge - information you already have access to or know. Brainstorming sessions for topics is an important process to explore. If you are willing to challenge yourself, you can pick a topic you have always wanted to know something about, dig around for some information on it, and use that as your topic. If you decide to challenge yourself, and you want to teach us something about communication, the index of a communication studies textbook is an excellent springboard for ideas.

Potential Topics

The topics for your speech to teach are endless... You could talk about:

tractors, trust, Tijuana, gendered communication, love, Barbie, organizational communication, home-schooling, home-health care, Feng shui, computers, interviews, resumes, the Civil Rights movement, conflict, friendships, emotions, Hinduism, Buddhism, Martin Luther King, Jr., Gandhi, Malcolm X, Cesar Chavez, Frederick Douglas, Thich Nhat Hanh, Pema Chodoron, mindfulness, MADD, listening, Iceland, Fiji, Italy, Paris, Thailand, Vietnam, Brazil, Nepal, Japan, New Zealand, country music, motorcycles, chiropractic care, tattoos, dogs, cats, coral reefs, sea turtles, dolphins, the Vatican, Stonehenge, Miles Davis, Ella Fitzgerald, Marilyn Monroe, Dilated Peoples, Tupac, Lionel Ritchie, Kanye West, Bon Jovi, autism, movies, President Obama, President Clinton, President Lincoln, President Bush, goats, dreams, insomnia, sleep-walking, rainbows, butterflies, wine, candy, acupuncture, bocce ball, soul food, gardening, bull riding, caffeine, electricity, the Caldecott Tunnel, Mount Rushmore, Mount Diablo, sand sculptures, bats, giraffes, elephants, Charlie Chaplin, garlic, comets, constellations, Dr. Seuss, Harry Potter, Mr. Potato Head, Bigfoot, soap operas, Ellen DeGeneres, Clint Eastwood, Chris Rock, famous museums, triathlons, etc...

As I said, the possibilities are endless with one exception:

You cannot choose a controversial topic!

How to 'HOOK' Your Audience

Prepare four separate hooks using each of the introductory devices discussed in class for your assigned informative speech, using the topic for which you selected and received approval. Note for serious topics, a humorous story may not be appropriate; use your discretion. (You are welcome to take notes on this page, but the assignment you turn in must be typed!)

1) Personal reference

2) Humorous story

3) Questions

4) An unusual or dramatic device. (Write what you will say to describe/use the device)

Informative Lecture Speech Outline Format

Organization Is Key To An Effective Outline And Resulting Speech

Introduction (The intro sets the tone for your presentation & includes three components.)

- Hook/Attention getter (Personal reference/story, humorous story, question, or unusual or dramatic device)
- Thesis statement (A one-sentence statement that identifies the essence of your message - be sure to be clear, concise, and specific; it is NOT a definition.)
- Preview (Use a signpost “Today, I will address the following questions/answer the following questions before telling the audience what you are going to tell them – preview your main points in question format).
- TS: A transition sentence leading your audience from the introduction to the body may or may not be needed

Body (The body informs the audience of your 2 – 4 logically arranged main points.)

- First main point [This should be a complete statement/declarative sentence – not a question]
 - Supporting point/evidence
 - Supporting point/evidence
 - Supporting point/evidence
 - TS: Transition sentence to next main point [TS verbally take your audience from where you were to where you’re going]
- Second main point [This should be a complete statement/declarative sentence – not a question]
 - Supporting point/evidence
 - Supporting point/evidence
 - Supporting point/evidence
 - TS: Transition sentence to next main point [TS verbally take your audience from where you were to where you’re going]
- Third main point (optional) [This should be a complete statement/declarative sentence – not a question]
 - Supporting point/evidence
 - Supporting point/evidence
 - Supporting point/evidence
 - TS: Transition sentence to next main point or to the conclusion, if needed

Conclusion (The conclusion tells the audience what you told them & contains three components)

- Spotlight (alerts your audience the end is approaching by stating “In conclusion...”, “To conclude...”, “To summarize...”, etc.)
- Recap (restates your thesis and reviews each of your main points in brief detail)
- Memorable Ending (Ends with vivid remarks that relate back to your hook; use of a quote and/or words that make an impact. Your final sentence should be strong enough to let your audience know you are done speaking without having to say any of the following statements: “thank you”, “that’s it...”, “I’m finished” or “that’s the end.”

NOTE: You can utilize complete sentences for the intro/conclusion & transition sentences on your outline; however, please use key words and phrases for support/evidence to reduce the temptation to read. MANUSCRIPTS are NOT allowed or accepted in lieu of an outline and will receive zero credit. List your sources, in MLA format, either at the end of the outline or on a separate page. See the example at the end of the Persuasive Speech sample outline.

Informative Lecture Speech Blank Outline

Introduction

- Hook/Attention getter:
- Thesis statement/Central idea:
- Preview:

TS: (if needed for flow)

Body

- First main point:
 - Support:
 - Support:
 - Support:

TS:

- Second main point:
 - Support:
 - Support:
 - Support:

TS:

- Third main point:
 - Support:
 - Support:
 - Support:

TS: (if needed for flow)

Conclusion

- Spotlight:
- Recap:
- Memorable Ending:

Works Cited

Informative Outline – BART

Introduction

Hook: Catch up on sleep/stuck in traffic? My personal commute story: reading and sleeping

Thesis: BART is one way to travel around the Bay area.

Preview: Today, I will address the following questions:

1. Where can you go on BART?
2. Is BART affordable? and
3. Can BART save you time?

TS → let's start... important concept of traveling – convenience

Body

1. BART has multiple locations.

- Easy → travel
- Richmond → SFO
- Pittsburg → Oakland
- Fremont → Pleasanton

TS → know go... \$ in your pocket

2. BART may be an affordable alternative to driving.

- High gas prices
 - (According to Bart.gov)... round trip fr: Pitts → Oak (Lake Merritt)
- Bridge tolls
- Parking fees
- Car maintenance

TS → \$ in pocket... more productive

3. BART might be a time-saver.

- Commute traffic
 - (According to KTVU.com) – average drive time from Pitts → Oak = 1.25 hours, and BART time = 45 minutes - saves 30 minutes!
- Homework
- Sleep
- Read for fun

Conclusion

SP: In conclusion,

Recap: BART is one way to travel around the Bay area.

Locations: SF, Oak, Pittsburg, Richmond, Pleasanton

\$ in pockets: rising gas prices, affordable round trip tix

Time saver: fun, homework, sleep

Mem end: Remember when... I'd catch up on sleep... ever see me... wake me up!

Works Cited

“KTVU News Home.” San Francisco, Oakland & San Jose: Bay Area News, Weather &... N.p., 21 Apr. 2011. Web. Apr.-May 2011. <<http://www.ktvu.com/s/news/home/>>.

BART - Bay Area Rapid Transit. Station Map and Schedule. Bay Area: BART - Bay Area Rapid Transit, 2011. Print.

Informative Lecture Speech – Rubric

	A	B	C	D/F
Intro	<ul style="list-style-type: none"> *Introductory sentences grab the audience’s attention with one of the following: rhetorical questions, humorous story, personal reference, or unusual or dramatic device. *Provides good background information and/or definitions to explain unfamiliar concepts *Thesis is specific, concise, and is relevant to topic *Previewed main points in question format *Excellent transition sentence to body 	<ul style="list-style-type: none"> *Gains attention of audience using one of the methods described in class *Provides adequate background information *Thesis is specific and relevant *Previewed main points *Good transition sentence to body 	<ul style="list-style-type: none"> *Introductory sentences are relevant to topic *Provides some background info *Thesis is vague *Main points previewed but not in question format *Vague transition sentence 	<ul style="list-style-type: none"> *Intro does not use any required introductory devices and/or begins by saying, “My speech is about…” or some similar form *Background info/definitions not included *Thesis is not clear/relevant *Main points not previewed *No transition sentence included
Body	<ul style="list-style-type: none"> *Main points are clear and logically arranged - excellent organization *Main points supported w/ researched material & personal experience *Clear transitions/bridging from point to point *Two required sources cited 	<ul style="list-style-type: none"> *Main points are logically arranged – good organization *Main points are supported by researched material *Clear transitions/bridging from idea to idea *Two required sources cited 	<ul style="list-style-type: none"> *Main points clear but not logically arranged *Main points supported by personal experience only *Some transitions/bridging present *One required source cited 	<ul style="list-style-type: none"> *Main points not clear/ logically arranged – poor organization *Main points not supported *No transitions or bridging present *No sources cited
Conclusion	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main points *Did not introduce any new information *Closing remarks connected back to intro 	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main points *Did not introduce any new information *Closing remarks were relevant 	<ul style="list-style-type: none"> *Spotlight to conclusion present *Some main points were reviewed *Introduced new information *Closing remarks were not relevant 	<ul style="list-style-type: none"> *No spotlight to conclusion *Main points were not reviewed *New information introduced *No closing remarks
Delivery Time	<ul style="list-style-type: none"> *Begins without rushing *Excellent use of vivid language *Vocal variety present (tone, rate, pitch) *Excellent pronunciation/articulation *No filler words/vocal pauses *Excellent use of gestures& space *Excellent extemporaneous delivery *Excellent eye contact - inclusive of all *Excellent time management (within time/at max) 	<ul style="list-style-type: none"> *Begins without rushing *Good use of vivid language *Vocal variety present (tone, rate, pitch) *Good pronunciation/articulation *Minimal filler words/vocal pauses *Good use of gestures & space *Good extemporaneous delivery *Good eye contact – inclusive of most *Good time management (within time/under max) 	<ul style="list-style-type: none"> *Beginning is a little rushed *Basic language *Some vocal variety *Good pronunciation/articulation *Filler words/vocal pauses *Some gestures / some space used *Some extemporaneous delivery w/ reading *Minimal eye contact *Adequate time management (within time) 	<ul style="list-style-type: none"> *Beginning is rushed *Language unclear *No vocal variety *Pronunciation/articulation needs work *Excessive filler words/vocal pauses *Does not use gestures/space *No extemporaneous delivery *No eye contact – mostly reading *Poor time management (over/under)
Visual Aids	<ul style="list-style-type: none"> *Easily visible *Clear/easy to read *Includes all required information on agenda *Includes 1 – 2 secondary visuals to enhance topic 	<ul style="list-style-type: none"> *Easily visible *Clear/easy to read *Some required info missing on agenda *Includes 1 secondary visual to enhance topic 	<ul style="list-style-type: none"> *Hard to see *Clear/easy to read *Some required info missing from agenda *Includes secondary visual – connection to topic not clear 	<ul style="list-style-type: none"> *Hard to see *Not clear/not easy to read *Required info missing *No secondary visual included

Informative Lecture Speech – Grading Sheet

Date _____ Student _____

All 10 Elements of an Effective Speech were utilized and organized properly Yes No

Visual Aids

- Agenda VA clear / not clear
- Agenda VA visible at all times / not visible
- Did NOT use fluorescent color / used fluorescent
- Supplemental VA aided the speech / distracted
- Supplemental VA explained well / not explained
- Agenda VA – topic / thesis / MPs missing
- Can't see Agenda VA due to poor placement in room

Introduction

- Hook
 - Began with hook / Began by announcing topic
 - No hook / purpose statement
 - Well developed / needs to develop
- Thesis
 - One clear and concise statement
 - Missing / too long / persuasive element
- Preview
 - Gave segue to body by using “Today, I will address the following...”
 - Question format / not in question format
 - Missing

Body

- Main Points
 - Concise not more than one sentence
 - Relate to the thesis / did not relate
 - Verbalized as: statements / questions
 - Declarative statement that answers the corresponding preview question
- Support/Evidence
 - Supports the MP / does not support MP
 - Informative / used as filler
 - Research present / missing
- Transition Sentences
 - Present / missing / blended with support & evidence
 - Took the audience from where you were (last MP) to where you're going (next MP)
 - Creative - did not repeat same verbiage as in MPs / repeated same verbiage as in MPs
 - T1 – clear / unclear, T2 – clear / unclear, T3 – clear / unclear

Additional comments:

- Draft outline: /
- Graded/revised outline: /
- Speech: /

Conclusion

- SP
 - Clear & present / did not state
- Review
 - Restated thesis exactly as in intro / did not restate thesis exactly as in intro
 - Recapped MPs with detail / Recapped MPs no detail / Recapped details only – no MPs
- Memorable Ending
 - Related back to hook / related to topic / did not relate to topic
 - Strong concluding statement / needed to thank audience to let them know ending

Delivery

- Sustained eye contact / read from paper - FF
- Vocal pacing: good / too fast
- Vocal projection: good / too quiet / mumbled
- Vocal variety: good / monotone
- Filler words: excessive / some / few / none
 - Um's / Uh's / So's / You know's
- Space: used well / paced / didn't use space
- Gestures: used natural / repetitive / didn't use
- Did not fidget / fidgeted
- Artifacts: wore hat / hair in face distracting / distracting jewelry or clothing / chewed gum
- Sources: cited (required)
 - amount verbally / did not cite - FF / cited Wiki – FF
- Did not turn back on audience / turned back / NA – didn't use space
- Practiced / need more practice
- Timing: under (FF) / within / over (FF)

Ceremonial/Special Occasion Speech

Speaker Introductions/Interviews

When asked to make a presentation outside the public speaking classroom, usually you are introduced to the audience by the event host. That introduction could be based on biography you provide to the host or by spending a few minutes chatting with them prior to the event.

In this class, you will introduce a classmate and in turn, they will introduce you before one of the speeches. In order for this to happen, you need to collaborate with someone from class – in other words, you will spend some time interviewing each other to gather information about one another to create a speech of introduction. Time permitting, this interview may take place in class, or you will need to arrange outside class time for an in-person meeting, a phone interview, or an email correspondence.

You must turn in a typed manuscript of this speech to the instructor before you present. And, your partner must sign their name to the manuscript approving the content before you submit it.

The grade you receive on your *manuscript* depends on including the following components:

- Your name
- Partner's name (either at the beginning and at the end of speech to welcome them to the podium)
- Include an accomplishment your partner achieved and/or an award received. You can include both, but one must be real - the other can be fictional (be creative!) 😊
- If instructed, include two things your partner did well in one of their previous speeches
- Include interesting facts about your speaking partner that we don't already know
- At the end of your speech, welcome your partner by name to the podium

The grade you receive on the verbal presentation of the speech depends on the following:

- Includes all required components from the manuscript (not necessarily in the same order as written on the manuscript with the exception of welcoming your partner by name to the podium at the very end of your speech).
- Memorization - since this speech is memorized (no notes/outlines while presenting), you must maintain eye contact with your audience
- Energetic delivery

Ceremonial/Special Occasion Speech - Rubric

	A [+]	B [+/-]	C [√]	D/F [-]
Intro	<ul style="list-style-type: none"> *Speaker introduces themselves by first and last name *Speaker either introduces their partner by first and last name or develops an excellent build-up to their introduction of their partner 	<ul style="list-style-type: none"> *Speaker introduces themselves by first and last name *Speaker either introduces their partner by first name only or starts a good build-up to their introduction of their partner 	<ul style="list-style-type: none"> *Speaker introduces themselves by first name only *Speaker introduces their partner by first name only with little to no build-up to their introduction of their partner 	<ul style="list-style-type: none"> *Speaker doesn't introduce themselves *Speaker doesn't introduce their partner by name or does not start an effective build-up to their introduction of their partner
Body	<ul style="list-style-type: none"> *Includes: <ul style="list-style-type: none"> -real award AND -real accomplishment (in addition to fictional ones that are easy for the audience to distinguish between) -two things the speaker did well in their last speech (if assigned) *lots of interesting facts about the speaker not already known by majority of audience 	<ul style="list-style-type: none"> *Includes: <ul style="list-style-type: none"> -real award OR -real accomplishment (in addition to fictional ones that are easy for the audience to distinguish between) -one thing the speaker did well in their last speech (if assigned) *some interesting facts about the speaker not already known by majority of audience 	<ul style="list-style-type: none"> *Includes: <ul style="list-style-type: none"> -fictional award OR accomplishment (no real ones mentioned) -no mention of anything the speaker did well in their last speech (if assigned) *interesting facts about the speaker mostly known by majority of audience 	<ul style="list-style-type: none"> *Includes: <ul style="list-style-type: none"> -no award or accomplishment (fictional or real) -no mention of anything the speaker did well in their last speech (if assigned) *no facts about the speaker other than what is required
Conclusion	<ul style="list-style-type: none"> *Speaker welcomes partner by first and last name to the front of the room to speak and *Asks for a round of applause 	<ul style="list-style-type: none"> *Speaker welcomes partner by first name only to the front of the room to speak 	<ul style="list-style-type: none"> *Speaker welcomes partner without using their name to the front of the room to speak 	<ul style="list-style-type: none"> *Speaker does not welcome partner to the front of the room to speak
Delivery	<ul style="list-style-type: none"> *Delivery is completely memorized and required no prompts from instructor *Begins without rushing *Excellent eye contact - inclusive of entire audience *Excellent use of vivid language *Vocal variety present (tone, rate, pitch) *Excellent pronunciation and articulation *No filler words/vocal pauses *Excellent use of gestures & space *Delivery is memorized and well rehearsed 	<ul style="list-style-type: none"> *Delivery is completely memorized and required no prompts from instructor *Begins without rushing *Good eye contact – inclusive of most *Good use of vivid language *Vocal variety present (tone, rate, pitch) *Good pronunciation/articulation *Minimal filler words/vocal pauses *Good use of gestures & space *Delivery is memorized and rehearsed 	<ul style="list-style-type: none"> *Delivery is not completely memorized and required prompts from instructor for continuous flow *Average eye contact – inclusive of some *Beginning is a little rushed *Average use of language *Some vocal variety present (tone, rate, pitch) *Average pronunciation and articulation *Filler words/vocal pauses used *Average use of gestures & space 	<ul style="list-style-type: none"> *Is not memorized – student utilized a crutch (i.e. notes, planted audience member) to speak *Beginning is rushed *Language unclear *No vocal variety *Pronunciation/articulation needs work *Excessive filler words/vocal pauses *Does not use gestures/space *No eye contact
Timing	<ul style="list-style-type: none"> *Excellent time management = Speaker utilizes the full two minutes for their partner's introduction without going over or under 	<ul style="list-style-type: none"> *Good time management = Speaker utilizes the time well for their partner's introduction *+/-15 seconds over max/under min 	<ul style="list-style-type: none"> *Average time management = Speaker utilizes the time in an average manner for their partner's introduction *+/- 30 seconds over max/under min 	<ul style="list-style-type: none"> *Poor time management = Speaker does not utilize the time in an appropriate manner for their partner's introduction – did not meet the time requirement/ time called

Ceremonial/Special Occasion – Grading Sheet

Date _____ Student _____

Manuscript ___/___

Speech ___/___

Introduction

Your name

Partner name

Body

Award/accomplishment

Two things from last speech

Interesting info

Conclusion

Welcome partner by name to podium

Delivery

Eye contact

Vocal projection

Confidence

Used space

Vocal pacing

Vocal clarity - mumbled / enunciated clearly / pronounced names and words – correctly / incorrectly

Used filler words / Didn't use filler words

Needed prompt / Didn't need prompt

Timing

over – FF / within / under – FF

Notes

Five Steps To Creating An Impromptu Speech

1. Select ONE thought, idea or theme and compose a short sentence - the shorter the better!
2. ORGANIZE your thought into a pattern
 - Chronological: past/present/future, then/now
 - Topical: three characteristics about... , two reasons you should...
 - Spatial: near/far, up/down, kitchen/bedroom
 - Problem/Solution: crime/education, inflation/reduce deficit
3. SUPPORT your points WITH SPECIFICS
 - Definitions
 - Comparisons
 - Statistics
 - Facts
 - Quotations
 - Anecdotes
 - Specific examples
 - Personal illustrations
4. Construct an INTRODUCTION
 - Hook
 - Purpose statement
 - Preview
5. Construct a CONCLUSION
 - Spotlight
 - Recap
 - Memorable ending

Tips To Remember

- *Keep it short*
- *Keep to your point*
- *Keep it organized*
- *Keep it colorful*
- *Keep it conversational*
- *Keep your cool!*

Impromptu Speech – Rubric

	A	B	C	D/F
<i>Introduction</i>	<ul style="list-style-type: none"> *Uses one of the four types of hooks and gains audience's attention *Purpose statement is specific, concise, and is relevant to topic *Previewed main points in question format *Excellent transition sentence to body 	<ul style="list-style-type: none"> *Hook gains audience's attention *Purpose statement is specific and relevant *Previewed main points *Good transition sentence to body 	<ul style="list-style-type: none"> *Introductory sentences are relevant to topic *Provides some background info *Thesis is vague *Main points previewed but not in question format *Vague transition sentence 	<ul style="list-style-type: none"> *Intro does not use any required introductory devices and/or begins by saying, "My speech is about..." or some similar form *Background info/definitions not included *Thesis is not clear/relevant *Main points not previewed *No transition sentence included
<i>Body</i>	<ul style="list-style-type: none"> *Includes two logically organized main points *Main points supported w/ relevant examples *Clear transitions & bridging from idea to idea 	<ul style="list-style-type: none"> *Includes two main points *Main points supported with examples *Clear transitions/bridging from idea to idea 	<ul style="list-style-type: none"> *Includes one main point *Main point supported with examples – although, connection not clear *Some transitions & bridging present 	<ul style="list-style-type: none"> *Main point(s) not clear *Main point(s) not supported *No transitions or bridging present
<i>Conclusion</i>	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main points *Did not introduce any new information *Closing remarks connected back to intro 	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main points *Did not introduce any new information *Closing remarks were relevant 	<ul style="list-style-type: none"> *Spotlight to conclusion present *Reviewed main point*Introduced new information *Closing remarks were not relevant 	<ul style="list-style-type: none"> *No spotlight to conclusion *Main points were not reviewed *New information introduced *No closing remarks
<i>Delivery</i>	<ul style="list-style-type: none"> *Begins without rushing *Excellent use of vivid language *Uses vocal variety *Excellent pronunciation & articulation *No filler words/vocal pauses *Excellent use of gestures& space *Excellent delivery *Excellent eye contact/includes all 	<ul style="list-style-type: none"> *Begins without rushing *Good use of vivid language *Vocal variety present *Good pronunciation/articulation *Minimal filler words/vocal pauses *Good use of gestures & space *Good eye contact/inclusive of most 	<ul style="list-style-type: none"> *Beginning is a little rushed *Basic language *Some vocal variety *Good pronunciation & articulation *Some filler words/vocal pauses *Some gestures/some space used *Minimal eye contact 	<ul style="list-style-type: none"> *Beginning is rushed *Language unclear *No vocal variety *Pronunciation & articulation need work *Excessive filler words/vocal pauses *Does not use gestures/space *No eye contact
<i>Timing</i>	<ul style="list-style-type: none"> *Excellent time management (within time) 	<ul style="list-style-type: none"> *Good time management (within time/ under max – over minimum) 	<ul style="list-style-type: none"> *Adequate time management (within time/under max – over minimum) 	<ul style="list-style-type: none"> *Poor time management (under minimum/over maximum)

Impromptu Speech – Grading Sheet

Date _____ Student _____

Introduction

- Hook
 - Began with hook
 - Missing
- Thesis or Purpose
 - One clear and concise statement
 - Missing / too long
- Preview
 - Provided preview of MPs
 - Missing

Body

- Main Points
 - Concise, to the point
 - Relate to the thesis / did not relate
- Support/Evidence
 - Supports the MP / does not support MP
- Transition Sentences
 - Present / not present

Conclusion

- SP
 - Clear & present / did not state
- Review
 - Restated thesis exactly as in intro / did not restate thesis exactly as in intro
 - Recap of MPs with detail / recap MPs with no detail / did not recap MPs
- Memorable Ending
 - Related back to hook / related to topic / did not relate to topic
 - Strong concluding statement – did not have to thank audience for them to know the speech was done

Delivery

- Sustained eye contact / read from paper - FF
- Vocal pacing: good / too fast
- Vocal projection: good / too quiet / mumbled
- Vocal variety: good / monotone
- Filler words: excessive / some / few / none
 - Um's / Uh's / So's / You know's
- Space: used well / paced / didn't use space
- Hand gestures: used natural / kept hands in pockets
- Did not fidget / fidgeted
- Timing: within / over / under - FF

Additional comments:

8 Persuasive and Inspirational Presentations

Persuasive presentations attempt to change your audience's thinking/beliefs or motivate them to make an external change; whereas, inspirational speeches breathe new life into your audience and help them to make an internal change.

Anna Quindlen's Villanova Commencement Address, 1999

It's a great honor for me to be the third member of my family to receive an honorary doctorate from this great university. It's an honor to follow my great Uncle Jim, who was a gifted physician, and my Uncle Jack, who is a remarkable businessman. Both of them could have told you something important about their professions, about medicine or commerce. I have no specialized field of interest or expertise, which puts me at a disadvantage, talking to you today. I'm a novelist. My work is human nature. Real life is all I know.

Don't ever confuse the two, your life and your work. The second is only a small part of the first. Don't ever forget what a friend once wrote Senator Paul Tsongas when the senator decided not to run for reelection because he'd been diagnosed with cancer: "No man ever said on his deathbed I wish I had spent more time in the office." Don't ever forget the words my father sent me on a postcard last year: "If you win the rat race, you're still a rat ". Or what John Lennon wrote before he was gunned down in the driveway of the Dakota: "Life is what happens while you are busy making other plans."

You walk out of here this afternoon with only one thing that no one else has. There will be hundreds of people out there with your same degree; there will be thousands of people doing what you want to do for a living. But you will be the only person alive who has sole custody of your life. Your particular life. Your entire life. Not just your life at a desk, or your life on a bus, or in a car, or at the computer. Not just the life of your mind, but the life of your heart. Not just your bank account, but your soul.

People don't talk about the soul very much anymore. It's so much easier to write a resume than to craft a spirit. But a resume is a cold comfort on a winter night, or when you're sad, or broke, or lonely, or when you've gotten back the test results and they're not so good.

Here is my resume: I am a good mother to three children. I have tried never to let my profession stand in the way of being a good parent. I no longer consider myself the center of the universe. I show up. I listen. I try to laugh. I am a good friend to my husband. I have tried to make marriage vows mean what they say. I show up. I listen. I try to laugh. I am a good friend to my friends, and they to me. Without them, there would be nothing to say to you today, because I would be a cardboard cutout. But I call them on the phone, and I meet them for lunch. I show up. I listen. I try to laugh.

I would be rotten, or at best mediocre at my job, if those other things were not true. You cannot be really first rate at your work if your work is all you are.

So here's what I wanted to tell you today: get a life. A real life, not a manic pursuit of the next promotion, the bigger paycheck, the larger house. Do you think you'd care so very much about those things if you blew an aneurysm one afternoon, or found a lump in your breast? Get a life in which you notice the smell of salt water pushing itself on a breeze over Seaside Heights, a life in which you stop and watch how a red tailed hawk circles over the water gap or the way a baby scowls with concentration when she tries to pick up a cheerio with her thumb and first finger. Get a life in which you are not alone. Find people you love, and who love you. And remember that love is not leisure, it is work.

Each time you look at your diploma, remember that you are still a student, still learning how to best treasure your connection to others. Pick up the phone. Send an email. Write a letter. Kiss your Mom. Hug your Dad. Get a life in which you are generous. Look around at the azaleas in the suburban neighborhood where you grew up; look at a full moon hanging silver in a black sky on a cold night. And realize that life is the best thing ever, and that you have no business taking it for granted. Care so deeply about its goodness that you want to spread it around. Take money you would have spent on beers and give it to charity. Work in a soup kitchen. Be a big brother or sister.

All of you want to do well. But if you do not do good, too, then doing well will never be enough. It is so easy to waste our lives: our days, our hours, our minutes. It is so easy to take for granted the color of the azaleas, the sheen of the limestone on Fifth Avenue, the color of our kids eyes, the way the melody in a symphony rises and falls and disappears and rises again. It is so easy to exist instead of live.

I learned to live many years ago. Something really, really bad happened to me, something that changed my life in ways that, if I had my druthers, it would never have been changed at all. And what I learned from it is what, today, seems to be the hardest lesson of all. I learned to love the journey, not the destination. I learned that it is not a dress rehearsal, and that today is the only guarantee you get.

I learned to look at all the good in the world and to try to give some of it back because I believed in it completely and utterly. And I tried to do that, in part, by telling others what I had learned. By telling them this: Consider the lilies of the field. Look at the fuzz on a baby's ear. Read in the backyard with the sun on your face. Learn to be happy. And think of life as a terminal illness because if you do you will live it with joy and passion as it ought to be lived.

Well, you can learn all those things, out there, if you get a real life, a full life, a professional life, yes, but another life, too, a life of love and laughs and a connection to other human beings. Just keep your eyes and ears open. Here you could learn in the classroom. There the classroom is everywhere. The exam comes at the very end.

I found one of my best teachers on the boardwalk at Coney Island maybe 15 years ago. It was December, and I was doing a story about how the homeless survive in the winter months. He and I sat on the edge of the wooden supports, dangling our feet over the side, and he told me about his schedule, panhandling the boulevard when the summer crowds were gone; sleeping in a church when the temperature went below freezing; hiding from the police amidst the Tilt-a-Whirl and the Cyclone and some of the other seasonal rides.

But he told me that most of the time he stayed on the boardwalk, facing the water, just the way we were sitting now even when it got cold and he had to wear his newspapers after he read them. And I asked him why. Why didn't he go to one of the shelters? Why didn't he check himself into the hospital for detox? And he just stared out at the ocean and said, "Look at the view, young lady. Look at the view."

And every day, in some little way, I try to do what he said. I try to look at the view. And that's the last thing I have to tell you today, words of wisdom from a man with not a dime in his pocket, no place to go, nowhere to be. Look at the view. You'll never be disappointed.

Pathos Presentation

Purpose: To effectively communicate emotions & explore the element of pathos in communication.

Most individuals find it difficult to effectively communicate in an emotionally charged situation or communicate about an emotional topic or artifact. However, when you do, it can often be rewarding both for yourself and for the person with which you are communicating. It allows you to explore your feelings about the situation or topic and allows yourself and the person or persons with which you are communicating to come to a greater understanding of you, your emotions, the relationship and/or the situation as well as possibly strengthen the relationship between the communicators (sender and receiver) especially in an environment of trust.

While the classroom removes the 'charge' from the situation (except for maybe your nerves, which is totally normal), it doesn't remove the 'charge' or emotion you have for the artifact. The challenge for this assignment is to bring to class an artifact from or that reminds you of a certain situation and/or time in your life that evokes emotion from you.

1. Describe the artifact and experience/situation.
2. Describe/state clearly the emotions the artifact evokes from you.
3. Why do you have those feelings/what do they represent about you as a person/what did you learn about yourself from exploring the emotions you have around this artifact?
4. What do you want to the audience to take-away/learn from your experience?
What do you want them to be persuaded to think/do/feel?

Your artifact can include anything from a painting, a poem, lyrics from a song, an excerpt from a song, a photograph, or some sort of memorabilia – anything that carries emotional meaning to you. If you choose to play a portion of a song, you are responsible for bringing a music playing device. Furthermore, the emotions you have the opportunity to explore include but are not limited to: joy, sadness, anger, grief, jealousy/envy, fear, surprise, etc.

Much like with the Bag exercise, please bring to class only an item you are comfortable sharing with others. It is my hope that each of you will approach this assignment with respect and sensitivity not only with yourself but toward others as well. It takes a great deal of courage to explore and ultimately express your emotions not only to people close to you but to acquaintances, yet when you do, the rewards are incomparable and only serve to make you a better communicator!

Pathos Presentation – Rubric

	A	B	C	D/F
<i>Artifact</i>	Detailed and clear description of the artifact and story behind it	Clear description of the artifact and story behind it	Vague description of the artifact and story behind it	Vague description of the artifact; no story
<i>Emotions</i>	Distinct identification and statement of emotion(s) associated with artifact; stated with feeling	Understandable identification of emotion(s) associated with artifact; stated with some feeling	Vague identification of emotion(s) associated with artifact; stated with some feeling	No identification of emotion(s) associated with artifact; stated without feeling
<i>Representation</i>	Unmistakable declaration of what emotion(s) represent about speaker	Clear declaration of what emotion(s) represent about speaker	Vague declaration of what emotion(s) represent about student	No declaration of what emotion(s) represent about student
<i>Take-Away</i>	Clear explanation of what the speaker wants the audience to learn from their experience	Understandable explanation of what the speaker wants the audience to learn from their experience	Vague explanation of what the speaker wants the audience to learn from their experience	No explanation of what the speaker wants the audience to learn from their experience
<i>Delivery</i>	Clear, confident, energetic and animated delivery with excellent eye contact and vocal projection	Clear, confident and energetic delivery with good eye contact and vocal projection	Average delivery with little energy, eye contact and vocal projection	Poor delivery with little to no energy, eye contact and vocal projection
<i>Timing</i>	Speech met the time requirement without going over/under	Speech did not meet the time requirement (+/- 15 seconds)	Speech did not meet the time requirement (+/- 30 seconds)	Speech did not meet the time requirement (-45 seconds under/ time called)

Pathos Presentation – Grading Sheet

Date _____ Student _____

Grade _____

Artifact	+	+/ \checkmark	\checkmark	–
• Explained				
Emotion(s)	+	+/ \checkmark	\checkmark	–
• Clearly stated				
Representation	+	+/ffl	ffl	–
• Stated what it means about them as a person				
Take-away	+	+/ \checkmark	\checkmark	–
• Told audience what they wanted them to learn from their experience				
Delivery	+	+/ \checkmark	\checkmark	–
• Eye contact				
• Vocal projection				
• Filler words				
Timing	+	+/ \checkmark	\checkmark	–

Notes

Create Your Own Commercial Presentation

According to Aristotle, an ancient Greek philosopher, there are three proofs of persuasion: ethos, logos, and pathos. Ethos is speaker centered: it is the credibility of the speaker. Logos is message centered: it is the logic of the argument and information. And, finally, pathos is emotion centered – the emotion and feelings put into the communication act and the emotion used to appeal to the audience

For this assignment, bring to class an object or item you use on a regular basis, or one you create from your imagination (a fake product not currently on the retail market). You will have three minutes to convince and persuade your audience to purchase your item. Be sure to include Aristotle's persuasive proofs, one need from Maslow's Hierarchy, or another persuasive tool discussed in class.

Your grade depends on the following:

- Creativity
- Use of persuasive tools
- Delivery
- Adhering to time limits (2 – 3 minutes)

(Please review rubric for a detailed explanation)

Analysis and feedback: After your presentation, the class will identify and discuss the specific persuasive tools used in your commercial and state whether or not they were effective in persuading them to purchase your item. Good luck and have fun!

Create Your Own Commercial – Rubric

	A	B	C	D/F
Creativity	Clearly uses imagination to create a new product from an existing object	Uses some imagination to create a new product from an existing object	Uses little imagination to create a new product from an existing object	Uses no imagination to create a new product from an existing object/ uses product for its intended purpose
Persuasive Tools *Ethos *Pathos *Logos *Maslow *Other persuasive tools	Excellent use of various persuasive tools; included all three of Aristotle's proofs (ethos, pathos, logos), two or more needs from Maslow's Hierarchy and one or more persuasive tools discussed in class.	Good use of various persuasive tools; included all three of Aristotle's proofs (ethos, pathos, logos), one or more needs from Maslow's Hierarchy and one or more persuasive tools discussed in class.	Average use of persuasive tools; included two of Aristotle's proofs (ethos, pathos, logos) one or more needs from Maslow's Hierarchy and one persuasive tool discussed in class.	Poor use of persuasive tools; included only one of Aristotle's proofs (ethos, pathos, logos), no need from Maslow's Hierarchy and not other persuasive tools discussed in class.
Delivery	Clear, confident, energetic and animated delivery with excellent eye contact and vocal projection	Clear, confident and energetic delivery with good eye contact and vocal projection	Average delivery with little energy, eye contact and vocal projection	Poor delivery with little to no energy, eye contact and vocal projection
Timing	Speech met the time requirement without going over/ under	Speech did not meet the time requirement (+/- 15 seconds)	Speech did not meet the time requirement (+/- 30 seconds)	Speech did not meet the time requirement (-45 seconds / time called)

Create your own Commercial - Grading Sheet

Date _____ Student _____

Grade _____

Creativity	+	+/ \checkmark	\checkmark	-
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Persuasive appeals	+	+/ \checkmark	\checkmark	-
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Aristotle (ethos, pathos, logos)

Maslow/Marketing (sex, conformity, wealth, pleasure, personal growth)

Delivery	+	+/ \checkmark	\checkmark	-
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(organized, clear, confident, energetic, eye contact)

Timing:	+	+/ \checkmark	\checkmark	-
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Notes

Persuasive/Inspirational Speech

Guidelines For Speech To Persuade/Inspire

The aim of a persuasive speech is to either change or reinforce an existing belief, value or behavior – and move an audience to action, either internally or externally. Persuasive speeches can also be inspiring – they can breathe life into an audience and move them to a higher moral ground; it can lift their spirits and raise their sights to what was once thought of as impossible.

You have a choice to either persuade your audience to make an external change or to inspire your audience to make an attitudinal or internal change.

Examples of external changes/Persuasive topics include but are not limited to: becoming vegetarians, donating blood, saving for a retirement account, starting an exercise routine, voting, etc.

Examples of internal changes/Inspirational topics include but are not limited to: having more integrity, being ethical, being responsible, being loving/caring, joyful, confident, happy, compassionate, humane, trusting, fearless, empowered, kinder, more positive, etc.

Questions To Get You Started/Finding A Theme

As with your informative speech, the topic you choose is key to your success, but even more so for this speech. A starting place is the 'self'. Ask yourself the following questions to help you get started on choosing a topic:

- What are you passionate about?
- What makes you angry or hopeful?
- What do you want to inspire or persuade people to do?
- In what part of your life do you need a pep talk?
- What cause means something to you?
- What do you think people should be doing right now?

Things To Keep In Mind While Preparing For Your Speech

What is your proposition? What action do you want your audience members to take?

What is the problem from the personal perspective/how have you experienced this subject matter?

What is the problem from the global perspective/how can others relate to it?

What solutions are you offering your audience/what steps can they take to reach the goal you have set for them?

Research to get **substance**. You need to use researched material to inspire, persuade, encourage, and empower your audience (refer to Guidelines for All Presentations).

Types of Propositions

Inspirational (Reflects An Internal Change)

- I encourage you all to be more loving.
- I urge you all to take better care of your mental health.
- I hope to inspire you all to be more humane.

Persuasive (Reflects An External Change)

Propositions of Policy

- Alcohol should be banned from all sporting events.
- High schools should make volunteerism a requirement for graduation.
- We should save more money than we do now.

Propositions of Fact

- Americans have a credit card problem.
- College laboratories are unsafe.
- American diplomats are not adequately trained.

Propositions of Value

- Family friendly companies are more successful.
- Studying abroad provides a better education.
- Eliminating dairy products from your diet is better for your health.

Sources/Materials for Inspirational/Persuasive Speeches

Hot Topics shelf in campus library in Reference section

CQ Researcher - <http://library.cqpress.com/>

Documents in the News: <http://www.lib.umich.edu/govdocs/docnews.html>

Univ. of Washington: <http://www.lib.washington.edu/mcnews/opposingviews/>

Speech and transcript center: <http://gwis2.circ.gwu.edu/~gprice/speech.htm>

Hot topic super sites – <http://infodome.sdsu/research/guides/hot/supersites/shtml>

Taking sides – <http://www.dushkin.com/takingsides/ts-list.mhtml>

Annual Editions – <http://www.dushkin.com/annualeditions/index.mhtml>

www.Speakout.com

www.PublicAgenda.org

Monroe's Motivated Sequence

Five steps to persuade or inspire an audience

1. Gain Attention

- Get your audiences' attention by using an effective hook (personal reference, quote, story, analogy, unusual or dramatic device, questions, etc.) that relates to your topic.

2. Establish Need

- State why the 'problem' is urgent and why there is a need to act
- Establish personal connection to topic if it hasn't been already
- Show 'problem' from global to create relevancy for audience. Try to answer the question: "How does this 'problem' affect others?" The 'problem' should relate to both self and audience.
- Provide definitions or any needed background information
- Provide detailed and various research and examples that prove the 'need'.
 - Cite your sources as they appear throughout your presentation
- State your proposition in action language.
 - Inspirational speech: I hope to inspire you all to _____
 - Persuasive speech: proposition of policy, fact, or value

3. Satisfy The Need

- Identify the plan/solutions you will use to satisfy the established need.
 - Solutions can be internal or external actions.
- Be specific – tell the audience exactly what you are asking them to do
- Propose a course of action for them to take – explain

4. Visualize The Outcome

- Show and/or tell your audience (help them visual either through words or pictures) what the world would be like if they did or did not adopt your solution(s)
- If possible, it is best to use both a positive and negative visualization approach with your audience

5. Propose Action

- Referring back to your Solution, provide your audience with specific steps they can take/do in order to support your plan.
 - Example: provide phone numbers of people to contact, places to donate, addresses to write letters, petitions to sign.

Depending on your audience, you should consider modifying Monroe's Motivated Sequence to better suit the listeners. In other words, if your audience already realizes the need, spend more time on the Satisfaction and/or the Action steps. If your audience may not be receptive to your topic, spend more time establishing the Need.

Persuasive Speech Outline

- Fair Trade (Monroe's Motivated Sequence)

I. Gain Attention:

- How many of you had a cup of coffee today before coming to class or are planning on enjoying some coffee?
- United States consumes one-fifth of the world's coffee, making it the largest consumer in the world (globalexchange.org)
- Coffee - world's 2nd most valued traded commodity, behind petroleum (globalexchange.org)
- \$.30-.50 per/lb. Family farmers = cash income of \$500-\$1,000 a year for their coffee. (global exchange.org)

TS: Many of these statistics are unknown to the general public; in fact many companies and corporations work extremely hard to keep these violations of human rights in the dark.

II. Establish Need:

- Small farmers receive less than production costs for products leads to a cycle of debt, poverty, depression
- Agricultural workers, in particular coffee industry / sweatshop fields & inhuman conditions
- Price and global economy à state statistics through out by Fair Trade certified
- Labor conditions , child labor laws, human rights, min wage, lack of benefits, working condition, physical and psychological health
- Direct trade is destroyed, corporate domination of world trade and small markets
- Democratic and transparent organization are decreasing, thus no models of democracy for other countries to follow and believe in
- Community development and support is decreased, competition among nations and local region instead of overall country development
- Damaging effects on the environment, less environmental sustainability
- Fair trade organization, history, philosophy, and mission

Proposition: Everyone should support Fair Trade certified products.

III. Satisfy the Need :

- Fair Trade is a viable solution to the crisis. Fair Trade certified enables a more equitable global trade model that benefits worker, consumers, industry and the earth, while helping the development environmental sustainability and community empowerment, health and education.
- Buy Fair Trade certified products
- Online ordering
- Donate money to Fair Trade Organization
- Become a Fair Trade campus, classroom , community, business
- Partake in a Fair Trade Day/Month
- Subscribe to the Fair Trade News Letter
- Obtain a Fair Trade License
- Volunteer with Fair Trade, Jobs, MBA fellowships

TS: The local Bay Area Fair Trade office, in addition to the millions of resources available for support and involvement within the organization ensures a successful global economy with many different environmental and social benefits.

IV. Visualize the Need Satisfied:

The Fair Trade market allows the empowerment of farmers and workers around the world by having them determine their development, needs, investments or reinvestments, cooperatives, and community by themselves in the most sustainable way possible.

- fair price
- fair labor conditions
- direct trade
- democratic organization, small scale operations
- community development
- environmental benefits
 - Biodiversity
 - Shade grown
 - Organic, healthy
 - Sustainability
- social benefits
 - Farmers and family
 - Quality products
 - Care for environment by farmers
 - Community/ unity in workforce
 - Educational impact
 - Overall community upgrade
 - 60. million in additional income (transfiarusa.org)
 - 1.2 million small farmers (transfairusa.org)

V. Ask For Action:

- Purchase items at the following locations that offer Fair Trade Certified products: Ben and Jerry's, Dunkin' Donuts, Noah's Bagels, Peet's Coffee and Tea, Seattle's Best Coffee, Starbucks Coffee, Tully Coffee, Costco, Safeway, Sam's Club, Target, Trader Joe's, Whole foods, Wal-mart.
- Contact the Fair Trade Federation to set up a fundraiser
 - Fairtradefederation.org
 - 202.636.3547
- Closing remarks – reiterate call to action and proposition

Works Cited

“Fair Trade Coffee.” Global Exchange. 2005. Global Exchange. 14 July 2008.

www.globalexchange.org/economy/coffee

“Fair Trade Questions.” Fair Trade. 2006. United States Labor Department. 14 July 2008.

www.transfairusa.org

“Organic Consumers Association Starbucks Campaign.” Purefoods. Organic Consumer Association. 22 July 2008.

www.purefood.org/Starbucks/coffeelabor.htm

Persuasive/Inspirational – Rubric

	A	B	C	D/F
<i>Gain Attention</i>	<ul style="list-style-type: none"> *Gains audiences attention & stimulates interest with a creative & relevant hook relating to topic *Provides definitions &/or background info for clarity *Excellent transition to 'Need' 	<ul style="list-style-type: none"> *Gains audience attention & stimulates interest with relevant hook *Provides some definitions &/or background info for clarity *Good transition to 'Need' 	<ul style="list-style-type: none"> *Gains audience attention & briefly stimulates interest - hook vaguely relates to topic *Provides vague definitions & background info *Adequate transition to body 	<ul style="list-style-type: none"> *Does not gain audience attention - does not stimulates interest *No definitions &/or background info provided *No transition to body
<i>Establish Need</i>	<ul style="list-style-type: none"> *Establishes need clearly & with multiple sources of research *Establishes clear personal connection to topic *Connects the audience to the topic through global relevancy *Demonstrates clearly the need to act *Transition to Satisfaction clear *Pathos & logos present 	<ul style="list-style-type: none"> *Establishes need clearly & with a couple of sources of research *Establishes personal connection to topic *Connects the audience to the topic through global relevancy *Demonstrates clearly the need to act *Transition to Satisfaction clear *Pathos & logos present 	<ul style="list-style-type: none"> *Establishes need with vague research *Establishes personal connection to topic *Connects the audience to the topic through vague global relevancy *Demonstrates there is a need to act *Transition to Satisfaction vague *Pathos & logos present 	<ul style="list-style-type: none"> *Need not established/no research *No personal or global connection established *Problem not clear *Neither pathos or logos present
<i>Satisfy the Need</i>	<ul style="list-style-type: none"> *Plan to satisfy Need is clearly identified *Plan supported with researched material &/or personal experience 	<ul style="list-style-type: none"> *Plan to satisfy Need is identified *Plan supported w/ researched material &/or personal experience 	<ul style="list-style-type: none"> *Plan to satisfy Need is vaguely identified *Plan supported w/ personal experience 	<ul style="list-style-type: none"> *Plan to satisfy Need is not identified *Plan not supported w/research or personal experience
<i>Visualize the Outcome</i>	<ul style="list-style-type: none"> *Utilized both the positive and negative visualization approach *Pathos and logos present *Helped audience visualize what the world would be like if goal was attained 	<ul style="list-style-type: none"> *Utilized either the positive or negative visualization approach *Pathos and logos present *Helped audience visualize what the world would be like if goal was attained 	<ul style="list-style-type: none"> *Utilized one - either the positive or negative visualization approach *Pathos and logos vague 	<ul style="list-style-type: none"> *Did not utilize either the positive or negative visualization approach *Pathos and logos not present *Did not helped audience to visualize what the world would be like if goal was attained
<i>Propose Action</i>	<ul style="list-style-type: none"> *Provides a clear call to action *Multiple, feasible steps offered *Solution/action steps clear & logically arranged w/excellent org. 	<ul style="list-style-type: none"> *Provides a call to action *Two steps offered *Solution/action steps clear & logically arranged w/good org. 	<ul style="list-style-type: none"> *Call to action is vague *Solution/action steps are vague and not logically arranged 	<ul style="list-style-type: none"> *No call to action *Solutions/action steps not offered
<i>Delivery Timing</i>	<ul style="list-style-type: none"> *Excellent extemporaneous delivery - Begins without rushing *Excellent use of vivid language *Vocal variety present *Excellent pronunciation & articulation *No filler words/vocal pauses *Excellent use of gestures *Excellent use of space *Excellent eye contact/includes all *Excellent commitment & passion *Extremely inspiring/persuasive *Excellent time management (within time/at max) 	<ul style="list-style-type: none"> *Good extemporaneous delivery - Begins w/o rushing *Good use of vivid language *Vocal variety present *Good pronunciation & articulation *Minimal filler words/vocal pauses *Good use of gestures *Good use of space *Good eye contact – includes most *Good commitment & passion *Very inspiring/persuasive *Excellent time management (+/- 15 seconds) 	<ul style="list-style-type: none"> *More reading than conversation - Beginning is somewhat rushed *Basic language *Some vocal variety *Good pronunciation & articulation *Some filler words & vocal pauses used *Some gestures & space used *Minimal eye contact *Minimal commitment & passion - somewhat inspiring/persuasive *Adequate time management (+/- 30 seconds) 	<ul style="list-style-type: none"> *Read most of speech from paper *Beginning is rushed *Language unclear *No vocal variety *Pronunciation/articulation needs work *Excessive filler words/vocal pauses *Does not use gestures/space *No eye contact – mostly reading *No commitment or passion *Not inspiring/persuasive *Poor time management (- 45 seconds/time called)
<i>Visual Aids</i>	<ul style="list-style-type: none"> *Easily visible *Clear/easy to read *Includes all required information & 1-2 secondary VAs that enhance topic 	<ul style="list-style-type: none"> *Easily visible *Clear/easy to read *Some required info missing *Includes 1 secondary visual 	<ul style="list-style-type: none"> *Hard to see *Clear/easy to read *Some required info missing *Connection to topic unclear 	<ul style="list-style-type: none"> *Hard to see *Not clear/not easy to read *Required info missing *No secondary VAs

Persuasive/Inspirational – Grading Sheet

Date _____ Student _____

Content & Organization

- Were all 5 steps of Monroe's Motivated Sequence present and in the correct order? YES NO

Gain Attention

- Hook: gained attention / did not gain attention
- Definitions &/or background info provided / not provided
- Connected topic to self / did not connect

Establish Need

- Problem: clear need for urgency / no clear need
- Global relevancy: created / not created
- Definitions & needed background information: provided / not provided
- Research: proved the 'need' / did not prove the need with research
- Research: sources cited / sources not cited 1st source / 2nd source / 3rd source / 4th source
- Proposition: stated / not stated
 - Inspirational speech: I hope to inspire you all to _____
 - Persuasive speech: proposition of policy, fact, or value

Satisfy Need

- Plan/solutions
 - Clear / specific / not clear / not specific
 - Satisfy the need / do not satisfy the need
 - Course of action provided / no course of action provided

Visualize the Outcome

- Helped / Did not help audience visualize what would happen/not happen if plan was/was not implemented

Propose Action

- Action steps: provided / not provided or were same as plan / connected to plan / did not connect to plan

Visual Aids

- Agenda VA clear / not clear
- Agenda VA visible at all times / not visible
- Did NOT use fluorescent color / used fluorescent
- Supplemental VA aided the speech / distracted
- Supplemental VA explained well / not explained

Delivery

- Sustained eye contact / read from paper - FF
- Vocal pacing: good / too fast
- Vocal projection: good / too quiet / mumbled
- Vocal variety: good / monotone
- Filler words: excessive / some / few / none
 - Um's / Uh's / So's / You know's
- Space: used well / paced / didn't use space
- Hand gestures: used natural / kept hands in pockets
- Did not fidget / fidgeted
- Artifacts: wore hat / hair in face distracting / distracting jewelry or clothing
- Sources: cited verbally / did not cite sources
- Cited Wikipedia - FF
- Did not turn back on audience / turned back
- Practiced / need more practice for better flow
- Timing: within / over / under - FF

Additional comments:

9 Final Exams

On the following pages, you will find final exams for various courses. Please be sure to make note of which final your instructor assigns.

INTRO TO COMMUNICATION Essential Course Questions

(This will either be a take-home or in-class oral final. This will be determined by the instructor within the first few weeks of class.)

INTERPERSONAL COMMUNICATION Choose Your Own Adventure

(This is a written take-home final with an oral component in class.)

PUBLIC SPEAKING Essential Course Questions

(This will either be a take-home or in-class oral final. This will be determined by the instructor within the first few weeks of class.)

Final Exam/Intro to Communication

Essential Questions

Written or Oral - to be determined by instructor

To assist you in completing this comprehensive final, I encourage you take notes throughout the semester on each of the questions as they come up in readings, class discussions, personal experiences, and communicative interactions. I also encourage discussion of these topics between classmates; however, your answers must be crafted on your own and in your own words.

- Please answer these questions individually and from your own experience.
- Whether taking a verbal or written exam, you must cite sources.
- If written: Any duplication of answers will result in an F grade, regardless of who copied from whom.
- If written: Your final must be typed and include question and double-space between answers.

Remember quality over quantity!

1. In what ways does intrapersonal communication affect an individual and therefore affect your communication with others?
2. List at least five ways to be a supportive listener.
3. What do you need to do to be considered a critical thinker?
4. List at least ten characteristics that make up an effective public speaker.
5. List at least ten elements that comprise an effective speech?
6. Why is it important to know your audience's attitudes, beliefs, and values?
7. Define constructive feedback and explain why you should consider it a gift to give and receive?
8. List at least five pros and five cons of working in a group, and answer:
How can you communicate more effectively in them?
9. How can you foster and continually enhance a respect for diversity, and how would that influence your communication and relationships?
10. What can you do to continually challenge yourself to step out of your comfort zone? Give specific examples.

Final Exam/Public Speaking

Essential Questions

Written or Oral - to be determined by instructor

To assist you in completing this comprehensive final, I encourage you take notes throughout the semester on each of the questions as they come up in readings, class discussions, personal experiences, and communicative interactions. I also encourage discussion of these topics between classmates; however, your answers must be crafted on your own and in your own words.

- Please answer these questions individually and from your own experience.
- Whether taking a verbal or written exam, you must cite sources.
- If written: Any duplication of answers will result in an F grade, regardless of who copied from whom.
- If written: Your final must be typed and include question and double-space between answers.

Remember quality over quantity!

1. In what ways does intrapersonal communication affect your ability to give a speech?
2. List at least five ways to be a supportive listener or audience member.
3. As a critical thinker listening to a presentation, what types of information should be listening for?
4. List at least ten characteristics that make up an effective public speaker.
5. What are the four modes of delivery and their difference?
6. List at least ten elements that comprise an effective speech?
7. What are the four different ways to organize a speech?
8. Why is it important to conduct an audience analysis before presenting to an audience and how does culture play into it?
9. What is constructive feedback? Explain why you should consider it a gift to give and receive?
10. What can you do to continually challenge yourself to step out of your comfort zone? Give specific examples.

Final Exam/Interpersonal Communication

Choose Your Own Adventure!

Choose an adventure (ex: overcoming your fear of heights), task (ex: ask for a raise), challenge (ex: change an unwanted/undesirable behavior), or something you have always wanted to do (learn how to ride a horse or attend an open mic night) and complete it by the end of the semester. You will document specific communication acts and relate them to concepts/theories discussed in class, or read in your textbook or outside reading. Please use the following questions to guide you in writing your paper.

1. Write a detailed description of what (adventure, task, or challenge), you have chosen to complete and why you have yet to start it before this assignment.
2. What are your first perceptions of undertaking your task? What did others think about you attempting to do this?
3. In what kind of intrapersonal communication did you engage while performing this assignment
4. Has the process of attaining your goal affected any interpersonal relationships you are involved in?
5. What emotions did you experience and how did they manifest both in your verbal and nonverbal communication?
6. Identify (what type: interference, incompatible goals, etc.) and define at least two conflicts that arose, either internal or external while attempting to attain or after attaining your goal.
7. How has culture, either your own or someone else's, affected your challenge/adventure?
8. How have your perceptions of self and/or others changed/shifted, if at all? Describe why they have or have not changed.
9. How did you feel either after you accomplished what you set out to do or if you did not complete what you set out to do?
10. What role did listening play in achieving or not achieving your goal?
11. What principles of communication did you experience?
12. Has your self-talk changed? If so, how? If not, why do you think it didn't?
13. What would you have done differently, if anything? Explain your answer.
14. What questions came up for you while experiencing this assignment?

Requirements

- points will be deducted for not following assignment or writing guidelines.
- Four pages (minimum) - typed and double spaced using size 12 font, either Arial or Times
- Proofread your paper and be sure to use proper grammar and syntax (no texting abbreviations such as LOL, OMG, ATM, WTF, :)
- Cite all sources according to the MLA Handbook for Writers

Use this list to help you generate ideas for your 'Adventure' – aka final exam. Choose ONE skill, task, or behavior that you would like to work on for the entire semester. The choice is totally up to you. Select the one that you would most like to improve.

1. Initiate ideas and actions forcefully; assert yourself when you are right; feel able to give orders when a situation calls for you to do so.
2. Meet and get to know people; overcome shyness; begin new relationships; introduce yourself to someone you don't know; go to an event where you don't know anyone; promote a positive self-image with people you are getting to know.
3. Help someone in difficulty by discussing her/his problem; encourage or support someone in personal distress; respond to a friend who is in trouble; help someone to deal with her/his own problems without taking on ownership of his or her problem.
4. Resolve a conflict between two people; settle an argument; negotiate an agreement; help people see each other's point of view.
5. Frankly criticize someone to help her/him to improve behavior in some way; offer suggestions or advice or information to someone who needs it.
6. Express your feelings; be genuine about showing emotions; be regarded as an open, frank person; feel spontaneous and genuine in reacting emotionally.
7. Argue well; be able to say exactly what you mean; logically defend your point of view; reason clearly; recognize fallacies in other people's arguments.
8. Convince others of the value of an idea or process; be persuasive; use many approaches to change someone's thinking; advocate what you believe in.
9. Listen carefully to others, taking care not to go beyond the intended meaning of their remarks; assess all the different implications of what they say, and make distinctions that are intended; strive to be fair to remarks you do not agree with or from persons you do not like.
10. Say no; refuse a favor or request; diminish a relationship; reject someone's offer to be with you; be abrupt with someone when necessary.
11. Tell someone something unpleasant or sad; break bad news to someone when necessary.
12. Get a group of people to work together; share ideas, cooperate, reach a decision, etc.
13. Say what you mean and have it understood by others; encourage others to listen to your ideas.
14. Explain an idea or process to someone; give a factual report; give directions clearly so that they are easily followed.
15. Relate to people from different social groups or cultures; discuss different points of view with people of different ages, race, place of national origin, sex, religion, socio-economic group, or political viewpoint.
16. Ask someone for a favor; make a request; ask to be included in a group; ask for a date; ask for a loan; ask for personal attention.
17. Be independent; differ from others in a group; refuse to conform or go along; state an unpopular opinion.
18. Express gratitude, appreciation; thank someone for a gift or favor, or advice.
19. Be strict or stern with someone; admonish, be firm about some error or wrongdoing; reprimand someone when he/she has done something harmful and avoidable or unfair to yourself or someone else.
20. Complain about bad treatment; rebel against an injustice; speak up about prejudice, the poor quality of something, rudeness, etc.

21. Be reserved, dignified, poised, sophisticated in socializing and bargaining; feel and appear unruffled, self-controlled, calm.
22. Express warmth or friendliness to someone you like; show appreciation, love to a close friend.
23. Be objective, fair-minded, impartial in a conflict situation or dispute; be regarded as honest, cautious, sincere.
24. Make conversations, chat, converse to pass the time in informal social situations; make small talk when first meeting someone.
25. Change a stiff, false, phony conversation into a more genuine personal one; encourage someone to be more real with you; when games are being played, try to break them up; find out what others really feel; move from superficial relations to deeper friendships.
26. Seek out people who are likely to disagree with you on important controversial issues and get their ideas or information.
27. Support a good idea from someone you dislike, mistrust, or usually ignore; try to see others in a fresh light and not to pin them down with past stereotypes.
28. Make a good impression at an interview; convey relaxation with voice, body movement, and eye contact. Learn what is effective for you in an interview situation.
29. Admit an error; give in to another person's point; apologize when you have done something wrong.
30. Keep calm in a crisis situation; avoid becoming upset; be able to think when others are reacting only emotionally; be a person that others can trust to be cool.
31. Go along with a group's decision about which you disagree; give in and compromise; deal with someone who is stubborn and unreasonable without raising defensiveness.
32. Share a personal problem with someone else; reveal things about yourself that aren't admirable such as being afraid, or having told a lie; ask for help about something foolish you have done or something you are worried about.
33. Encourage someone to take a risk, to try something he or she is hesitant to do, to go beyond the boundaries he/she has set for him/herself; to dare the unknown.
34. When you disagree with what someone is saying about an absent third party, or when their comments make you uncomfortable, express your feelings in a way that does not damage your own relationship with the speaker.
35. Feel at ease in speaking with small groups of people; be able to talk for a few minutes without getting tongue-tied; be able to tell a joke when you want or be a good host or hostess.
36. Be able to forgive an offense, whether to restore a relationship or to restore your own peace of mind.
37. Think before you speak or act. Take more time and thought before responding in various situations.
38. Work on one particular relationship. List two to four of the skills needed for this relationship to improve.
39. Be able to express anger or negative feelings clearly and constructively without losing your temper.
40. Become involved and sympathetic with another person without taking on their problems as your own.
41. Skydiving
42. Horseback Riding
43. Ziplining
44. Karoke
45. Run a 5k, 10k, ½ marathon, full marathon, sprint TRI, Olympic TRI, ½ IM, full IM
46. Anything else you want to try or improve!

Extra Credit (If assigned)

Outside Speaker Evaluation

Required: 2 – 4 pages, typed, double-spaced, and one-inch margins (top, bottom, left & right)

Objective: To critically analyze a speaker, his/her speech, the setting and audience using all of the techniques and information you learned in lectures, discussions, and by example from your classmates. Please write it in essay format (the more entertaining the better – I have to lots of these ☺). It must be a live speech – nothing televised or on the radio or Internet.

Components to include:

- Your expectations before the event and later how they were or were not fulfilled
- Audience members and their perceptions – yes, you have to talk to people in the audience!
- A critical, detailed evaluation of the speaker; this should be the major focus of the paper. Your evaluation should focus on things the speaker did well and areas the speaker needs to improve; remember: content, organization, and delivery!
- Do not forget to include the speaker's name, title, the speaker's topic, etc.
- The speech environment
- Don't forget to include the time of day, location, seating arrangement and if it was conducive to the listening environment

Words of warning:

- It is not enough to say the speaker was good, bad, boring, or exciting; you must explain WHY!
- Do not write word for word what the speaker said; I am not interested in what the speaker said. I am interested in your evaluation of the speaker; I want you to evaluate HOW they gave their speech. You can quote occasionally to support your points.
- I do not accept papers that fail to meet the minimum page requirement.
- I do not accept late papers, but you can certainly turn them in early!

Extra credit papers are due: _____

You Get The Last Word

School: _____

Class: _____

Semester: _____

“I Heard It Through the Grapevine...”

Your final assignment requires you to assess critically the class and the instructor. This is your opportunity to tell future students your thoughts and opinions about this class and the instructor - what you liked and disliked (what did you find important, boring, fun, uninteresting, informative, etc...). However, your feedback must be constructive; give suggestions for improvement if you disliked something. The best information you can pass along to future students is the information you wish you would have known about this class before taking it. (You may complete this anonymously. Please write legibly)

“I Heard It Through the Grapevine...”

Addendum

Interpersonal Influence Inventory

The Interpersonal Influence Inventory helps you to determine your influencing style of communication and the styles of others with whom you interact. To determine your style, you should take inventory of the following descriptors, paying attention to how you typically behave/react in one particular environment (e.g. at work). Then, give it to five to six persons who know you well and whose feedback you respect. Ask them to answer the questions thinking of you.

Instructions: Below are fifteen groups of words with four descriptive words in each group (each group of four words is going **across** the four columns of **W, X, Y, and Z**). Thinking of the person you wish to score, circle the **two** words in each of the fifteen groups that best describe that person.

Example:

W	X	Y	Z
1. task-oriented	challenging	people-oriented	calm

Which two of the above four words best describes the person? Circle them.

Important:

- Always circle **two** of the four words in each line going across.
- Take the Inventory by going **across** each line of four words in order, beginning with #1 and ending with #15.
- When you have finished, add up the number of words you have circled **in each of the four columns**, and put that number at the bottom of the column.

	<i>W</i>	<i>X</i>	<i>Y</i>	<i>Z</i>
1.	task-oriented	challenging	people-oriented	calm
2.	logical	risk-taking	warm	adaptable
3.	self-controlled	spontaneous	outgoing	careful
4.	serious	tells	playful	tasks
5.	industrious	decisive	sociable	thoughtful
6.	independent	dominant	friendly	cooperative
7.	systematic	confident	dramatic	modest
8.	organized	persuasive	free-wheeling	receptive
9.	efficient	aggressive	compassionate	protective
10.	practical	competitive	youthful	idealistic
11.	diligent	enthusiastic	creative	tactful
12.	thorough	assertive	excitable	trusting
13.	deliberate	masterful	emotive	gentle
14.	detail-oriented	emphatic	supportive	reasonable
15.	formal	urgent	easy going	consistent
	_____	_____	_____	_____
	Total	Total	Total	Total

Tally Section

Count the number of words circled in each column and write the totals below:

Number of W's _____

Number of Y's _____

Number of X's _____

Number of Z's _____

Plotting the Interpersonal Influence Style

Take each of your four totals of W, X, Y, and Z for the Tally Section and make them on the appropriate axis. Then make a rectangle by drawing straight lines horizontally and vertically through the plotted points.

Example: W__10

Y__5

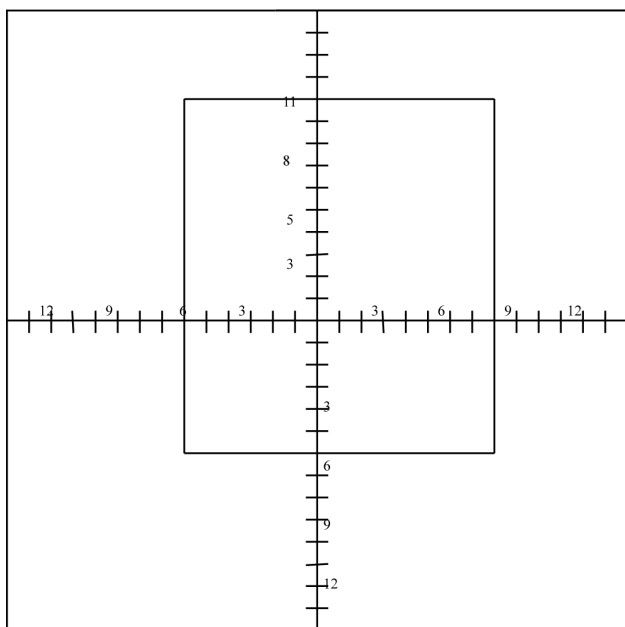
X__8

Z__6

Then lightly shade the largest rectangle in one of the four areas formed by your line and the axis. The area in which the largest rectangle rests will determine the style of Interpersonal Influence for the person scored.

Graph of Interpersonal Influence Style

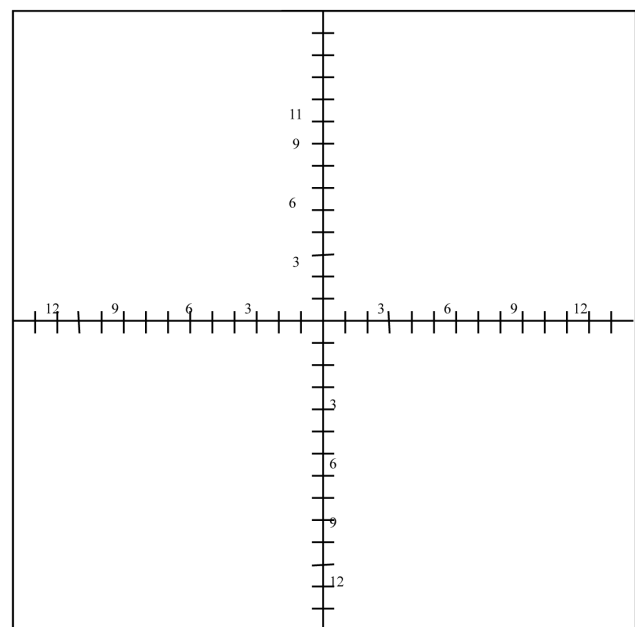
Example:



Z

Analyzing

W Directing



X

Supporting

Y Expressing

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