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PREPARE It

Teaching Public Speaking: Best Practices

1. **Create a positive communication climate in your classroom.** Many students are apprehensive about public speaking, therefore it is imperative that the instructor create a climate where fears can be addressed and constructive criticism is given sensitively. Creation of this supportive climate begins on Day One of the class. Utilize the introductory activities provided in this manual to help students get to know each other. Tell the class about yourself and how you felt about public speaking when you were a novice. Invite dialogue and class participation during each class meeting.

2. **Give many opportunities for constructive feedback.** Structure instructor comments orally and in writing for each graded speaking opportunity. Begin by telling the student what he/she did right, citing two or three strengths of the performance. Then, discuss the “challenges” they still have to conquer in order to improve their performance. As the course progresses, allow the students in the audience to provide feedback orally so they may develop their skills as critically engaged audience members. Stress the importance of providing constructive and specific feedback. The instructor should model appropriate oral feedback for the class prior to inviting student feedback.

Written feedback should be provided on a structured evaluation sheet (provided in this manual). It should be returned to the student in a timely manner.

In an effort to develop students’ ability to be self-reflective, allow the speaker to critically evaluate their performance through the use of an evaluation form.

It is helpful for speakers to be evaluated by their peers. For each speaker, 4-5 students in the audience should be given an evaluation sheet to fill out (provided in this manual). This feedback should be given to the speaker along with the instructor’s evaluation.

3. **Keep students engaged in the course by linking discussion topics, activities, and speech examples to current events.** Award course points to students who bring in examples and topics from the outside world. Allow them to develop speeches that are meaningful to their lives. Audience analysis is as important in developing your course as it is in developing a public speech.

If possible, assign a speech that will be given to audience members outside the classroom. The setting may be in their dormitory, workplace, church, community group, or in front of a group of family and friends. Students should videotape their speech.

4. **Develop diverse types of graded assignments for the class.** Give students an opportunity to write speech analyses, contribute to classroom discussions, and take quizzes and examinations, as well as present speeches. This allows students who might not have progressed in a performance setting to experience success in the class as they build the foundation to become a competent public speaker.
5. **Provide training opportunities for students to use the Internet and other communication technologies.** Invite speakers to the classroom who are well-versed in using the Internet as a research tool or who can provide a basic primer on using PowerPoint. Assign activities that utilize technology so students will have hands-on experiences.

6. **Gradually increase the degree of difficulty for performance assignments.** As students learn new skills, they should be incorporated into the speech assignments. Thus, certain speeches should be worth more points than others because they are more complex in nature and longer in length. The final speech should be a culmination of the material covered during the semester.

7. **Use the text’s chapter on listening as a springboard for discussing what it means to be a member of an audience.** The classroom is an incubator for competent public speakers. Therefore, the students need to be engaged in the speaking process as supportive audience members for their peers. This means they need to listen to each speech carefully and critically, refrain from entering or leaving the classroom while a speech is in progress, and be prepared to provide constructive feedback to each speaker.
Classroom Logistics (Face-to-Face and Hybrid Courses)

1. **Assigning Speaking Days.** When speeches are assigned, the days for speaking should be made available. The instructor can use the lottery method for assigning days where students pull dates from a hat. Another alternative is to pass around a sign-up sheet. Start the sheet at different places around the room so that, over the course of the semester, students will have similar chances of signing up early. Students should have the opportunity to swap speaking days if other obligations prevent them from performing on the date given to them. This opportunity rests on 2 assumptions: both students consent to the swap and the instructor is notified of the change immediately.

2. **Determining the Number of Needed Speaking Days.** Allow time for providing feedback for each speaker when calculating how many days will be devoted to performing speeches. The instructor should include extra time at the start of each class to address class questions and between speakers if technology will be used in the speeches.

3. **Coordinating Technology Needs.** Students should inform the instructor of their technological needs prior to their speaking day so the needed equipment can be in place. Negotiating who is responsible for technology equipment will vary by classroom so instructors should discuss technology needs with their students.

4. **Evaluating the Speech.** A copy of the evaluation form the instructor will use to grade the speech should be given to the students when the speech is assigned. This gives students the opportunity to use the form as a guiding tool as they are writing their speech.

5. **Addressing Make-up Speeches.** The instructor should develop a policy for make-up speeches and stick to it. This policy should appear in the class syllabus and should be discussed on the first day of class and again when each speech is assigned.

6. **Timing Speeches.** Instructors need to purchase a stop watch for timing speeches. On performance days, ask a student to time the speeches so the instructor may focus on the evaluation of the speech. Prepare three note cards with “2 minutes”, “1 minute”, and “0 minutes” on each. The student assistant should hold these up at the proper times to alert speakers of the time. Discuss this system with the class prior to the speaking days so confusion is avoided during a speech.

7. **Videotaping Speeches.** At least once during the semester, speeches should be videotaped. The video is a powerful evaluative tool for students. A student assistant should be enlisted to stop/start the video. Students will be responsible for bringing in their own videotape or thumb drive. Discuss the format of the videotape they need to supply with students early in the semester and again when giving the speech assignment. Be prepared for some students to neglect to bring a the required tape or thumb drive. State your policy for this situation in your course syllabus and in the speech assignment.
In an on-line learning environment, instructors should consider requiring students to upload their speeches on YouTube. Be sure to discuss how to do this well before the speech deadline.
PERSUASIVE SPEECH EVALUATION

Speaker’s Name____________________________________________  Date ______________

Introduction:

Attention-getting?
Speaker communicated credibility and confidence?

WIIFM question addressed?
Preview of main points (thesis) offered?

Body:

Well-organized and easy to follow?
Flowed smoothly?
Interesting and connected to audience?
Sufficient support for each main point?
Smooth transitions from point to point?
Persuasive strategies sound and convincing?

Visual Aids:

Did they enhance the vocal message?
Professional looking and easy to read?
Delivered well?

Conclusion:

Reviewed main ideas with the audience?
Call for action issued?

Delivery:
<table>
<thead>
<tr>
<th>Aspect</th>
<th>☐ Effective</th>
<th>☐ OK</th>
<th>☐ Poor</th>
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<tbody>
<tr>
<td>Voice? Loud enough?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Vocal variety (or monotone)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enough direct eye contact?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate gestures, posture, and movements?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate (too fast or slow)?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

MOST EFFECTIVE ASPECTS OF YOUR PRESENTATION:

WHAT I THINK YOU COULD WORK ON FOR FUTURE PRESENTATIONS:
# INFORMATIVE SPEECH EVALUATION

Speaker’s Name: __________________________  Title: __________________________  Date: ____________

1 = Failed to meet this goal   2 = Poor    3 = Average    4 = Good    5 = Outstanding

## Introduction:

- Attention-getting?  
  | 1 | 2 | 3 | 4 | 5 |
- Speaker established ethos?  
  | 1 | 2 | 3 | 4 | 5 |
- WIIFM question addressed?  
  | 1 | 2 | 3 | 4 | 5 |
- Preview of main points offered? (thesis stated?)  
  | 1 | 2 | 3 | 4 | 5 |

## Body:

- Well-organized and easy to follow?  
  | 1 | 2 | 3 | 4 | 5 |
- Evidence of knowledge/research?  
  | 1 | 2 | 3 | 4 | 5 |
- Language use?  
  | 1 | 2 | 3 | 4 | 5 |
- Effective eye contact and vocal delivery?  
  | 1 | 2 | 3 | 4 | 5 |
- Interesting information and connected directly to this audience?  
  | 1 | 2 | 3 | 4 | 5 |

## Conclusion:

- Reviewed thesis?  
  | 1 | 2 | 3 | 4 | 5 |
- Provided closure?  
  | 1 | 2 | 3 | 4 | 5 |
MOST EFFECTIVE ASPECTS OF THIS PRESENTATION:

WHAT I BELIEVE YOU NEED TO WORK ON FOR FUTURE PRESENTATIONS:
## INFORMATIVE SPEECH FORM

Speaker: ____________________________  Topic: ____________________________  
Key: 1 = Beginning  2=Developing   3=Competent   4=Accomplished

### Message Organization

<table>
<thead>
<tr>
<th></th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attention getter? Establish credibility?</td>
</tr>
<tr>
<td></td>
<td>Thesis statement clear? Audience connection?</td>
</tr>
<tr>
<td></td>
<td>Preview of points?</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Body/Main Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clear? Logical organization?</td>
</tr>
<tr>
<td></td>
<td>Transitions used?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Signal to end? Restate thesis?</td>
</tr>
<tr>
<td></td>
<td>Summarize main points?</td>
</tr>
<tr>
<td></td>
<td>Close with impact?</td>
</tr>
</tbody>
</table>

### Message Content

<table>
<thead>
<tr>
<th></th>
<th>Supporting Materials</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Relevant? Sufficient? Wide variety?</td>
</tr>
<tr>
<td></td>
<td>Personal examples/stories/testimony?</td>
</tr>
<tr>
<td></td>
<td>Informative?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Outside Sources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Credible? Sufficient?</td>
</tr>
<tr>
<td></td>
<td>Cited sources during speech?</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Visual Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facilitated message understanding?</td>
</tr>
<tr>
<td></td>
<td>Professional in appearance?</td>
</tr>
<tr>
<td></td>
<td>Presented well?</td>
</tr>
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</table>

### Physical Delivery

<table>
<thead>
<tr>
<th></th>
<th>Audience Awareness</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Eye contact? Body orientation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Body Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Posture? Gestures? Movement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Volume? Rate? Tone? Pitch?</td>
</tr>
<tr>
<td></td>
<td>Clear articulation? Correct pronunciation?</td>
</tr>
</tbody>
</table>
Expressiveness
Facial expressions? Vocal variety?
Energy/dynamism? Sincerity?

Fluency
Flow of delivery? Conversational?
Extemporaneous?

Overall Impact
Speaker credibility? Followed assignment
Effective Q & A? Within time limit?

<table>
<thead>
<tr>
<th>Overall Ranking</th>
<th>Accomplished</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE:</td>
<td>4. 3.5 3 2.5</td>
<td>2 1.5 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMALL GROUP PRESENTATION EVALUATION FORM

Speakers Names____________________________________________  Date ______________

Title of Presentation______________________________________________________

Introduction:

Attention-getting? □ Effective □ OK □ Poor
Speakers communicated credibility and confidence? □ Effective □ OK □ Poor

Topic related to audience? □ Effective □ OK □ Poor
Preview of main points (thesis) offered? □ Effective □ OK □ Poor
Group members introduced? □ Effective □ OK □ Poor

Body:

Well-organized and easy to follow? □ Effective □ OK □ Poor
Flowed smoothly? □ Effective □ OK □ Poor
Interesting and connected to audience? □ Effective □ OK □ Poor
Sufficient support for each main point? □ Effective □ OK □ Poor
Smooth transitions from point to point? □ Effective □ OK □ Poor
Smooth transitions from speaker to speaker? □ Effective □ OK □ Poor

Conclusion:

Reviewed main ideas with the audience? □ Effective □ OK □ Poor
Provided memorable closure? □ Effective □ OK □ Poor
Discussion: Were questions answered accurately, clearly, effectively? □ Effective □ OK □ Poor

Delivery:

Voice? Loud enough? □ Effective □ OK □ Poor
Vocal variety (or monotone)? □ Effective □ OK □ Poor

Enough direct eye contact? □ Effective □ OK □ Poor

Appropriate gestures, posture, and movements? □ Effective □ OK □ Poor

Rate (too fast or slow)? □ Effective □ OK □ Poor

Delivery style consistent across speakers? □ Effective □ OK □ Poor

MOST EFFECTIVE ASPECTS OF THE PRESENTATION:

WHAT I THINK THE GROUP COULD WORK ON FOR FUTURE PRESENTATIONS:
PERSUASIVE EVALUATION FORM (FOR STUDENTS)

Speaker’s Name: _________________________________
Evaluator’s Name: _________________________________

Persuasive Strategies

1. Was the goal of the speech clear?
2. Did the speaker introduce the topic clearly?
3. Did the speaker present sound arguments?
4. Did the speaker provide support for their claims?
5. Did the speaker use emotional language to motivate the audience?
6. Did the speaker’s use of supporting material meet ethical standards?

Structure of the Speech

1. Was the speaker’s introduction effective?
2. Was the speaker’s message well-organized?
3. Were the main points identifiable?
4. Did the speaker use transitions effectively?
5. Did the conclusion summarize the main points of the speech?
6. Was a call to action issued?

Delivery of the Speech

1. Did the speaker use his/her voice effectively?
2. Was the speaker dynamic?
3. Did the speaker use their body movements to enhance their message?
4. Did the visual aids enhance the speaker’s verbal message?
5. Were the visual aids professional-looking?
6. Were the visual aids presented well?

Comments for the Speaker:
INFORMATIVE EVALUATION FORM (FOR STUDENTS)

Speaker’s Name: _________________________________
Evaluator’s Name: _________________________________

Content

_____1. Was the goal of the speech clear?
_____2. Did the speaker introduce the topic clearly?
_____3. Did the speaker provide support for their main points?
_____5. Did the speaker use stories/examples/testimony to connect with the audience?
_____6. Did the speaker’s use of supporting material meet ethical standards?

Structure of the Speech

_____1. Was the speaker’s introduction effective?
_____2. Was the speaker’s message well-organized?
_____3. Were the main points identifiable?
_____4. Did the speaker use transitions effectively?
_____5. Did the conclusion summarize the main points of the speech?

Delivery of the Speech

_____1. Did the speaker use his/her voice effectively?
_____2. Was the speaker dynamic?
_____3. Did the speaker use their body movements to enhance their message?
_____4. Did the visual aids enhance the speaker’s verbal message?
_____5. Were the visual aids professional-looking?
_____6. Were the visual aids presented well?

Comments for the Speaker:
PREPARATION OUTLINE EVALUATION FORM

Name:________________________________

Did the writer include the TOPIC, GENERAL PURPOSE, SPECIFIC PURPOSE, and THESIS STATEMENT at the top of the outline?
Comments:

Were the parts of the speech (INTRODUCTION, BODY, and CONCLUSION) separated and labeled?
Comments:

Was each MAIN POINT presented as a SINGLE FULL SENTENCE?
Comments:

Were the MAIN POINTS organized appropriately?
Comments:

Were SUB-POINTS and SUB-SUB-POINTS properly organized? Did the writer demonstrate adequate DEPTH of information?
Comments:

Were SOURCES OF INFORMATION noted within the structure of the outline?
Comments:

Was a standard alpha-numeric OUTLINING FORMAT used?
Comments:

Did the writer write in the TRANSITIONS between each part of the presentation and between each main point?
Comments:

Was a BIBLIOGRAPHY attached to the outline?
Comments:

GRADE:____________
Sample Syllabus for Public Speaking Courses
(References to technology are included for hybrid and online courses.)

Course Number & Title
Instructor Contact Information

Please note that the instructor of this course reserves the right to make adjustments in the assignments and format of this online class at any time during the course. Such adjustments will only be made to enhance the course and/or meet the unique learning needs of the students who are enrolled.

CATALOG COURSE DESCRIPTION:

COURSE OBJECTIVES: By the end of the semester, students will:

REQUIRED MATERIALS:


Tapes or CDs (your instructor will let you know which), on which to record your speeches.

An active school e-mail account that you check on a regular basis. Your instructor will utilize Blackboard (Bb) technology in this course to communicate assignments, promote discussion, and/or disseminate additional information relative to your learning.

REQUIRED TECHNOLOGY and SKILLS:

This course requires that you have DAILY access to a computer with up-to-date software and technology that allows you to easily send and receive email and view streamed video. Ideally, you should have access to high-speed internet as well. Students should also have a good, reliable printer.

Students enrolled in this course must also be able to:

1. Successfully submit attachments to email (WORD docs only, unless otherwise specified by your instructor.)
2. Quickly learn to use Bb technology
3. Participate in online discussion boards, as assigned by your instructor
4. Take online exams via Bb
5. KEEP back-up copies of EVERYTHING on your hard drive in the event that your instructor would ask you to resubmit a document or submit a document in hard-copy format. TECHNOLOGY DOES FAIL US FROM TIME TO TIME!

POLICIES:
Due dates and times will be clearly articulated by the instructor ahead of time. No late work is accepted, unless official university-approved excuse is submitted prior to due date. The instructor reserves the right to re-negotiate new due dates, under special circumstances; penalties for negotiated due dates may be incurred. THE INSTRUCTOR WILL GRADE ASSIGNMENTS AND POST GRADES WITHIN 10 DAYS OF THE DUE DATE. Please check your grade book on a regular basis and let the instructor know within 2 WEEKS of the due date if a grade has not been posted for you. After 2 WEEKS, the grade will not be posted.

Absences: state your department’s attendance policy here.

Assignments: All major assignments are designed for you to integrate gained knowledge from this course. They are important not only for learning assessment to take place, but to reinforce long-term retention and understanding of human communication processes and skills. Therefore, YOU MUST COMPLETE ALL ASSIGNMENTS in order to receive a passing grade for this course. Failure to complete any major assignment will result in failure of this course (i.e. speeches, major papers).

Your instructor expects your work to be your own. Copying, borrowing, plagiarizing (using another’s materials without proper documentation), or in any way representing others’ work as your own is a serious academic offense and may result in a failing grade for the course, and can result in expulsion from the university. If you are not sure about plagiarism, please consult with your instructor before you turn in the assignment. Please refer to the rules, regulations, and penalties for academic misconduct in your Student Handbook.

Netiquette: The foundation of effective communication is being “other-oriented.” It is important that everyone has mutual respect for one another in interactions related to this course. Online discussions and emails should be free of racist, sexist, or other unethical language that might make your instructor and others in the online learning community uncomfortable. Refrain from using online discussion boards for anything other than course-related exchanges. Netiquette should also be extended to your instructor!

Please address me as (preferred name). Remember that your instructor is not one of your friends. Your e-mails should be respectful in tone and written in full sentences. Include your full name in all communication and the course number in your e-mail subject line.

Speeches: Every student enrolled in this course will deliver speeches. The criteria and format for each will appear in the assignment. Only students who present a written, university-approved excuse PRIOR to a scheduled speech or presentation will be given another opportunity.

Online students will submit their speeches by sending in tapes or CDs. Under these circumstances, tapes must be post-marked by a specific due date (this will appear on the assignment), audience members must also be shown on the tape, and outlines must be included with the tape. Failure to send an outline with a tape or CD will result in the instructor not grading the videotaped speech. Failure to send tapes and outlines in by the post-marked date will result in a failing grade for that assignment. It is a good idea to send these tapes and outlines through registered mail!
STUDENTS WITH DISABILITIES STATEMENT: Check with your institution’s Disabilities Office for this statement.

ASSIGNMENTS AND GRADING: Describe the types of assignments here and present your method for determining grades.

GRADING SUMMARY: Present an overview of the points associated with graded assignments and the total number of points possible for the course.

DAILY SCHEDULE: Post the schedule here and include due dates for assignments.
<table>
<thead>
<tr>
<th>Day</th>
<th>Class Activity</th>
<th>Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Introduction continued and ice breaker exercises</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Day 3</td>
<td>Building Confidence</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Day 4</td>
<td>Ethics/Listening</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Day 5</td>
<td>Guest Speaker: Training in Using Internet as a</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Research Tool</td>
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</tr>
<tr>
<td>Day 6</td>
<td>Internet Research Assignment Due/Topic &amp; Purpose</td>
<td>Chapter 4</td>
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<td></td>
<td>Statements</td>
<td></td>
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<td>Day 7</td>
<td>Audience Adaptation</td>
<td>Chapter 5</td>
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<td>Day 8</td>
<td>Speaking Day</td>
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<tr>
<td>Day 9</td>
<td>Speaking Day</td>
<td></td>
</tr>
<tr>
<td>Day 10</td>
<td>Organizing &amp; Outlining</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Day 11</td>
<td>Exam #1</td>
<td></td>
</tr>
<tr>
<td>Day 12</td>
<td>Informative Speaking</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Day 13</td>
<td>Beginning &amp; Ending</td>
<td>Chapter 9</td>
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<tr>
<td>Day 14</td>
<td>Speaking Day – Informative</td>
<td></td>
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<tr>
<td>Day 15</td>
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TEACH it

Integrating Technology into the Public Speaking Course: Best Practices

Instructors in traditional classrooms can enhance their public speaking course by using classroom management software in a supportive role. These “hybrid” classes allow increased interaction between class members outside of the classroom and delivers speeches, activities, and examinations to the students’ computers.

Through the classroom management software, instructors can post the course calendar and announcements, create discussion forums and course study groups, distribute course content, send messages to students, and post grades. As a result, the software can facilitate student interconnectivity with class peers, the instructor, the electronic resources provided with the textbook, and the Internet. Increased student engagement and motivation in the course is often a result of the well-designed hybrid public speaking course.

1. Become familiar with the course management software used by your educational institution or your textbook publisher well before the course begins. Workshops are offered regularly to instructors on the basics of course set-up and management. The instructor’s level of comfort with the technology will communicate confidence to the students, particularly to technological novices in the classroom. For assistance with integrating the online resources provided with Public Speaking: The Evolving Art, Cengage Learning offers Technology Learning Connected, which provides online seminars and personalized training for instructors. To learn more about service and training programs visit http://academic.cengage.com/tlc/

2. Employ pre-course engagement strategies. Prior to the class start date, make the course available to the students and send a welcoming e-mail with a link to the course management website and an invitation to explore the course site. Provide an online copy of the syllabus and information about the required textbook on the site.

3. Communicate positive and realistic messages about the technology. Describe the communication capabilities of the software package. Explain how student learning will be enhanced by accessing the course resources that are available on the website. Describe the ease of viewing the online grade book so grades may be monitored easily. Feature the convenience of on-demand availability of course materials.

4. Conduct a hands-on demonstration of the software during one of the first class meetings. Set aside thirty minutes and demonstrate the software, using a projected screen and Internet connection. Also take this opportunity to demonstrate using the Enhanced eBook for Public Speaking: The Evolving Art so student feel comfortable navigating its content and accessing the Speech Buddy videos. Answer student questions throughout the demonstration.
5. **Distribute a hard copy syllabus on the first day of class.** It is unrealistic to assume students will have accessed the online syllabus and printed it prior to the first day of class.

6. **Provide contact information for the software help desk at your institution and at Cengage Learning.** Students will experience technological issues at times. These issues should be directed to trained experts in computers and technical side of the software package and not to the instructor. For Cengage Learning tech support, direct students to [http://academic.cengage.com/support/](http://academic.cengage.com/support/). Include this contact information on the syllabus and your classroom management site.

7. **Require early participation.** Students’ confidence in their competence with the software will increase through easy and fun initial activities on the course site. Assign the construction of a Student Page or an early posting on the Discussion Board. Remind non-participators that the online activities constitute an important component of the class.

8. **Provide a short session on netiquette.** Students must be aware of the basic rules for engaging in online communication. Stress to them that these rules apply when communicating with the instructor. The following websites may be used for information about basic netiquette rules:


   The following site provides an online netiquette quiz that will be enjoyable for students to complete:


9. **Showcase excellence.** With student permission, post assignment “best examples.” These examples can motivate students to set goals for their own work.

10. **E-mail students when materials have been added to the site.** Post these materials in a timely manner and direct students to where the materials are located on the site.

11. **Create a visually attractive course site.** Employ color, photos, and fonts to attract student attention and to direct their attention to important class material. A visually stimulating course site may enhance student memory as well.
Teaching Fully Online Courses: Best Practices

Many of the best practices for teaching the hybrid course apply to the online course. The online course requires more instructor effort to maintain communication with students since the course site is the primary mode of communication.

1. **The online instructor should utilize many of the online supplements provided with the textbook (see descriptions below).** These resources will help connect the student to the learning process and to other students in the online course.

2. **Create a weekly discussion forum and require student participation.** In this manual, discussion questions are provided that will stimulate student thinking about issues addressed in the textbook. The instructor should post these to the forum and answer questions that may be left unanswered by students. Also consider providing encouragement/accolades for the quality of the posts.

3. **Provide clear instructions and feedback.** Carefully write instructions and edit for clarity. Ask another person to read the assignment and provide feedback. When responding to student work, avoid responses such as “???” or “Unclear”, or “What’s your point?” Instead, respond in full sentences, such as “Are you saying…” or “This is where your evidence for your main point is not strong enough.” Be respectful in your responses and provide praise for what they did well in the assignment.

4. **Respond to student e-mails promptly.** Prompt responses signal to students that you are engaged in the course and will heighten their engagement as a result. Communicate your policy for response time and for handling student e-mails during weekends on your syllabus and through the Course Announcements page on the course site.

5. **Post an Instructor Information page.** Include information about your teaching experience and appropriate information about your personal life (hobbies, children, pets, etc.). Students need to view the instructor as a real person so they can begin to build a relationship with you. Be humorous and personable in your self-presentation. Include a photo.

6. **Stay in regular contact with your students.** Send e-mails, post assignments, and contribute to discussion forums. Send links to online articles that may be of interest to college students. Doing so will enhance students view of your commitment to the online course and to their learning.

7. **Create digital versions of speech evaluation forms.** This allows you to give written feedback to students for speeches that have been mailed to you.
Public Speaking: The Evolving Art Technology Resources
The textbook provides many resources to assist users throughout a public speaking course. These resources are helpful to instructors of the traditional and hybrid courses. They are indispensable to the fully online course instructor.

Enhanced eBook. The eBook features streamlined note-taking and note-storing, easy highlighting, and a search function. Students are able to launch video clips, activities, and homework assignments, check assignments and submit quizzes to the instructor.

CourseMate. This useful site offers a variety of rich learning assets designed to enhance the student experience. Organized by chapter, these assets include self-assessments, web activities, chapter outlines, review questions, and Audio Study Tools. The CourseMate also features course resources such as Speech Builder Express 3.0, Speech Studio, and Interactive Video Activities.

Audio Study Tools. This tool provides learning objectives, a 5-7 minute review of key concepts, the audio track of a student speech, and 3-5 review questions for each chapter of the text. Students can purchase this tool through iChapters (www.ichapters.com) and download files to their computer, iPods, or other MP3 players.

Speech Buddies and Activities. The Speech Buddies are four undergraduate students who have completed the beginning public speaking course. In each chapter, the Speech Buddies appear in videos that reinforce key concepts in the chapter, model competent strategies, and introduce video clips of their own and others’ speeches. Each video is accompanied by an interactive activity. Users of the eBook simply click on a live link to view the Speech Buddies video.


Speech Builder Express. Students are guided through the speech organization and outlining process via a web-based program. The program provides links to video clips, InfoTrac College Edition, and an online dictionary and thesaurus. Students receive help for using visual aids and citing research. Portions of the speech outline may be e-mailed to the instructor.

Speech Studio. Speech Studio is an online video upload and grading program that improves the learning comprehension of your public speaking students. Students can upload video files of practice speeches or final performances, comment on their peer's speeches, and review their grades and instructor feedback. Instructors create courses and assignments, comment on and grade student speeches with a library of comments and grading rubrics, and allow peer review. Grades flow into a gradebook that allows instructors to easily manage their course from within Speech Studio. Instructors can also export the grades to use in learning management systems.

InfoTrac College Edition. InfoTrac is an online database of full-length articles from more than 5,000 academic and popular magazines, newspapers, and journals. For more information on InfoTrac College edition, visit www.infotrac-college.com and click “User Demo”.

Chapter by Chapter
Chapter 1: The Evolving Art of Public Speaking

PREPARE it

Chapter Outline

I. Public speaking skills are used everyday.
   A. Public speaking skills are used informally when people answer questions in class, participate in meetings, persuade friends and family, or share information with others.
   B. Public speaking skills are used formally during presentations in classes, at work, or in the community.

II. Public speaking is an evolving art as the options for preparing, delivering, and hearing speeches have changed over time.
   A. Speakers have many options for researching and delivering speeches.
      1. Multi-media visual aids are available to speakers.
      2. Internet and online databases are used to research speeches.
      3. Speeches may be delivered through video conferences or webcasts.
   B. Audiences have changed their expectations for public speaking.
      1. Today’s audiences appreciate less formal delivery style as society becomes less formal. They also expect speakers to use visual aids.
      2. Contemporary audiences have access to speeches online and may use a database to fact-check during or after a speech.
      3. The availability of information means that public speakers must research their topics very carefully.
   C. The ways public speaking has changed is evident when comparing the Classical Era, Industrial Age, and Information/Digital Age
      1. In the Classical Era (500-100BCE), only well-educated men could speak in public.
      2. The Industrial Age (mid-1700s to early 1900s) showed increased demand for more information and entertainment and public speaking remained a valued form of communication.
      3. The Information Age (1960-present) includes sweeping technological which brought about more avenues for people to speak in public forums.
   D. Today’s effective speakers understand that Americans are extreme users of media and technology.
      1. People expect instant access to information and to other people.
      2. The digital divide means that not all people have equal access to the Internet on a regular basis.
      3. The digital divide is narrowing, but speakers can not assume everyone in the audience is involved with the Internet.

III. The foundations of public speaking begin with the earliest humans.
   A. The ancient Greeks studied public communication.
1. The Sophists (500-300BCE) were teachers who taught students how to communicate well in a democratic society.
2. The Sophists focused on excellent delivery of a speech.
3. Socrates (470-399 BCE) and Plato (428-348 BCE) considered good reasoning as the basis of effective public speaking.

B. Aristotle (384-322 BCE) studied rhetoric, which is what public speaking was called at the time.
1. In his book, *Rhetoric*, Aristotle emphasized the importance of adapting speeches to specific situations and audiences.
2. This concept, audience-centered communication, holds true today.
4. Proofs are the types of support a speakers uses for a specific audience and occasion.
5. Aristotle identified three types of proofs: logos, pathos, and ethos.
   1. Logos refers to rational appeals based on logic, facts, and analysis.
   2. Pathos appeals occur when speakers appeal to our emotions.
   3. Ethos appeals are based on the speaker’s credibility or character.
6. A fourth type of appeal, mythos, was identified by contemporary scholars, and focuses on the values and beliefs contained in cultural stories.

C. Cicero (106-43 BCE), a Roman statesman, categorized the elements of public speaking into five “canons of rhetoric.” Cicero argued the five arts of invention, arrangement, style, memory, and delivery, form the essential groundwork for learning public speaking.
1. Invention focuses on discovering what we want to say in a speech. Choosing a topic and developing good arguments are part of invention.
2. Arrangement is how we organize our ideas and includes the introduction, body, and conclusion of the speech as well as the order in which the points of the speech are presented.
3. Style describes the language we use to make our speech interesting and memorable.
4. Memory refers to using our memory to give an effective speech. This includes all that has been learned about public speaking, our topic, the audience, and the occasion.
5. Delivery occurs when it is presented to an audience and involves how we use our voice, gestures, and body movements during the speech.

D. Humans’ early attempts at public speaking took the form of narratives, or storytelling.
1. Listening to and telling stories requires narrative thinking.
2. Stories are central to human expression and a primary way to manage and survive life events.
3. Today’s audiences welcome a story or an anecdote (a brief narrative) in a speech.
4. Even though the foundations of public speaking were developed centuries ago, they remain relevant today.
IV. Learning to become a public speaker is an opportunity to develop multiple, transferable communication skills.
   A. Transferable skills are skills that can be transferred from one context to another.
   B. Learning public speaking skills will help build confidence and manage speech anxiety.
      1. The process of habituation helps manage anxiety over time.
      2. A public speaking course can provide a process of habituation grounded in positive feedback and constructive suggestions.
      3. In time, the positive experiences encountered in a public speaking course can transfer to other speaking situations, such as in the community or to other classes.
   C. Public speaking students will become better listeners.
      1. One goal of a public speaking class is to learn how to listen reciprocally, which is listening to others with full attention and an open mind and they do the same with you.
   D. Public speaking students are able to adapt to diverse audiences as they learn strategies for getting to know their audiences.
   E. Public speaking students learn how to build speaker credibility, which is how much the audience views the speaker as competent, friendly, trustworthy, and dynamic.
   F. Public speaking students learn how to find and use reliable information that can be useful in all aspects of life.
   G. Public speaking students learn how to organize ideas and information so that listeners can follow and understand the speaker’s message.
      1. Patterns of speech organization include chronological, spatial, cause-and-effect, and problem-solution formats.
      2. Speakers use transitions and outlines while developing their speeches.
      3. Organizing your ideas prior to speaking can give the ideas greater impact with an audience.
   H. Public speaking students learn how to present ideas and information effectively.
      1. Public speaking shares some characteristics of everyday conversation, such as naturalness and spontaneity, but differs in important ways.
      2. Public speaking requires mindfulness, the ability to focus and maintain an awareness of what you say and how others respond to your message.
      3. Learning mindfulness in public speaking will help you remain mindful in other types of interactions.
      4. Public speaking requires the ability to plan, prepare, and use presentational media effectively, such as PowerPoint, Keynote, or other digital slide software.
      5. Public speaking skills are life skills (see Table 1.2).
V. People must speak effectively in common public communication contexts.
   A. Students have many opportunities for unplanned and informal speaking opportunities in the classroom.
      1. Communication across the curriculum now requires oral presentation in all types of classes, from biology to computer science.
   B. People must be able to communicate effectively in the workplace.
1. Employers rank effective oral and written communications as the most important skills for college graduates to possess when they enter the workforce.

2. Research shows that students who successfully complete a class in public speaking improve their communication skills in the workplace.

3. Excellent oral communication skills are essential for building business contacts and getting promoted.

4. Some organizations hire speech coaches to help employees improve their speaking abilities.

C. People must be able to speak in their communities in order to contribute to a democratic society.

D. People must communicate effectively in a variety of social events.
   1. Social events serve important cultural functions by transmitting values and strengthening social connections.
   2. A public speaking class will help you prepare meaningful and memorable speeches for these occasions.
   3. Social events provide opportunities for you to further develop and maintain your public speaking skills.
   4. Distance speaking occurs when planned and organized ideas are transmitted by means of communications technology.

VI. Public speaking shares characteristics with other communication contexts, but is also unique in several important ways.

A. Traditionally, scholars identify contexts for human communication.
   1. Interpersonal communication occurs between two or more people interacting with each other as unique beings.
   2. Small group communication occurs when three or more people interact to accomplish a task or reach a shared goal.
   3. Organizational communication takes place between and within organizations for the objective of reaching common goals.
   4. Mass communication originates with a media organization and is transmitted to a large, fairly anonymous, and diverse audience.
   5. Public communication occurs when an individual speaks to a group of people. The speaker assumes primary responsibility for speaking for a limited amount of time.

VII. Models of Human communication capture the communication process visually.

A. The transmission model portrays human communication as information flowing in a single direction from sender to receiver.

B. The interactional model expands on the transmission model by adding two key elements: channel and feedback.
   1. Messages pass from a sender through a channel, or mode of communication, to a receiver or receivers. The channel might be a person, telephone, text message, or webcam.
   2. Receivers respond to sources with feedback.
   3. Communication in the interactional model is two-way, with messages going back and forth between the source and the receiver.
C. The transactional model added three important elements: noise, context, and environment.
   1. Noise refers to any interference that prevents messages from being understood.
   2. Context is the setting for the communication.
   3. The environment includes all the outside forces that might affect communication.
D. A new model of communication must account for a pervasive communication environment in which information can be accessed in multiple forms from multiple locations in ways that transcend time and space.

E. Mass media, information technology, personal communications technology, and face to face are the four principle spheres of communication available to us daily.
   1. The speaker is the individual who assume central roles as initiators and participants in a speech.
   2. The message includes the speaker’s words (verbal) and how the speaker presents those words (nonverbal).
   3. The channel refers to the mode or medium of communication. In today’s world, public speaking often involves multiple channels, including webcams, videoconferencing, digital slides, text messaging, or e-mail.
   4. The audience is the intended recipients of the message. Today’s audiences may extend beyond the people who hear the speaker in person through the use of digital recordings and webcams.
   5. Noise is any interference in the understanding of a message. It may be internal to the speaker or external, as a result of environmental sounds.
   6. Feedback provides the speaker information about how an audience understands the message.
   7. The context for public speaking includes the physical setting for the speech and the occasion for the speech.
   8. The environment includes all of the external surroundings that may influence a public speaking event.
   9. All of these elements work together to form a picture of the public speaking process.

VIII. A public speaker in today’s world must be aware of several key opportunities and challenges.
A. Ethics refers to a culture’s rules or standards about what is right and wrong.
   1. Computers and digital technology have introduced new ethical questions for public speakers.
B. Speakers must use their critical thinking skills to assess the validity of the information they use in their speeches.
   1. Speakers must know how to access, select, evaluate, and use information effectively.
C. Speakers must be sensitive to the cultural perspectives of their audiences.
D. Speakers must be able to use sophisticated presentation software to inform and entertain their audiences.
TEACH it

Discussion Questions

Suggested Lecture Topics:
- Highlight the importance of public speaking skills in today’s society.
- Discuss the history of public speaking in more depth than the textbook.
- Compare/contrast the types of communication models depicted in the textbook, providing specific models and visual representations of each.
- Discuss the idea of transferable skill development.

Discussion Topics:
Instructors: Review the Questions for Reflection and Discussion on page 22 of the text.

Additional Discussion Questions (particularly suited for online discussion boards):
- What types of public speaking experiences have you had?
- What is your greatest fear regarding public speaking?
- How might becoming a skilled public speaker improve your life?

Activities

Classroom Ice Breakers/Initial Speaking Opportunities

1. **An introduction.** Each person will introduce the person next to them and describe a fictitious (and preferably outrageous) attribute, job, or hobby. For example: "This is Sarah. Sarah was recently recognized by a leading national publication for her contributions to science after publishing a revolutionary paper in which she summarized her more than 25 years of research on the sleeping habits of garden gnomes."

2. **Alliteration introduction.** Have every student introduce themselves by giving their first name and a descriptive sentence using an adjective that starts with the same letter as their first name. For example: "Hi! I'm Mary and I'm feeling marvelous!"

   Variation: Have people pick adjectives that describe themselves based on each of their initials. If your initials were FIH, you might be fastidious, independent, and humorous.

Classroom Application Activity: Creating the “Ideal” Public Speaker

**Instructions:** Students will work in pairs for this exercise. Each student will think of the best public speaker they have seen/heard and develop a list of the qualities that made this person an ideal public speaker. Advise the students to be specific in their descriptions. The pairs will then discuss their individual lists and compile their description of the perfect public speaker.
Students will come together as a class and discuss their lists. The instructor will act as a facilitator, posting the qualities on the board, discussing their meaning and importance, and previewing the topics that will be addressed in the course. At the end of the discussion, the instructor should emphasize how the class created a positive role model for public speaking and how this role model gives them specific goals to strive for in their own public speaking.

Assignments

Assignment 1: Assessing Your Public Speaking Skill

Purpose: To increase your awareness of your strengths and challenges as a public speaker.

Instructions: Respond to the following questions as completely and specifically as possible. (Note to instructors: This exercise provides valuable audience analysis for you as you teach the course. The exercise is adapted easily to an online course.)

Questions:

1. What types of public speaking experiences have you had?

2. What do you think you did well in these situations?

3. What do you think needed improvement in these situations?

4. What is your greatest fear regarding speaking in public?

5. What aspects of public speaking do you want to work on during this course?

6. How will skill in public speaking be useful to you in the future?

Assignment 2: Analyzing a Public Speech

Purpose: To provide students with the opportunity to apply the integrated communication model discussed in the text to a real-world speaking situation.
**Instructions:** Provide students with an online video clip of a speech. For the assignment, they should view the speech and then explain the speaking situation in terms of communication models discussed in the text.

**Speaker—**

**Message—**

**Channel—**

**Audience—**

**Noise—**

**Feedback—**

**Context—**

**Environment—**

---

**ASSESS it**

**Chapter 1 Test Bank**

**True or False**

1. The interests, needs, and expectations of your audience have little or no bearing on your speech.

   ANS: false
   REF: p. 4

2. According to the Roman statesman Cicero, there are five “arts of public speaking.”
3. The digital divide refers to the differences between on-line communication and personal communications technology.

ANS: false
REF: p. 7

4. Clearly documenting reliable sources to support your speeches is not as important as it used to be.

ANS: false
REF: p. 4

5. Being a better listener will make you a better public speaker.

ANS: true
REF: p. 10

6. According to your textbook, the process of communication is impacted by noise.

ANS: true
REF: p. 17

7. Gathering and analyzing information is important in speechmaking because contemporary audiences expect relevant and up-to-date information from public speakers.

ANS: true
REF: p. 10

8. According to your textbook, mindfulness involves consciously focusing on a situation and maintaining awareness of what you say and how others respond.

ANS: true
REF: p. 11

9. Aristotle emphasized the importance of adapting speeches to the specific situation and audience.

ANS: true
REF: p. 7

10. Aristotle is attributed with labeling the three proofs: logos, ethos and pathos.
11. The type of proof “logos” refers to appeals to the audience’s emotions.

ANS: false
REF: p. 8

12. Early models of human communication suggest information moves in a singular direction, from sender to receiver.

ANS: true
REF: p. 15

13. The current models of human communication must take into account the communication environment in which the communication takes place.

ANS: true
REF: p. 15

14. The channel refers to the mode or medium of communication.

ANS: true
REF: p. 17

15. The message in the model of communication includes verbal but NOT non-verbal communication.

ANS: false
REF: p. 16

16. Current models of communication should seek to account for the “pervasive communication environment.”

ANS: true
REF: p. 15

**Multiple Choice**

18. The term “ethics” refers to
A. a person's religious beliefs.
B. Greek mythology.
C. right and wrong.
D. a person's ethnic background.
19. Which of the following is not one of the “arts of public speaking?”
   A. Style
   B. Feedback
   C. Arrangement
   D. Delivery

   ANS: B
   REF: p. 8

20. Which of historical age was noted for the development of mass media, such as newspapers and radio?
   A. Industrial
   B. Pre-historic
   C. Classical
   D. Information

   ANS: A
   REF: p. 5

21. Common patterns of organizing a speech include all of the following except:
   A. chronological.
   B. cause-and-effect.
   C. problem-solution.
   D. spatial.
   E. All of these answers are correct.

   ANS: E
   REF: p. 11

22. Distance speaking occurs in the following context:
   A. communication by internet.
   B. communication by contact.
   C. communication across the curriculum.
   D. extreme communication.

   ANS: A
   REF: p. 14

23. When a speaker remains fully aware of their audience’s expectations and situations, they are ________________ speakers.
   A. functional
   B. entertaining
24. Technology is not available to everyone, particularly in developing countries. This lack of equitable technology distribution across age, race, education level, and internet connection speed is called the ________________.
A. right to free speech
B. technical redistribution
C. digital divide
D. technology transfer

ANS: C
REF: p. 7

25. ________________ refers to the rules or standards within a culture about what is right and wrong.
A. Justice
B. Speaker responsibility
C. Ethics.
D. None of these answers are correct.

ANS: C
REF: p. 18

26. Public speaking in the time of the Greeks was called
A. noise.
B. rhetoric.
C. mythos.
D. pathos.

ANS: B
REF: p. 7

27. Which is not one of the proofs or appeals used in public speaking identified by Aristotle?
A. ethos
B. pathos
C. mythos
D. logos

ANS: C
REF: p. 7

28. Public speaking is considered
A. a science.
B. an art.
C. both a science and an art.
D. neither a science nor an art.

ANS: B
REF: p. 4

29. According to the Roman statesman Cicero, you need this to form the groundwork for learning about public speaking.
A. Memory
B. Delivery
C. Invention
D. Arrangement
E. Style
F. All of these answers are correct.

ANS: F
REF: p. 8

30. The linear or transmission model of communication consists of
A. two-way communication.
B. communicators as both senders and receivers.
C. a group communicating.
D. communication in a single direction.

ANS: D
REF: p. 15

31. Which of the following is not one of the eight elements of communication?
A. Rhetoric
B. Speaker
C. Audience
D. Noise

ANS: A
REF: p. 17

32. Which of the following is one of the major spheres of communication constantly available to use?
A. mass media
B. information technology
C. personal communications technology
D. face-to-face
E. All of these answers are correct.
33. Which of the following is NOT an element of the audience’s view of the speaker’s credibility?
   A. Competence
   B. Friendliness
   C. Trustworthy
   D. Organized

   ANS: D
   REF: p. 10

34. Rhetoric was the major work of which philosopher?
   A. Socrates
   B. Aristotle
   C. Plato
   D. Cicero

   ANS: B
   REF. p. 7

35. Which of the following was NOT part of Cicero’s “five arts of public speaking?”
   A. Invention
   B. Research
   C. Style
   D. Delivery

   ANS: B
   REF: p. 8

**Short Answer/Essay**

36. Explain “audience-centered communication” and give an example.

   ANS: Adapting speeches to the specific situation and audience. Example: when attempting to get people more involved in recycling aluminum and other metals, stress the economic benefits when addressing high school students. Stress the benefits to the environment and general economy when addressing a civic organization.
   REF: p. 7

37. Explain the three proofs (types of support a speaker uses for a specific audience and occasion) which Aristotle identified as logos, pathos and ethos. Use examples if needed for clarification.
ANS: Logos refers to rational appeals based on logics, facts and analysis. Pathos refers to an appeal to our emotions. Ethos appeals rest on the speaker's credibility or character.
REF: p. 7-8

38. Much has changed for public speakers over the past 2000 years or so. In your own words, touch on at least four of the six changes mentioned in your textbook.
ANS: 1.) Who has the opportunity or authority to speak. 2.) What makes an audience consider a speaker reliable or credible. 3.) Sources of information a speaker may access. 4.) The different ways a speaker may deliver a speech. 5.) The speakers' ethical challenges. 6.) An audiences' expectations.
REF: p. 4-7

39. Transferable skills can be transferred from one context or occasion to another. Name at least four of the six skills you will learn in you public speaking class.
ANS: 1.) Being more confident and managing anxiety. 2.) Being a better listener. 3.) Adapting to different audiences and building your credibility. 4.) Finding and using reliable information. 5.) Organizing ideas and information effectively. 6.) Presenting ideas and information effectively.
REF: p. 9-12

40. Name as many of the eight elements of communication as you can and a one line explanation of each.
ANS: 1.) Speaker-person who assumes central role in a speech. 2.) Message-both verbal and non-verbal communication speaker uses. 3.) Channel- mode or medium of communication speaker uses. 4.) audience-intended recipients of speaker's message. 5.) Noise-something which interferes with the understanding of the message. 6.) Feedback-responses from listeners picked up by speaker 7.) Context-circumstances or situation within which a speech occurs. 8.) Environment-all the external surroundings which influence a public speaking event.
REF: p. 15-18