

INSTRUCTOR'S RESOURCE MANUAL

CHOICES & CONNECTIONS
An Introduction to Communication

Second Edition

Steven McCornack
Joseph Ortiz

Prepared by
Laura McDavitt
Jackson State University

Copyright © 2017 by Bedford/St. Martin's

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be expressly permitted by the applicable copyright statutes or in writing by the Publisher.

Manufactured in the United States of America.

1 0 9 8 7 6
f e d c b a

For information, write: Bedford/St. Martin's, 75 Arlington Street, Boston, MA 02116 (617-399-4000)

ISBN 978-1-319-05869-2

Contents

<i>Introduction</i>	1
Establishing Course Goals and Objectives	2
Establishing a Teaching Philosophy	3
Achieving Course Goals and Objectives	4
Instructional Methods	4
Evaluating Student Learning	5
Reflective Assignment on Making Communication Choices	11
Requirements	11
Evaluation	12
Group Assignments and Papers	15
Public Speaking Assignments	16
Sample Informative Speech Assignment	19
Sample Persuasive Speech Assignment	21
Sample Informative Speech Grading Rubrics	23
Sample Persuasive Speech Grading Rubric	25
Sample Speech Sign-Up Sheet	27
<i>Developing the Course Structure</i>	28
Classroom Policies	28
Class Attendance	29
Behavioral Expectations	30
Grade Policies	31
Late Assignments and Makeup Tests	33
Academic Dishonesty	33

Instructor Availability	35
Positive Learning Environments	36
The First Class	36
Role of the Syllabus	37
Instructor's Professionalism	38
The Class Contract	39
Sample Course Syllabus and Course Outlines	40
Sample Course Syllabus	40
Text	40
Course Description	41
Learning Outcomes	41
A Positive Learning Environment	41
Attendance	42
Assignments	42
<i>Developing the Learning Experience</i>	47
Designing an Effective Lesson Plan	47
Establishing Learning Objectives	47
Choosing a Classroom Assessment Strategy	49
Selecting Learning Activities	51
Sample Lesson Plan	55
Planning for Diversity in the Classroom	56
Forms of Diversity	56
Using Technology to Foster Learning	59
Using PowerPoint	59
Using Television Programming and Film	60
Using the Internet	61

Using Pedagogical Features of the Textbook	62
How to Communicate	63
Making Communication Choices	63
Key Term and Public Speaking Videos	64
<i>A Guide to Using LaunchPad with Choices & Connections</i>	66
How to Use LaunchPad in Class	67
How to Access LaunchPad	68
LaunchPad Media Contents	70
 <i>CHAPTER 1: Introduction to Communication</i>	 1
<i>CHAPTER 2: Self and Perception</i>	31
<i>CHAPTER 3: Mediated Communication</i>	55
<i>CHAPTER 4: Understanding Culture</i>	73
<i>CHAPTER 5: Verbal Communication</i>	104
<i>CHAPTER 6: Nonverbal Communication</i>	122
<i>CHAPTER 7: Active Listening</i>	145
<i>CHAPTER 8: Managing Conflict</i>	165
<i>CHAPTER 9: Principles of Interpersonal Communication</i>	187
<i>CHAPTER 10: Managing Interpersonal Relationships</i>	206
<i>CHAPTER 11: Small Group Communication</i>	225
<i>CHAPTER 12: Leadership in Group Communication</i>	247
<i>CHAPTER 13: Preparing Your Speech</i>	271
<i>CHAPTER 14: Composing Your Speech</i>	296
<i>CHAPTER 15: Delivering Your Speech</i>	318

<i>CHAPTER 16: Informative Speaking</i>	346
<i>CHAPTER 17: Persuasive Speaking</i>	364
<i>Appendix: Interviewing</i>	386

Introduction

Choices & Connections: An Introduction to Communication presents a sound starting point for planning and developing your introduction to communication course. The textbook is rooted in three expressed purposes. First, it prompts students to *understand that the communication choices they make are connected to the outcomes that follow*. With this recognition, students can begin to be self-reflective about their communication knowledge and abilities. Second, the textbook aims to show students *how different types of communication are connected in fundamental ways*. When students see how their critical self-reflection skills can help them manage their speech anxiety or how perception-checking can help them handle conflicts in group scenarios, they increase their communication competence and improve their choices and outcomes. Finally, *Choices & Connections* is relevant to the social reality of today's learners. Given the diversity and technological sophistication we have today, it is important that students' study of communication helps them tackle the increasingly complex communication issues they face online. All three purposes will help you create an atmosphere that fosters curiosity about the field of communication and promotes development of new communication skills.

To help you translate the approach of *Choices & Connections* into a meaningful learning experience for your students, this *Instructor's Resource Manual* (IRM) provides suggestions and advice to get the most out of the text. Rather than being prescriptive, the IRM poses ideas about thoughtful course and lesson design. Rather than being restrictive, it jump-starts possibilities for using *Choices & Connections* in a way that is consistent with your teaching philosophy and style. Because the pedagogical features found within the text are sufficient for experienced instructors to design a meaningful course, one objective of this IRM is to stimulate fresh thinking about alternative learning activities and assignments. If you are relatively new to teaching the course, you will find here the rudimentary background needed for using *Choices & Connections* as a primary course textbook. An instructor's experience notwithstanding, any

course design is ultimately centered on identified student learning outcomes. Ultimately, this manual is a tool for *thinking about* how to attain your identified learning outcomes.

The manual is divided into two parts. Part I overviews a philosophy of teaching the introductory communication course, covers basic course design principles, and focuses on strategies for promoting effective student learning. Part II is a chapter-by-chapter guide to planning student learning in your course. Every chapter includes the following:

- Chapter Outcomes
- Chapter Outline
- Class Discussion Questions
- Video Scenarios
- How to Communicate Overview
- Classroom Activities
- Media Resources

ESTABLISHING COURSE GOALS AND OBJECTIVES

Even though an institution establishes course content parameters through its curriculum process, specific course goals and objectives are often left to the discretion of the instructor. Effective course design begins with deciding what your course goals and objectives will be and what pedagogical methods you will pursue to achieve these learning outcomes. The structure of *Choices & Connections* is sufficiently comprehensive to afford you flexibility in making decisions about course goals and objectives and choosing pedagogical methods.

Specifically, the textbook emphasizes *the building blocks of communication theory, skill development, and skill implementation*. By introducing students to communication theory, the text provides students with the basis for understanding and managing their communication

skills. Students who grasp the fundamentals of social penetration theory, for instance, are better prepared to appreciate the need for self-disclosure skills or small group skills. Students' understanding of how communication works is fundamental to becoming more aware and competent in making communication choices.

Additionally, the textbook provides for *skill development* and *implementation*. Enhancing communication competence is a common course objective in the introductory communication course. Opportunities to improve and implement communication skills occur throughout *Choices & Connections*. Skill development ranges from relational maintenance strategies to development and delivery of public speeches. Moreover, in seeking to accomplish more than cursory coverage of communication skills, the textbook frames practice opportunities as applicable to daily life. In making this connection to actual communication experience, the course becomes more than an academic credit for students to earn; instead, it has the potential to be a transformational learning experience.

ESTABLISHING A TEACHING PHILOSOPHY

The structure of *Choices & Connections* allows you to frame a teaching philosophy for your course that is either largely theoretical, primarily skill based, or a blending of theory and skill development. However, a multitude of factors may influence the philosophical underpinnings of your course.

One major factor is your academic department's vision for introductory courses. Some departments focus introductory courses on surveying the history, theory, and research of the field; whereas other departments deem skill development to be a primary learning outcome of introductory courses.

Another factor affecting a philosophical stance is learner needs. A course designed for prospective communication majors will likely have a different look and feel from one offered as a general requirement. The introductory communication course is sometimes scheduled as a

service course for students in professional education programs such as health sciences, education, and business management. Service course offerings like this would require a philosophical adaptation to the program requirements, which typically have a heavy skills-development emphasis.

Finally, a factor strongly influencing your philosophical stance would be your own training and habits. It is important to openly consider your assumptions and biases about the appropriate balance of theory and skills in an introductory course. Use this self-knowledge to navigate how you will ultimately design the course in a manner that is congruent with the department mission, curriculum, and learner needs.

ACHIEVING COURSE GOALS AND OBJECTIVES

Your philosophical approach to teaching the introductory communication course is achieved through pedagogy and the evaluation of student learning. If your teaching philosophy, methods, and evaluation are misaligned, you may attain mixed results in achieving your course goals. For example, an instructor could claim that skill development is the overall outcome of the course, yet provide limited opportunity for student engagement in skill development activities. If you are to achieve your course goals and objectives, it is imperative that your instructional methods and student evaluations support your espoused teaching philosophy.

INSTRUCTIONAL METHODS

Approaches to teaching can be located on a continuum of learner engagement, from passive involvement to active engagement of the learner. A detailed discussion of commonly used instructional methods appears later in the section “Developing the Learning Experience.” A couple of things are worth emphasizing at this point, however.

First, the lecture approach is sometimes thought of as a second-rate teaching method that fails to actively involve learners. However, the classroom lecture remains an efficient means of delivering instruction, particularly in classes exceeding 25 students. Moreover, a good lecturer employing simple strategies of engagement (provocative questions, enticing visual aids, interesting media clips, humor, and intermittent discussions and activities) can successfully facilitate student learning. Properly constructed, a lecture setting can actively engage learners. Of course, the very nature of communication and the added speech component of an introduction to communication class create the need for a wider repertoire of instructional methods. You will find that some methods are more conducive to meeting particular course objectives than others. For example, lecture and reading may be effective for imparting communication principles and concepts. On the other hand, skill development through individual and collaborative group work with guided feedback will work better for developing and implementing new communication skills.

Second, if your primary learning objective is to maximize skill development, you may want to explore the concept of a *flipped classroom*, which allows you to assign some lecture materials online as homework; this, in turn, frees up class time for discussion, group activities, and the delivery of speeches. Educational literature (and now conventional wisdom) is replete with research on learning styles, emphasizing the fact that no single instructional method suits all learners and that it is incumbent to think through approaches that will be responsive to your course objectives as well as to your learners' needs.

EVALUATING STUDENT LEARNING

In addition to using instructional methods that support your course philosophy, you should choose tools for evaluating student learning and assigning grades that are consistent with your course goals and objectives. Four tools for evaluating student learning are common in teaching

the introductory communication course: examinations, written theme assignments, reflective assignments, and skill assessments.

Examinations

Traditionally, written examinations are a staple of college and university teaching. By the time students get to college, they are highly familiar with testing as a means of measuring learning. Brief tests, such as pop quizzes and planned chapter tests, can be an effective means of ensuring student reading and assessing their understanding of what they have read. You can develop tests using multiple-choice, true/false, matching, and fill-in-the-blank questions that assess various levels of understanding. These require little time in grading, and the payoff in feedback on what students are learning is fairly high. Additionally, classroom technology or online learning platforms give instructors the option of presenting brief tests/quizzes that may be more interactive or that will free up more class time for discussing test results and responding to gaps in understanding.

Quite often, instructors choose to give more extensive examinations covering several chapters. These tests may have some of the same types of questions used in brief tests, they may be essay based, or they may be a combination. Also, these tests may evaluate higher levels of learning such as analysis, evaluation, application, and integration of course concepts. Doyle (2008) claims that an effective practice promoting deep student learning is the use of cumulative examinations. This manner of testing requires you to identify foundational concepts within units of study that are then retested as the academic term unfolds. Such an approach to classroom testing motivates student practice and long-term memory retention on important course material. Moreover, extensive examinations can yield information about how learning compares among students within a course, and in the case of standardized tests, across multiple course sections. The use of valid and reliable standardized tests (or, minimally, a small set of test questions representing essential knowledge that the course should impart) is

becoming common now that an institution's external accrediting agencies require assessment of student learning outcomes.

There are at least three drawbacks to the use of both brief and extensive examinations. First, many students report anxiety related to taking tests, or they simply have poor test-taking skills. In either case, many institutions provide workshops, one-on-one tutorials, and additional information to help students effectively cope with these problems and become better test takers. You can usually find these resources in learning support labs or centers, student counseling services, student life offices, or online. As an instructor, you can reduce test anxiety by presenting sample test questions intermittently during classroom lectures or discussions to assess student learning and to suggest test-taking strategies. Sample questions could be presented via a projected slide or as a handout. Some institutions now have technology-based response clickers that allow students to respond anonymously to an instructor-posed, multiple-choice-type question. The aggregate responses to a question are then immediately displayed on a projected screen for instructor feedback and discussion. Aside from reducing student test anxiety, brief, low-stakes quizzes engage students in learning the material.

A second drawback is the issue of cheating. Having students review the academic dishonesty policy in the syllabus is a first step in discouraging and dealing with student cheating. It is also helpful to take precautions prior to a test with regard to the classroom seating arrangement, the placement of all personal items (including cell phones) in a peripheral location, and the reordering of the first few test questions so that students who look to their neighbor for help may see what they believe to be a completely different test!

The third drawback relates to the difficulty of writing valid and reliable exam questions. A useful practice is to write exam questions as part of the lesson-planning process. This increases the likelihood that test questions will be aligned with lesson objectives and your instructional methods.

Many textbooks, including *Choices & Connections*, provide test banks that include a variety of question types (multiple-choice, matching, true/false, short answer, and essay questions) for every chapter. The test banks can be used as testing material or as a jumping-off point for writing your own test questions.

Written Theme Assignments

Having students write about course concepts in the form of theme assignments is another common means of evaluating student learning and assigning grades. Writing is a powerful way to engage students individually or collaboratively in the learning process. Written theme assignments can range from a brief reaction to a classroom exercise to a multiple-page personal essay or research paper. The pedagogical features of *Choices & Connections* offer a great deal of help in developing written theme assignments. Consider, for example, the “How to Communicate” and “Making Communication Choices” features found in each chapter. The first challenges students to adapt to different versions of a situation, and the second encourages them to apply research when making a communication choice. Each presents a series of questions for student responses, lending itself to a theme assignment.

Student success in writing theme assignments hinges in part on two components: (1) the clarity of assignment expectations and (2) an understanding of the criteria by which the work will be graded. Assignment expectations are best established in writing and distributed to students. Assignment expectations should explain the exact content and questions the student should address, classify the tone and style of writing (informal, formal), describe whether outside resources are required (how many, what type, and what style of documentation), and explain formatting requirements.

Furthermore, a clear explanation of how the assignment will be graded should be given to students in advance. Rubrics are effective tools for managing written assignments. Although

the development of a good rubric can require a great deal of work on the front end, it is time well invested. Here is an example of a rubric for grading a brief theme assignment:

Theme Assignment Rubric 25 possible points					
Criteria	5 = Excellent	4 = Good	3.5 = Average	3 = Fair	2.5 = Poor
Writing and its presentation represent college-level work.	Well-focused and developed ideas. Appearance, spelling, grammar, and organization are sound.	Overall strengths outweigh the weaknesses. Some improvements are needed in terms of appearance, spelling, grammar, and/or organization.	Several improvements with respect to appearance, spelling, grammar, and/or organization are required as a means of clarifying the work.	Need for revision outweighs the strengths. Some portion hints at what the writer has in mind.	Lacks a real focus or theme. Mistakes in spelling, grammar, and/or organization impede overall understanding.
Use of course concepts is accurate and correctly applied (weight $\times$ 2).	Chooses the correct concepts to apply and uses them accurately in developing the work.	Chooses the correct course concepts to apply. No more than one minor mistake in application.	Chooses the correct course concepts to apply. Incorrectly explains a concept in development.	Some portion of the work introduces unrelated concepts that distract from the overall focus of the theme.	The writer introduces no relevant concept to the given theme.
The work reflects meaningful and/or significant thought (weight $\times$ 2).	Shows the connection of concepts. Uses appropriate and precise illustrations to support the thesis.	Attempts to connect related concepts. Presents appropriate but imprecise illustrations.	Simply rephrases and re-illustrates concepts or presents irrelevant details.	States the obvious with no integration of personal insight.	Lacks clarity of focus or meaning related to the assigned topic.

Rubrics give the students a target to aim for in developing their work. Rubrics also allow instructors a higher degree of objectivity and ease in grading assignments. Instructor support for using rubrics with writing and other types of project-based assignments can be found at the following U.S. Department of Education funded Web site: rubistar.4teachers.org/index.php.

A well-structured theme assignment has the advantage of promoting critical thinking, fostering deep learning of specific course concepts, encouraging accountability for learning, and promoting writing as a lifelong skill. Some disadvantages to using theme assignments include the challenges inherent in responding to the range of students' writing abilities. Requiring students to submit a simple, ungraded writing sample within the first week provides you with an early alert to those students who might be referred to campus writing-assistance centers when the first graded assignment is given. Another drawback to written themes is the workload of reading and grading. As mentioned previously, rubrics streamline the workload. Also, creating collaborative writing assignments in which students share the work and grade can reduce the workload. Finally, preventing and dealing with instances of academic dishonesty can be a difficulty with theme assignments. In addition to a syllabus policy on academic dishonesty, preemptive measures like requiring the submission of outlines, first drafts, and research notes may curb plagiarism.

Reflective Assignments

Reflective writing is a means by which students think about themselves in the light of course concepts and assess their own development of knowledge and skills. Thus, a major advantage of reflective assignments is empowering learners to account for their development and growth in the course. It also supports cognitive and affective engagement in the learning process. Students have some latitude in addressing their own learning needs and interests in the course, which is of particular importance to adult learners. Reflective assignments also present challenges not unlike theme assignments in that they require time and attention in grading if

they are to provide students with meaningful feedback about their learning. Students may be reluctant to explore personal learning challenges and ideas because these will be subject to review and a grade. Although it is probably unlikely that you will elicit the trust and confidence of every student in this regard, you can establish a climate of trust and confidentiality through your classroom conduct and professionalism as well as by explicitly addressing these issues with students. *Choices & Connections* contains several features that can work as journal prompts. These include the “Making Communication Choices” case studies, the activities in the Chapter Reviews, and even the photo captions and Double Take features that ask reflective questions. A sample reflective assignment can be found in the following section.

REFLECTIVE ASSIGNMENT ON MAKING COMMUNICATION CHOICES

The reflective writing assignment will help you in developing your communication skills in this course. Literature on personal development suggests that reflective writing about yourself and your experiences supports the integration of new learning. For this assignment, you will write a brief paper based on these guidelines:

1. Compose a response to each of the three questions in the “Making Communication Choices” case study in Chapter 3.
2. Reflect on your own experiences and identify a similar communication dilemma. Explain what happened and recall (as best you can) what was said or what messages were sent.
3. Discuss how the skills mentioned in “Making Communication Choices” could have altered the communication outcome or your relationships.

REQUIREMENTS

- Reflective assignments should be typed, double-spaced.

- Use an informal tone, but observe conventions of good grammar and spelling.
- Each assignment will be one to two pages, or 250–500 words, in length.

EVALUATION

Your will be graded according to the following criteria:

“A” response—Exceeds expectations

- Response meets all assignment requirements.
- Response addresses communication concepts in a focused manner, using course concepts accurately.
- Response shows reflective thought and judgment about self.
- Appearance, spelling, grammar, and organization demonstrate college-level work.

“B” response—Above expectations

- Response meets all assignment requirements.
- Most of the response probes beneath the surface in addressing questions and analyzing experience.
- Most of the response shows reflective thought and judgment about self; response could have been more in-depth.
- Overall strengths in appearance, spelling, grammar, and organization of the work outweigh the weaknesses.

“C” response—Meets expectations

- Response meets all assignment requirements.
- Responses to reflective questions or experience-based entries are basic, with limited evidence of reflective thought or judgment about self.

- Course concepts are accurately referenced but not elaborated on.
- Could have used further proofreading prior to submission.

“D” and “F” responses—Below expectations

- One or more assignment requirements are not met.
- Routine, unreflective discussion of questions and experiences.
- Use of course concepts is mostly inaccurate.
- Appearance, spelling, grammar, and/or organization impede understanding of the work.

Skill Assessments

Perhaps the least frequently used means of evaluating student learning and assigning grades is through skill assessments. Skill assessments require students either to produce a written response to a given prompt or to verbally work through a role-play scenario, dyadic interview, or simulation. The assessments provide instructors with an opportunity to observe and give feedback on student skill performance. For example, students might be presented with a worksheet of distressful statements and then have to produce written examples of empathic responses to the statements. Another exercise would be to have students role-play a conflict scenario and apply conflict management skills. The instructor and/or peers can use skills-based checklists similar to the one found following this to rate performance. If the role-play is video recorded, students can self-assess their performance.

Skill assessments provide direct insight into how well students have attained given skills, at least within the test condition. They are also the primary means of evaluating student learning in any course whose objective is skill development. One disadvantage of skill assessments is the lack of authenticity; it is difficult for many students to role-play or to produce skilled responses while being observed and rated. Also, oral-based skill performance assessments can take a great deal of class time to administer. See a sample skills checklist following.

Sample Skills Checklist Conflict Management	
Behaviors	Rating
Nonverbal expressions are open and invite connection with the other person	☐ entire time ☐ most of the time ☐ some of the time ☐ very little of the time
Uses concrete language to name or describe the problem	☐ entire time ☐ most of the time ☐ some of the time ☐ very little of the time
Stays focused on the issue	☐ entire time ☐ most of the time ☐ some of the time ☐ very little of the time
Exhibits effective listening through the use of paraphrasing and questions to clarify	☐ entire time ☐ most of the time ☐ some of the time ☐ very little of the time
Expresses feelings and needs without demanding or blaming	☐ entire time ☐ most of the time ☐ some of the time ☐ very little of the time

GROUP ASSIGNMENTS AND PAPERS

Group assignments are a staple in introduction to communication classes but are often difficult to assess. Simple activities may only warrant participation points, which can be used as a deterrent against missing class. More involved group activities can be graded by assessing a shared group grade, where every group member receives the same grade. For example, if you have an in-class activity that requires little group preparation and instead focuses on participation, assigning one grade for the whole may be easier than trying to individually assess each member's contribution. Or, if you want to emphasize the importance of contributing and working as a group, explain to students that cooperation is imperative, so, to encourage cooperation, you will be assigning each group member a grade and then averaging those grades to determine the final group grade. A single group member who is nonproductive will lower the grades of the whole group, so it is in the best interest of the group to ensure that each member does his or her part. For assignments that carry more weight in the course, you may want to assess individual grades through written or oral project components. In addition, you can allow students to submit self-evaluations and peer evaluations to aid with assessments.

The nature of your group assignment will help you decide which grading method is best. You also need to consider the implications of nonproductive group members on the overall grade. Having clear guidelines and policies on group participation will help. Many students have had dismal results with group projects and activities in the past, and your introduction to communication course could be their first glimpse into effective communication within a group. Activities are provided within each chapter of the IRM to help build these group communication skills.

PUBLIC SPEAKING ASSIGNMENTS

For many introduction to communication classes, public speaking assignments take up a significant percentage of the assessments and classroom time. The types and number of public speaking assignments may depend on the size of your class and/or your class learning objectives. More so than with other assignments, you will need to plan carefully when preparing your syllabus to ensure you have allotted enough presentation time. This will vary depending on the number of students in the class and the time assigned time for each student's speech.

The length of the speeches is up to your discretion, but usually 5 to 7 minutes is sufficient time to assess a student's skills for most types of speeches. Introduction speeches and impromptu speeches may only need 2 or 3 minutes. Regardless of the time you select, you need to establish a procedure for how you will handle a student should they go under or over the limit, and make sure students are aware of the policy up front. Explain to students that the time limit will be enforced and that practicing with a timer is the only way to ensure they don't go under or over the time limit. How well a student handles his or her time is often a good indicator of how prepared he or she is for the speech.

One effective procedure is to have a designated student be the timer and ask him or her to signal the speaker 15 or 30 seconds prior to the speaker's time being up. If the time elapses, instruct the student timer to give the speaker 1 minute beyond the set end time and then politely cut them off. It is possible to be the timer yourself, but you may find that keeping up with the time distracts you from your ability to evaluate.

In addition to planning, you should allot some time during the first week of your class to discuss the public speaking assignments, explain why they are important, and offer some advice on handling speech anxiety. Some students will simply be horrified that they have to do speeches, so it helps to address the anxiety early in the term. You can help students work

through their anxiety by helping them realize how common their anxiety is, offering to speak with them privately, discussing how the course will walk through each step of the process, stressing the importance of being prepared, and encouraging them to start thinking of topics they are passionate about.

You can also help alleviate some the anxiety by having students make a presentation within the first week or two of class. This assignment works best if you don't assign a lot of points to it or formally grade it. The goal is to get them up and talking without them having to worry about being criticized or judged. Discuss how important it is to realize that in any given class some students will have had some public speaking training, whereas others will not have had any, and that you expect the class to be encouraging and supportive for all.

If you use an introductory speech, there are two basic approaches. First, you can announce it on the day of the speech and give them a list of facts about themselves that you want them to cover. (For example, each student says their name, hometown, a hobby, academic interest areas, dream job, and a favorite movie.) To help get it started, you can demonstrate by introducing yourself. Have students come to the front of the room to present because this is often a step that students have anxiety over. The advantage of this approach is that students don't have time to get nervous. The disadvantage is that they don't have time to prepare, so the introductions may be very dry and very short. The second option is to give them an assignment they can prepare for the next class. The Show and Tell activity found in Chapter 2 of the IRM works well as an introductory speech because not only do students introduce themselves, they bring an object that is important to them and share what it is and why it is important. Having students bring an object that is important to them can boost their confidence as they share something familiar and important to them.

Regardless of the type or number of speeches you select, you may want to give your students their assignments at the onset of your discussion of Chapter 13, "Preparing Your Speech." It will help students to connect your discussions with what will be expected from

them and ensure they have sufficient time to prepare. Encourage them to think about how they can incorporate each section into their own speech. To aid students through the stages of speech preparation, ask them to submit their topic and outline on a given date before their speech. Ask students to correct their graded outlines and turn a clean copy in when they present their speech. Two sample speech assignments are provided following and can be adjusted to your needs. You will also need to decide what will work best on presentation day for you and your students. Students can sign up well in advance for a time and slot so they know when they will be delivering their speech. A sample sign-up sheet is provided following this. It is important that students understand your requirements concerning missing a speech. You should spell these guidelines out in your syllabus and your assignments and be prepared to enforce them. Too much flexibility often results in confusion and excessive time devoted to speeches.

How and when you grade speeches will depend on your preferred style and the available technology. If classes are large or if you have several sections, you may find that it is best if you mark a grading sheet and make general comments during each speech, and then clarify your comments and determine final grades after class. Two sample grading sheets are provided in the following that can be adapted for your needs. If you can record the speeches, you will have the luxury of going back and reviewing the speeches later. Although this can be time consuming, it can also help you put together detailed feedback for students. Grading public speeches can be very subjective, so having documentation to justify your grade can be helpful. In addition to the sample grading sheets provided here, the National Communication Association (NCA) offers a detailed guidebook to help assess speeches titled *The Competent Speaker Speech Evaluation Form*, which can be found on the NCA Web site (natcom.org) under Assessment Resources in the Virtual Faculty Lounge.

SAMPLE INFORMATIVE SPEECH ASSIGNMENT

Informative Speech Assignment

Outline: 50 points

Speech: 150 points

Assignment:

To prepare an informative speech that will educate your audience about a topic, demonstrate how something works, tell a story about events or people, or explain similarities and differences between things or ideas. Remember that you will not be trying to change your audience's mind—only informing them about your topic. Prior to giving your speech, you should read and use as your guide the following chapters from your text:

Chapter 13: Preparing Your Speech

Chapter 14: Composing Your Speech

Chapter 15: Delivering Your Speech

Chapter 16: Informative Speaking

Time requirements: 4–6 minutes

*Note: Points will be deducted if you fail to meet the minimum time requirement or if you exceed the limit. You will be given a 30-second warning as you near the time limit and will be asked to stop your presentation when you have reached 1 minute over the limit.

Important Dates:

Topic Due:

Draft Copy of Preparation Outline Due:

Speech Due:

What to bring on day of speech:

- * Final typed preparation outline
- * Typed citation of sources
- * Speaking outline
- * Visual aids

Additional requirements:

- SOURCES

- A minimum of **three (3) sources** must be used in your speech. Cite your sources **verbally** in your speech and include them in your **bibliography**.

- VISUAL AIDS

- See your text for guidelines on using visual aids. Ensure your visual looks professional and that you have practiced with your visual aid prior to your presentation. If you fail to bring a visual aid, you will automatically lose points.

- GRADING CRITERIA

- See attached speech rubric for details on grading criteria.

- DRESS CODE

- You need to be professionally dressed for your presentation. Please remove hats and sunglasses prior to your presentation.

SAMPLE PERSUASIVE SPEECH ASSIGNMENT

Persuasive Speech Assignment

Outline: 50 points

Speech: 150 points

Assignment:

Using an extemporaneous delivery style, develop a persuasive speech that attempts to change the attitudes, beliefs, values, or behaviors of your audience members. I encourage you to select a topic that you are passionate about and ask that you remember that if your audience already agrees with you, there is no need for persuasion. You should read and use as a guide the following chapters while preparing your speech:

Chapter 13: Preparing Your Speech

Chapter 14: Composing Your Speech

Chapter 15: Delivering Your Speech

Chapter 17: Persuasive Speaking

Time requirements: 5–7 minutes

*Note: Points will be deducted if you fail to meet the minimum time requirements or if you exceed the limit. You will be given a 30-second warning as you near the time limit and will be asked to stop your presentation when you have reached 1 minute over the limit.

Important Dates:

Topic Due:

Draft Copy of Preparation Outline Due:

Speech Due:

What to bring on day of speech:

- * Final typed preparation outline
- * Typed citation of sources
- * Speaking outline
- * Visual aid

Additional requirements:

- SOURCES
 - A minimum of **four (4)** sources must be used in your speech. Cite your sources **verbally** in your speech and include them in your **bibliography**.
- VISUAL AID
 - See your text for guidelines on using visual aids. Ensure your visual aid looks professional and that you have practiced with your visual aid prior to your presentation. If you fail to bring a visual aid, you will automatically lose points.
- GRADING CRITERIA
 - See attached speech rubric for details on grading criteria.
- DRESS CODE
 - You need to be professionally dressed for your presentation. Please remove hats and sunglasses prior to your presentation.

SAMPLE INFORMATIVE SPEECH GRADING RUBRICS

Informative Speech Grading Rubric					
Name _____	Topic _____				
AUDIENCE ANALYSIS/TOPIC CHOICE	Agree			Disagree	
Interesting and creative topic?	5	4	3	2	1
Tone of speech proper for speech type?	5	4	3	2	1
INTRODUCTION					
Attention getting?	5	4	3	2	1
Established credibility?	5	4	3	2	1
Introduced topic and paved way for talk?	5	4	3	2	1
BODY AND ORGANIZATION					
Specific purpose clear and explained?	5	4	3	2	1
Points well explained?	5	4	3	2	1
Points supported with evidence? Cited?	5	4	3	2	1
Sources appropriate for topic?	5	4	3	2	1
Clear and well-organized format?	5	4	3	2	1
Spoken objectively?	5	4	3	2	1
Internal summaries between major points?	5	4	3	2	1
Clear transitions?	5	4	3	2	1
DELIVERY					
Spoken in a conversational manner?	5	4	3	2	1
Language clear and concise?	5	4	3	2	1
Language appropriate and culturally sensitive?	5	4	3	2	1
Adequate eye contact?	5	4	3	2	1
Avoided nervous mannerisms?	5	4	3	2	1
Extemporaneous style used?	5	4	3	2	1
CONCLUSION					
Conveyed completeness and finality?	5	4	3	2	1
Reviewed major points?	5	4	3	2	1
Creative conclusion?	5	4	3	2	1
VISUAL AIDS					
Simple, uncomplicated, and professional quality?	5	4	3	2	1
Presented at appropriate time?	5	4	3	2	1
OUTLINE					
Typed and in correct outline form?	5	4	3	2	1
Used at least four sources?	5	4	3	2	1
Written in correct style as presented in text?	5	4	3	2	1
TIME FACTOR					
Adhered to time allotted?	5	4	3	2	1
Speech Time: _____					

Notes:

Total Points: _____

SAMPLE PERSUASIVE SPEECH GRADING RUBRIC

Persuasive Speech Grading Rubric					
Name _____	Topic _____				
AUDIENCE ANALYSIS/TOPIC CHOICE	Agree			Disagree	
Interesting and creative topic?	5	4	3	2	1
Tone of speech proper for speech type?	5	4	3	2	1
INTRODUCTION					
Attention getting?	5	4	3	2	1
Established credibility?	5	4	3	2	1
Introduced topic and paved way for talk?	5	4	3	2	1
BODY AND ORGANIZATION					
Specific purpose clear and explained?	5	4	3	2	1
Points supported with evidence? Cited?	5	4	3	2	1
Sources appropriate for topic?	5	4	3	2	1
Clear and well organized format?	5	4	3	2	1
Presented well-developed persuasive message?	5	4	3	2	1
Internal summaries between major points?	5	4	3	2	1
Clear transitions?	5	4	3	2	1
DELIVERY					
Spoken in a conversational manner?	5	4	3	2	1
Language clear and concise?	5	4	3	2	1
Language appropriate and culturally sensitive?	5	4	3	2	1
Adequate eye contact?	5	4	3	2	1
Avoided nervous mannerisms?	5	4	3	2	1
Extemporaneous style used?	5	4	3	2	1
CONCLUSION					
Conveyed completeness and finality?	5	4	3	2	1
Reviewed major points?	5	4	3	2	1
Creative conclusion?	5	4	3	2	1
VISUAL AIDS					
Simple, uncomplicated, and professional quality?	5	4	3	2	1
Presented at appropriate time?	5	4	3	2	1
OUTLINE					
Typed and in correct outline form?	5	4	3	2	1
Used at least four sources?	5	4	3	2	1
Written in correct style as presented in text?	5	4	3	2	1
TIME FACTOR					
Adhered to time allotted?	5	4	3	2	1
Speech Time: _____					

Notes:

Total Points: _____

SAMPLE SPEECH SIGN-UP SHEET

Persuasion Speech Sign-Up Sheet

The following are the dates available to present your persuasion speeches. Please check your calendar and select a date. You must present your speech on the date you select. We will start on time, go in order, and move quickly between speeches. Be prepared!

***Do not add additional lines without my permission.

April 10

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

April 12

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

April 19

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

April 21

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Developing the Course Structure

CLASSROOM POLICIES

Decisions about classroom policies are driven by two primary factors. First, institutions typically issue academic policy statements on academic dishonesty, the Americans with Disabilities Act accommodation provisions, academic grievances, and the like. Familiarize yourself with all official school and department policies as a means of thinking about and developing your classroom policies. Your institution or department may require that certain institutional policy statements be reprinted or referenced in your course syllabus. Absent any such requirements, it is still a good idea to advise students in writing to read and review all institutional policies as outlined in the student handbook or catalog.

A second factor that shapes classroom policy decisions is your teaching ethos—namely, your beliefs about what makes for an effective learning environment, as well as your beliefs about student motivation and responsibility. Policy statements in your syllabus establish a tone and expectations for how you will *manage* the class: Is attendance mandatory? What constitutes an excused absence? Can students hand in papers late? If so, what penalties will be imposed? Is it acceptable to simply get up and leave early? Explicit written policy statements on common classroom matters are important for encouraging desirable student behavior. Developing your classroom policies as the semester progresses can be a rocky road to travel with students and department chairs!

Although it is difficult to anticipate every classroom scenario that you might face in a given term, and you don't want to overlegislate student behavior, there are common matters on which every instructor needs to develop a policy stance. These include class attendance, behavioral expectations, grade policies, late assignments and makeup tests, academic dishonesty, and instructor availability.

CLASS ATTENDANCE

Mandating class attendance is fraught with a range of controversial issues. Among the proponents of a mandatory attendance policy are those who believe that financial resources (public and private dollars) are wasted when poor class attendance translates to poor academic achievement. Others argue that class attendance provides students with a lived, quality learning experience that cannot be duplicated by simply reading the text. A practical argument in favor of mandating attendance is that it reduces the amount of housekeeping and remedial work that a teacher must do to bring poorly attending students up to speed.

On the other hand, a classic argument against a mandatory attendance policy—and one favored by many students—is that because students pay for the course, they should be able to decide how many sessions of the class to attend. (In reality, tax dollars or other institutional resources usually heavily subsidize student tuition.) A less common but plausible argument is that students who have enrolled in college are sufficiently mature to accept the consequences of their choices. In other words, if poor attendance leads to poor academic grades, then students (hopefully) learn a lesson.

Philosophical positions on attendance notwithstanding, a detailed attendance policy statement is important to any syllabus. Questions to consider in developing such a statement are

- Is class attendance voluntary or required?
- What constitutes an absence? When will you take attendance? Does arriving after roll call mean the student is absent? What about leaving early?
- How are late arrivals and early departures treated?
- Are there excusable absences? What are they? What kind of proof or advance notice needs to be provided?
- What is the student's responsibility for picking up missed notes, handouts, and/or assignments?

- What are the *exact consequences* of absences? How are grades affected? What is the effect, if any, on continued class enrollment?
- What are the consequences of missing a speech?
- What are the consequences of missing in-class activities?

Finally, how much leeway you give students with class absences depends entirely on the demographic profile of the class. I have always thought it appropriate to give students a modest number of opportunities to miss class to attend to the realities of life (i.e., illness, transportation problems, doctor's appointments). Similarly, a class filled with adult learners may need more latitude with absences than would a traditional college-age population. Assess the demographic profile of your class to come up with a reasonable position on the number of absences, if any, that are tolerable for the academic term.

BEHAVIORAL EXPECTATIONS

All classrooms develop norms that express the range of acceptable behavior in the given setting. Norms emerge quietly over a short series of interchanges. Say, for example, a student enters the classroom late, offering no reason or apology for doing so, and the instructor makes no comment about the action. The next time the class meets, another student—or even the same student—does the same thing, with still no comment by the instructor. Meanwhile all the other students (especially the wily ones) are observing what is happening here. Because you've failed to comment or express any displeasure for the lateness, students now perceive a norm of acceptance for tardy arrival. Now, if tardy arrival truly is acceptable to the instructor, then no problem. Another instructor may find tardiness disruptive to the other students, yet take steps to deal with it only after it has become epidemic. In that case, it can be quite challenging to reshape student behavior.

This example demonstrates the need for instructors to make behavioral expectations known a priori. Behavioral expectations can be presented as a syllabus statement or developed in cooperation with students as a class behavior contract. Developing behavioral expectations in collaboration with students is an effective means of creating a positive learning environment (more details about how to do this are presented following).

Some instructors, because of personal preference or the class's demographic profile, may choose to write a behavioral policy without getting input from students. In these cases, a statement might address behavioral expectations related to the following areas:

- Class attendance and punctuality
- Eating and drinking in class
- Responsibility for class preparation
- Class participation
- Use of cell phones and/or electronic devices
- Use of social-networking sites (e.g., Facebook, Twitter, etc.) during class
- Appropriate behavior toward other students and the instructor
- Appropriate language and terms of address

In short, a syllabus statement must name the kinds of behaviors that you believe are important to creating a respectful and civil classroom conducive to effective learning. Most important, such a statement must explicitly state that the instructor is bound by the same expectations, lest a double standard exist in the classroom.

GRADE POLICIES

No area of teaching provides more occasions for dissatisfaction and grief than grading. Much of this malaise can be avoided by establishing a clear policy regarding how individual assignments

are graded and how final grades for the course are determined. Good grading policy is then buttressed by conscious efforts to keep students informed about their performance.

As mentioned before, clearly written assignments, including expectations and grading standards, offer students a blueprint for how to succeed in your course. Written assignment expectations and the attendant grading standards also serve as a tool for talking with students about grades. Devoting time to writing and explaining assignment expectations can also preempt students' complaints about your expectations or their perception of unfair grading practices.

Moreover, the syllabus should detail the manner by which the final course grade is determined. Are assignments weighted? Are individual assignments totaled to determine the final grade? Will some assignments be dropped? What is the point scale or percentage scale for assigning a final grade? In other words, what is the percentage required to get an A, B, and so forth, in the course? Students should be able to determine from the course syllabus the basis on which you will derive their final course grade. Consider taking the first or second class meeting to explain how a final course grade is calculated.

Finally, students will be less distressed about their grades when you keep them informed about their standing in the course. This also means returning graded assignments in a timely manner. Instructors can keep students up to date on their course grades by providing them with an assignment checklist as part of the syllabus. Such a checklist allows students to record assignment grades when they receive them from the instructor and to monitor their own progress. Other means of keeping students informed about their grades include posting grades in a secure online course management system, like Blackboard, or distributing to students a printout of their grades at intermittent points during the term.

As a side note, because of the Family Education Rights and Privacy Act, it is unlawful to publicly display any aspect of student grades. Accordingly, you cannot use student names or student identification numbers to post individual grades on an office door, on an overhead projector, or when passing around in class a roster of assignment grades. Consult with your

department chair or campus legal representative about appropriate means of communicating student grades. Nonetheless, a secure and timely means of apprising students of their class performance prevents any unpleasant surprises at the end of the term.

LATE ASSIGNMENTS AND MAKEUP TESTS

As with the practical argument for mandating class attendance, there is less housekeeping for instructors when students turn in assignments and complete tests on time. But life happens, and there may be legitimate reasons why students are unable to complete assignments on time or meet test dates. An effective course syllabus will speak to whether (and how) you will accommodate late assignments and missed tests. Some possible considerations in such a statement would be

- Provision for a grace period
- Deduction on the assignment or test
- Opportunity to drop the lowest assignment or test grade
- Stricter requirements on late assignments or makeup tests
- Incentives for the timely completion of assignments or tests

If your policy statement allows for late assignments and makeup tests, inform students about the exact manner by which late assignments will be submitted and where makeup tests are given. This will prevent confusion about whether an assignment was turned in or a makeup test was taken.

ACADEMIC DISHONESTY

Opportunities for student plagiarism and cheating have become increasingly frequent through insidious uses of technology. Literally hundreds of Web sites offer speeches, term papers, and essays for purchase. Additionally, instructors began banning cellular telephones during written

examinations after they discovered students using them either to take photographs of the exam or to surreptitiously text-message answers to each other. Interestingly, the academic world has developed some technological defenses in the form of Turnitin.com and iThenticate.com. Both are costly yet viable solutions to discouraging plagiarism. Check with your institution to see if they have an available system in place for your use.

The problem of academic dishonesty arises from many factors. Students often have many demands on their time, which leads them to wait until the last minute to prepare for tests or write papers. The pressure may lead them to make poor decisions that include cheating or plagiarizing. Some students simply do not seek help, or they lack self-confidence in their academic abilities. Still others may resent having to take the course, and they seek the path of least effort to get a passing grade. In the particular case of plagiarism, many students may not know how to properly document sources and may plagiarize unintentionally.

Curbing academic dishonesty can be accomplished in at least four ways. First, develop a syllabus statement on academic dishonesty that references your institution's policy. Your statement can further delineate examples of dishonesty that are relevant to your particular course. You should clearly state the consequences of cheating and plagiarism. To ensure that all students understand the policy, it is best to discuss the consequences with them early in the term, as many students do not read the syllabus thoroughly. Second, anticipate the opportunities students might take to be dishonest in their academic work. When administering a test, attend to the room setup, and monitor conditions that may allow cheating (i.e., bathroom breaks, wearing baseball caps and sunglasses, visible papers/books). Preempt plagiarism by creating unique and individualized essay and research questions that would make it difficult for them to find a previously written paper on the topic. Third, suggest that students take advantage of free online services that can help them identify whether they have inadvertently committed plagiarism. Web sites like Paper Rater, located at <http://paperrater.com/>, can help detect plagiarism, check grammar, and offer writing suggestions. Finally, draw on the resource

support of your campus library, learning support center, or English department. They often offer tutorials or publications that give students an orientation on research strategies and proper resource documentation.

INSTRUCTOR AVAILABILITY

Another important policy issue is to formally account for your availability to students. Your syllabus should state your office hours, telephone number, and e-mail address. Depending on your faculty assignment status, you may not be required to maintain formal office hours; but nevertheless, it is good practice to give students clear direction on how they can meet with you outside of class should the need arise. At least one telephone number for reaching you should be in the syllabus. You will need to decide if you will share your cell-phone number on your syllabus. You may find that this is the simplest way to manage contact with students. However, if you do decide to share your cell-phone number, be clear about the times that you will accept calls and texts. Otherwise, students may expect immediate responses at all hours of the day and night. Some institutions may require that a department telephone number be included as well so that students have at least two different ways of reaching you by telephone or leaving a message. Many younger college students, however, find e-mail access and course Web sites like Blackboard to be the only ways they care to communicate with an instructor outside of class. Increasingly, instructors are maintaining a presence to their students via social networking Web sites like Facebook and Twitter.

Being available to students outside of class is important for dealing with their questions and concerns. Thus, it is important to maintain your office hours consistently and to respond in a timely manner to messages. Few things can trigger or exacerbate a student grievance more than an instructor who is inaccessible or unresponsive.

POSITIVE LEARNING ENVIRONMENTS

Students learn best in classroom environments that have clear structure, provide meaningful engagement, and are relatively safe. Ambiguous and stressful conditions cause people to shut down. Although you may not be able to control everything that contributes to a positive learning environment, there are four variables over which you can exercise some control. These variables are the first class, the course syllabus, your professional manner, and a class behavior contract.

THE FIRST CLASS

First impressions have a major impact on student attitudes and responses to the course. It is important that your first meeting provide students an opportunity to engage with you and each other; to engage with the course material in some small meaningful way; and finally, to learn about the course requirements. Your primary objective in your first class should be to reduce student uncertainty about the course.

A simple getting-acquainted activity can be used to break the ice and begin the process of building the trust and rapport that are critical to effective learning environments. Several print and Web resources exist with ideas on getting acquainted and icebreaker activities to engage learners. Wilderdom (wilderdom.com/games/Icebreakers.html) is one such resource. Large classes can be divided into pairs or small groups to conduct an introductory exercise. Even a modest amount of time devoted to a get-acquainted activity can give students a sense of immediate connection to the class.

The first class should also engage students with a meaningful question or learning challenge related to the course. Use some class time to begin teaching the subject matter and to present students with ideas that evoke a response. This might be a quick reflective writing exercise, a brief case discussion, a provocative statement, or other stimulus to which they are asked to

respond. This does not have to take up more than 10 to 20 minutes, but it will send a message to students that your course will engage them in learning.

Highlighting the course syllabus is another important part of your first class. This first meeting can convince a student to remain in the class or to drop it, and the decision can depend on the student's assessment of the course requirements. Although it is unnecessary and inefficient to verbally walk students through the entire syllabus, it certainly is important to discuss critical policies and assignment requirements. There are two strategies for covering the entire course syllabus with students. One is to have them read it outside of class and acknowledge, by signature, that they have read and understood the syllabus. The other is to give a quiz the following class period on its contents. Both approaches encourage students to read the syllabus and reduce the time you have to spend discussing it aloud during the first class.

ROLE OF THE SYLLABUS

A recurring theme in the "Classroom Policies" section previously is the importance of the syllabus in setting a tone for the course, establishing your expectations, and preempting problems. It bears repeating that your syllabus should address any academic matter that might become a concern (i.e., attendance, late papers, speech requirements, and behavior expectations).

Once the syllabus is distributed, two things are vital to ensuring that it supports a positive learning environment. First, only with good reason should changes be made in the syllabus. Ideally, any changes to the course syllabus should be put in writing and distributed to all students with an accompanying rationale. Although most students will adjust to well-reasoned changes to the course, you open yourself to rising discontent and potential grievances when syllabus changes are capricious. In addition, it's important to enforce all course policies consistently. Students have an uncanny ability to discover when policy exceptions have been

made for others. Inequity can quickly dismantle a positive learning environment. Moreover, even the most innocuous exceptions that you make to course policies for some students can lead to legitimate grievances and potential accusations of discrimination from others.

INSTRUCTOR'S PROFESSIONALISM

The professionalism that you bring to the classroom establishes a tone that supports a positive learning environment for students. Aside from how you manage the first class meeting and the content of your syllabus, there is an array of attitudes and behaviors that you enact in the classroom that model effective habits of learning and civility. Some of these habits include

- Starting class on time
- Being prepared for class
- Using humor and language in an appropriate way
- Learning and using student names
- Being clear about lesson objectives and staying on task
- Returning student work in a timely manner
- Indicating your availability
- Remaining consistent in your expectations and announced plans
- Addressing student comments and questions without reprisal or ridicule
- Taking prompt action to remedy disrespectful behaviors or comments
- Periodically asking for student feedback about class material and the class climate

You are a large player in the classroom dynamic. Be personable without compromising professional boundaries. A positive learning environment unfolds from the type of relationship you form with your students—it is not established by fiat.

THE CLASS CONTRACT

Some instructors may find it useful to spend the first few class periods establishing a contract to govern classroom behavior. Creating a contract with students can be a messy process, requiring great skill at group facilitation. The payoff is that you increase the likelihood of the class abiding by the rules of acceptable classroom behavior and the sanctions for aberrant behavior. Classes of primarily adult learners are especially amenable to contracts.

Although there are a number of ways of establishing a class contract, here is a fairly straightforward method:

1. Divide the class into small groups and have each group brainstorm a list of student and instructor behaviors that they believe are important for an effective learning environment. You might have to prompt them with a few examples: *No side talking during lecture*, *Be on time to class*, and so forth
2. Have each small group cull its brainstormed list by prioritizing its top five most important behaviors.
3. Collate the culled “top five” lists from each small group and present them to the entire class for further discussion and voting (majority rule or two-thirds majority).
4. Next, have students brainstorm and vote on sanctions for contract violations.
5. Finally, photocopy the approved contract and distribute it for each student to sign.

An interesting phenomenon of developing a class contract is that the group discussion can have a powerful effect on group bonding. As a result, the class may assume responsibility for monitoring and responding to contract violations with little direction required from you. It is likely that all you may have to do is occasionally review the contract prior to the start of class sessions.

SAMPLE COURSE SYLLABUS AND COURSE OUTLINES

How you choose to organize your teaching of the chapters of *Choices & Connections* will depend on your teaching philosophy and your course learning objectives. The following pages present a sample course syllabus and three different versions of a schedule: a semester schedule with three speaking assignments, a semester schedule with four speaking assignments, and a quarter schedule with three speaking assignments.

SAMPLE COURSE SYLLABUS

Instructor Contact Information

Name

Office location

Conference hours

Telephone

E-mail

Department telephone

TEXT

McCornack, S., & Ortiz, J. (2017). *Choices & Connections: An Introduction to Communication* (2nd ed.). New York, NY: Bedford/St. Martin's. ISBN: 978-1-319-04352-0.

Web site: <http://macmillanhigherred.com/choicesconnections2e>.

Course Description

This Introduction to Communication course will explore and examine human communication in a variety of contexts including interpersonal relationships, small groups, intercultural contexts, and public speaking. Emphasis will be placed on acquiring the knowledge necessary to identify communicative events in your own lives, evaluate them, and respond in appropriate and effective ways.

LEARNING OUTCOMES

The student will be able to

- Understand the components of the communication process.
- Express how self-perception leads to effective communication.
- Demonstrate respect for the opinions of others and cultural differences.
- Analyze and utilize nonverbal aspects of communication.
- Understand and demonstrate effective listening skills.
- Demonstrate effective conflict management.
- Recognize and manage principles of interpersonal communication.
- Understand how small groups communicate and how to take an active leadership role in groups.
- Prepare, compose, and deliver effective public speeches.

A POSITIVE LEARNING ENVIRONMENT

Successful learning experiences take place best in settings that are safe and respectful. Students should feel free to discuss and ask questions without fear of consequence from the instructor or other students. Additionally, positive learning environments are fostered when students are

thoughtful, prepared for each class, and behave in ways that a reasonable person would judge as civil, ethical, and cooperative.

As your instructor, I will maintain a commitment to a positive learning environment by being respectful, preparing for class, being accessible, answering your questions, and providing you with timely feedback on your learning.

Finally, we are all responsible for adhering to school policies as outlined in the student handbook.

ATTENDANCE

Attendance is extremely important. Research on student success shows that class attendance, participation in discussions, forming relationships with other students, and getting acquainted with instructors are all positively associated with the successful completion of college courses. This course has many skill-based activities to provide you an opportunity to develop your communication skills, so being absent will directly affect your grade. Thus, it is important that you place a high priority on attending class.

You have two “free” absences. Ten points will be deducted from your professionalism grade with the third absence and for every absence thereafter.

Important: A distinction will not be made between an excused and an unexcused absence.

ASSIGNMENTS

I encourage you to start assignments early and to seek assistance if you need it.

All late written work will be discounted 20 percent of the point total. A 24-hour grace period will be given on request. Some homework will be checked in class, and these assignments can only be credited during the class period. All in-class activities and presentations are due on the assigned date. Some in-class activities will be unannounced;

therefore, attendance is pertinent. If you are not present, you will not be eligible for makeup points on these assignments without prior permission.

What follows is a brief description of the graded assignments for this course. I will allow ample time to answer questions as we approach each assignment. In the meantime, here's a glimpse of how you'll be graded:

Assignments	Total Points
In-Class Activities (25 points each)	125
Introduction Speech	75
Midterm Exam	100
Impromptu Speech	100
Speech Outlines (Rough Drafts)	100
Informative Speech Presentation	150
Persuasive Speech Presentation	150
Final Exam	200
Total Available Points:	1,000

Final grades are determined on a 100 percent scale, where 900–1,000 = A, 800–899 = B, and so forth.

Note: The instructor reserves the right to make changes in the course policies, assignments, and/or schedule as needed.

Sample Course Schedule for 15-Week Term with Three Speaking Assignments		
Course Week	Chapter Readings and Assignment Schedule	Points Available
Week 1	Syllabus Review & Chapter 1: “Introduction to Communication,” Icebreaker Activity (25)	25
Week 2	Introduction Speeches (75), Chapter 2: “Self and Perception,” & Chapter 3: “Mediated Communication”	75
Week 3	Chapter 4: “Understanding Culture,” Understanding Culture Activity (25), & Chapter 5: “Verbal Communication”	25
Week 4	Chapter 6: “Nonverbal Communication,” Nonverbal Activity (25), Chapter 7: “Active Listening”	25
Week 5	Chapter 8: “Managing Conflict,” Chapter 9: “Principles of Interpersonal Communication,” & Chapter 10: “Managing Interpersonal Relationships”	
Week 6	Chapter 11: “Small Group Communication,” & Chapter 12: “Leadership in Group Communication”	
Week 7	Small Group Activities or Presentations	100
Week 8	Midterm Exam	100
Week 9	Chapter 13: “Preparing Your Speech,” & Chapter 14: “Composing Your Speech,” Topics Due	25
Week 10	Chapter 15: “Delivering Your Speech,” & Chapter 16: “Informative Speaking,” Informative Speech Rough Draft Due	50
Week 11	Informative Speech Presentations	150
Week 12	Finish Informative Speeches, Chapter 17: “Persuasive Speaking”	
Week 13	Informative Speech Outline Due (50) & Persuasive Activities (25)	75
Week 14	Persuasive Speech Presentations	150
Week 15	Final Exam	200
	Total Available Points:	1,000

Sample Course Schedule for 15-Week Term with Four Speaking Assignments		
Course Week	Chapter Readings and Assignment Schedule	Points Available
Week 1	Syllabus Review & Chapter 1: “Introduction to Communication,” Icebreaker Activity (25)	25
Week 2	Introduction Speeches (75), Chapter 2: “Self and Perception,” & Chapter 3: “Mediated Communication”	75
Week 3	Chapter 4: “Understanding Culture,” Understanding Culture Activity (25), & Chapter 5: “Verbal Communication”	25
Week 4	Chapter 6: “Nonverbal Communication,” Nonverbal Activity (25), Chapter 7: “Active Listening”	25
Week 5	Chapter 8: “Managing Conflict,” Chapter 9: “Principles of Interpersonal Communication,” & Chapter 10: “Managing Interpersonal Relationships”	
Week 6	Chapter 11: “Small Group Communication,” & Chapter 12: “Leadership in Group Communication,” Group Activity (25)	25
Week 7	Chapter 13: “Preparing Your Speech,” & Chapter 14: “Composing Your Speech”	
Week 8	Midterm Exam	100
Week 9	Impromptu Speeches & Informative and Persuasive Speech Topics Due	100
Week 10	Chapter 15: “Delivering Your Speech,” & Chapter 16: “Informative Speaking,” Informative Speech Rough Draft Due	50
Week 11	Informative Speech Presentations	150
Week 12	Finish Informative Speeches, Chapter 17: “Persuasive Speaking”	
Week 13	Informative Speech Outline Due (50) & Persuasive Activities (25)	75
Week 14	Persuasive Speech Presentations	150
Week 15	Final Exam	200
	Total Available Points:	1,000

Sample Course Schedule for 8-Week Term with Three Speaking Assignments		
Course Week	Chapter Readings and Assignment Schedule	Points Available
Week 1	Syllabus Review, Chapter 1: "Introduction to Communication," Chapter 2: "Self and Perception," Introduction Speeches (75)	100
Week 2	Chapter 4: "Understanding Culture," Understanding Culture Activity (25), Chapter 5: "Verbal Communication," & Chapter 6: "Nonverbal Communication"	25
Week 3	Chapter 8: "Managing Conflict," Chapter 9: Principles of Interpersonal Communication," & Chapter 11: "Small Group Communication"	
Week 4	Midterm Exam	150
Week 5	Chapter 13: "Preparing Your Speech," Chapter 14: "Composing Your Speech," & Chapter 15: "Delivering Your Speech"	
Week 6	Chapter 16: "Informative Speaking," Begin Informative Speech Presentations	150
Week 7	Complete Informative Speeches, Chapter 17: "Persuasive Speaking," Persuasive Speech Rough Draft Outline Due	75
Week 8	Persuasive Speech Presentations	200
	Total Available Points:	700

Developing the Learning Experience

DESIGNING AN EFFECTIVE LESSON PLAN

Whereas *Choices & Connections* is an important tool for thinking about the key elements that students should be exposed to in their studies, learning outcomes are achieved largely by the *planned* experiences that you provide students. Effective lesson plans are more than lists of topics to be covered or activities to be completed. Effective lesson plans have three characteristics: (1) clear learning objectives; (2) a means of assessing student understanding of the learning objectives both prior to and after the lesson; and (3) learning activities that support the learning objectives, including a strategy for inviting student attention to the lesson through what is known as an anticipatory set.

ESTABLISHING LEARNING OBJECTIVES

At the center of every lesson are learning objectives, or goals for what learners should be able to do after the lesson. Traditionally, learning objectives fall into one of three learning domains (Krathwohl, Bloom, & Bertram, 1973):

- The cognitive domain, where learning focuses on the development of knowledge and understanding
- The affective domain, where learning focuses on the development of attitudes and values
- The psychomotor domain, where learning focuses on the development of physical skills and abilities

Here is an example of learning objectives from each of the three domains in a lesson related to empathic listening:

Learning Domain	Learning Objective
Cognitive	The learner will accurately list and explain in her or his own words three empathic response skills.
Affective	The learner will discuss personal benefits of improving empathic listening skills.
Psychomotor	The learner will demonstrate nonverbal attending skills that are consistent with empathic listening.

When writing learning objectives, use action verbs to indicate measurable behaviors that you expect learners to perform as a result of the lesson. In other words, what evidence will you be looking for to determine that students have learned the lesson? Some examples of such action verbs include the following:

- Apply
- List
- Recall
- Operate
- Compare and contrast
- Discuss
- Choose
- Demonstrate
- Identify

The use of such action verbs clarifies the kind and level of learning that you want students to achieve. It also shifts the focus from teacher *activity* (e.g., lecturing, facilitating, conducting) to student *learning* (e.g., explaining, organizing, synthesizing). Student learning is then measured through homework assignments, journals, traditional examinations, written essays, individual or group projects, and the like.

Certainly it is not the intent of this work to provide a comprehensive introduction to learning objectives but rather to simply point out that effective lessons begin with sound thinking about the type of learning you want your students to achieve. Hundreds of print and Web resources exist that address in detail the writing of effective learning objectives; two resources that are particularly useful in college teaching are L. Dee Fink's book, *Creating Significant Learning*

Experiences: An Integrated Approach to Designing College Courses (2003) and Grant Wiggins and Jay McTighe's, *Understanding by Design* (2005).

CHOOSING A CLASSROOM ASSESSMENT STRATEGY

After establishing the learning objective for the lesson, an instructor should next develop a strategy for assessing student learning, commonly known as classroom assessment (Angelo & Cross, 1993). Classroom assessments are not to be confused with graded assignments or evaluations. Instead, these assessments provide instructors with feedback on what is happening in the learning process.

Assessments of classroom learning can be conducted prior to, during, and at the end of a class session. The primary purposes are to determine learners' prior knowledge about the lesson topic, to identify misconceptions, and to track student learning. These strategies are not typically time intensive or difficult to administer. They can range from a brief question-and-answer session at the start of a lesson to more elaborate written responses to instructor-provided prompts. Delineated in the following are some common classroom assessment strategies employed in college teaching.

- *Background knowledge probe.* It's important for an instructor to determine what students already know or believe about a lesson topic before the start of the lesson. Students have preconceived notions that have powerful effects on how they integrate new learning (Bransford, Brown, & Cocking, 2000). The Background Knowledge Probe (BKP) determines what students bring to the lesson in terms of prior learning and understanding of the subject matter (Angelo & Cross, 1993). Constructed as a brief questionnaire in short-answer or multiple-choice format, it focuses on specific knowledge that will be covered in the lesson. Results yield insight into what students already understand about the material as well as potential misconceptions. The BKP can be administered at the beginning of a course, lesson, or topic.

- *Paired summaries.* At strategic points during a class session, you might stop and have students pair up to construct a written summary of the material that has been discussed up to that point in the class period. This is an opportunity for them to compare notes, fill in gaps, and synthesize the lesson. After about 2 or 3 minutes of paired discussion and writing, ask a sampling of the pairs to read aloud their summary statements, which will provide you with a check of whether your learning objectives are being met.
- *The minute paper.* Perhaps one of the most commonly known classroom assessment tools is the minute paper (Angelo & Cross, 1993). At the end of a topic or class period, students are given 1 minute to respond in writing to two prompts provided by the instructor: (1) What is the most important point of this class period, and (2) What is a question you have? (Angelo & Cross, 1993). Outside of class, it will take you less than 15 to 20 minutes to review responses from a class of 25 to 30 students. Present the results the following class period by reviewing key ideas and addressing major questions or points of confusion.
- *Directed paraphrasing.* A highly effective means of assessing student understanding of a particular concept is to ask students to define it so that a specified audience would understand it (Angelo & Cross, 1993). For example, you might ask a class to write two to three sentences defining cooperative verbal communication so that an eighth-grade student could understand it. Such a task requires a high degree of internalized learning to produce a response. Additionally, as with the minute paper, it takes little time to scan student responses to determine the level of student understanding and to take steps to respond to any misunderstanding.
- *Start, stop, continue.* Occasionally, it is desirable to get a reading of the overall classroom climate to determine whether instructional practices are supporting student learning. Garner and Emery (1994) suggest the use of a simple feedback tool known as “Start, Stop, Continue.” Students begin by dividing a piece of paper into three columns. The first column

is labeled *Start*; in it students are asked to record teaching practices, policies, and behaviors that they would like to see the teacher start as a means of supporting their learning. The *Stop* column is a record of practices, policies, and behaviors that students would like to see end. The *Continue* column represents those things students want to be maintained. It is important that these papers be collected, summarized, and responded to in the following class period.

SELECTING LEARNING ACTIVITIES

A study of college teaching revealed that good teaching could not be defined by a particular approach (Bain, 2004). Instead, good teaching embraces activities that serve learning objectives as well as student needs. Developing a broad repertoire of learning activities also supports student engagement because any learning environment will have varied challenges. Six learning activities typically found in college teaching are detailed following.

- *Lecturing*. Lecturing is a staple of college teaching to which most students are accustomed. Every academic subject has difficult concepts and principles that are best learned through deliberative reading and listening to a lecture. However, we can surmise that student attention and learning during a lecture are predicated on the quality of the lecture preparation and delivery. Some tips for effective lecturing include
 - Begin with an intriguing question, film clip, or provocative statement.
 - Post the learning objective(s) on the board or overhead projector.
 - Make judicious use of the board or computer-generated slides to emphasize key points and ideas.
 - Punctuate the lecture with provocative discussion questions, paired summaries, sample test questions, and activities.
 - Weave in relevant humor in the form of anecdotes and images.
 - Move around the room purposefully, remembering to address all areas of the classroom.

- Provide intermittent summaries of key points prior to introducing a new topic.
- Review learning objective(s) and summarize key concepts at the conclusion of the lecture.
- *Brainstorming and “buzz groups.”* Brainstorming and buzz groups are active learning groups created for brainstorming in groups of three to five students. (Groups any larger than five will likely lose focus or restrict individual participation.) Groups are then assigned a clearly focused task or problem for a brainstorm discussion or the development of a group response. Group members are encouraged to take on roles as discussion leader, timekeeper, and recorder. Instructors provide any necessary assistance to groups without hovering as they work. Group discussion culminates in an oral report to the class of answers or findings.
- *Case studies.* Case studies provide students with a real interpersonal dilemma or problem to analyze. They can be found in newspaper or magazine feature articles, found in television or movie scenes, or even furnished by the students themselves. The “How to Communicate” and “Making Communication Choices” features in *Choices & Connections* make for good case studies. Usually, accompanying case studies are questions that cause students to analyze the problem, to consider viewpoints of the persons involved, to identify issues the case raises, and to develop a position or answer to the dilemma. Discussion of case studies can be done by the whole class or in groups.
- *Debates.* Another approach to instruction is to offer students an argument or position statement and have them research and debate the point. Debates can be conducted between individuals or teams. Debates elicit students’ active participation in that they must prepare a position with evidence, critically evaluate the opposing position, and summarize both sides. As an instructor, your role is to moderate the debate discussion and facilitate a general classroom discussion afterward.

- *Experiential learning activities.* As a way of better understanding communication concepts, students might be asked to act out a simulation or role-play, write a reflection, or complete a field observation. Be sure to allow time to set the stage for the activity, for students to work through the activity, and to debrief. The activities found in the Chapter Review serve as a basis for experiential learning by giving students the opportunity to try new interpersonal behaviors within their own lives. The *Key Term* Videos can also inspire students to create their own videos—either by acting out concepts not covered in the videos or by making “response videos” to the collection. In addition, the chapter-by-chapter part of this manual contains experiential activities for each chapter.
- *Developing an anticipatory set.* A final consideration in effective lesson planning is identifying an engaging way of starting the lesson, otherwise known as an *anticipatory set*. An anticipatory set connects a student’s experience or prior knowledge with the new information that is to be learned. This can be done in the form of a relevant story or vignette, a review of a previous lesson, a video clip, or a brief explanation of how the topic is relevant to the learner’s needs. The main purpose of the anticipatory set is to motivate learners to become mentally and physically attentive to the lesson.

Lesson Plan Template	
<i>Topic</i>	
<i>Learning objective</i>	
	Instructional aid
Anticipatory set	
Pre-assessment	
Learning activity	
Post-assessment	

SAMPLE LESSON PLAN

<i>Topic</i> Perception and First Impressions	
<i>Learning objective</i> The learner will identify factors influencing impression formation.	
	Instructional aid
Anticipatory set Examine three different photographs of strangers and elicit student responses of their impressions.	<i>Slides on overhead projector</i>
Pre-assessment <i>Ask:</i> What are some factors that influenced your impressions?	<i>Write student responses on whiteboard</i>
Learning activity <i>Experiential learning activity:</i> Introduce “I think I know you” exercise. Activity time = 25 minutes. Debrief: 1. What was the basis for making your decisions about how to answer the questions? 2. How accurate were you in your guesses? Why do you think this happened? 3. How do you feel your partner answered the questions about you? 4. What does this activity bring up in terms of chapter concepts?	<i>“I think I know you” worksheet</i> <i>Key terms to listen for and post on the whiteboard for defining and illustrating</i> <i>Gestalt</i> <i>Algebraic impressions</i> <i>Stereotypes</i>
Post-assessment Simple three-item, multiple-choice review of the three factors	<i>Slides on overhead projector</i>

PLANNING FOR DIVERSITY IN THE CLASSROOM

The U.S. population is becoming increasingly diverse, with more than one-third of the population belonging to a minority group (U.S. Census Bureau, 2010). Indeed, colleges and universities are experiencing the impact of changing demographics through increased student enrollments among ethnic minorities, women, and students age 25 and older (American Council on Education, 2005). These trends have profound implications on teaching and learning.

FORMS OF DIVERSITY

Students are diverse in many ways, not all of which are apparent. In fact, it is a safe bet that your students are probably more different than similar along several important dimensions. Some student differences may be (but are not always) apparent along the lines of age, gender, physical disability, race, and ethnicity. These demographic variables can affect classroom performance and learning. Take, as a simple example, the older student who is balancing multiple life roles of work, community, family, and school. This student's life stress is quite different from that of the student athlete, who may feel pressured to maintain academic eligibility. Each student is operating from a different motivational basis, with different life skill sets that become apparent in classroom performance. Less apparent student differences, such as religion, learning disabilities, socioeconomic status, and sexual orientation, also impact the students' learning experiences and your instruction. These factors can have an influence on how students process information, their motivation, their attitudes, and their responses to instructional material. An astute teacher will consider classroom demographics in developing classroom policy, choosing instructional resources, and managing the classroom climate.

English Language Learners

A student population with an increasing presence on college campuses is English language learners (or ELL). Although the ELL populate almost any campus, they are most evident on

campuses with strong international education programming and those that traditionally have open access admissions, such as comprehensive community colleges. In most cases, these students are adjusting culturally as well as gaining better facility with the English language. Indeed, enrollment in interpersonal communication is often a next step outside of college English as a second language offerings to support the continued enculturation of these students. Given the apprehension associated with learning a new language, the steps you take to minimize such apprehension in your classroom will support learning not only for the ELL in your classroom but for most other students as well. Some reasonable instructional accommodations you might make include the following:

- Presenting students with reading questions and lecture guides. This provides a “map” for processing what they read and hear in class.
- Allowing the use of tape recorders during class and translation dictionaries during exams.
- Encouraging (or requiring) students to submit drafts of assignments for your feedback and direction, and making use of any campus writing support services when necessary.
- Getting to know the students individually, learning to pronounce their names correctly, and learning about their culture.
- Presenting information in ways that stimulate auditory, visual, and tactile senses.
- Developing opportunities for paired and small-group discussion and work.
- Creating a safe space by responding decisively to any derogatory comment, put-down, or allusion in the classroom.

Selection of Representative Materials and Illustrations

Your choice of instructional and ancillary materials and your use of examples when teaching create a subtext about your sensitivity to diversity. *Choices & Connections* makes its cultural perspective known through theory, research, and application exercises. Particularly notable is

Chapter 4: “Understanding Culture.” However, these cultural references are only as effective as the instructor who addresses diversity issues explicitly as part of the teaching and learning processes. Moreover, the classroom has myriad opportunities for displaying images on overheads and clip art on handouts, selecting media, and providing verbal examples and stories that reflect diverse people and ways of life. Incorporating instructional materials and illustrations that show a genuine rather than perfunctory sensitivity to culture and diversity is important to those students who may otherwise feel on the margins of the classroom.

The Nonverbal Dimension of Teaching

Another subtle yet powerful force in the classroom is your nonverbal manner, which either supports or undermines an atmosphere of inclusiveness. Many other behaviors can be perceived by students as prejudices or dislikes, including your enthusiastic vocal affirmation of some student contributions and not others, whether you turn to and establish eye contact with students as they talk with you, and whether you interrupt some students and not others. Your nonverbal demeanor gives shape to your relationship with students and could ultimately affect their learning.

In an instructional setting, students tend to respond favorably to instructors who demonstrate nonverbal immediacy (Christophel, 1990). Nonverbal immediacy consists of behaviors such as smiling at individual students, establishing appropriate eye contact, purposeful movement around the classroom, and variation in vocal expression. These behaviors signal a desire to be approachable and appropriately involved with all students. Specific nonverbal behaviors notwithstanding, it is important to instructors and students that the classroom environment be open, supportive, and respectful (Anderson & Carta-Falsa, 2002).

Campus Resources to Support Diversity

Your campus resources are another source of support for classroom diversity. Most college campuses have academic support services for helping students write papers, study for and take tests, and complete other basic academic skills. Academic labs and support areas can be mentioned in the syllabus. Consider having staff from these areas come into your class and take a few minutes to introduce the type of academic support available. Additionally, student services on many college campuses have support staff and offices that deal with particular student populations, such as disabled students, international students, returning adult students, and the like. It is important to identify these student support areas on your campus and to familiarize yourself with staff and resources to be able to make meaningful student referrals should the need arise.

USING TECHNOLOGY TO FOSTER LEARNING

Digital technology is the *lingua franca* of today's younger college student. The proliferation of smartphones and tablets makes it difficult not to consider how technology—properly used—can serve classroom learning. Three technological tools readily available to support student learning are (1) slide programs, like Microsoft PowerPoint or Apple Keynote; (2) television and film; and (3) the Internet.

USING POWERPOINT

Given the wide availability of Microsoft PowerPoint, you no doubt have seen dozens of lectures that are nothing more than an endless set of slides read by the presenter as the audience slumbers away. Quite frequently, slides are the organizing principle for a lecture, rather than serving as an instructional aid. Slides can enhance a lecture when they reinforce ideas or make a point that might be difficult to convey through words alone (e.g., summarizing

survey results with a graph). There are some basic design principles to keep in mind when developing a slide presentation for the classroom.

1. It is easier for students to process the information when

- Slide design is clean and simple and avoids textual clutter.
- Photographic images and art are used to invite interest and to “soften text.”
- Key words and phrases rather than complete sentences are used.
- Fancy fonts and words all in capital letters are avoided.
- The slide is used to make a compelling instructional point rather than being made up of an undifferentiated stream of bullet points.

2. It is less distracting when

- You sustain eye contact with the class rather than with the slide show.
- Animation gimmicks and sound effects are kept to a minimum.
- Time is provided for students to write down information before slide content is discussed.
- Room lighting and projector quality allow sufficient light for note taking and viewing other instructional materials.

Finally, you must also determine whether to provide students with a handout of the slides prior to the lecture, afterward, or not at all. Another decision is whether to upload the presentation to a course Web site for review purposes or for students who miss class. Perhaps the easiest way to make these decisions is to discuss with colleagues what they have found to be successful or to poll students to gain their input on what would best support their learning.

USING TELEVISION PROGRAMMING AND FILM

The media have much to offer in support of communication studies. Most popular television series and films are now widely available on DVD, and many of them can be used for teaching

an array of topics. Also, sites and services like Netflix, HBO GO, Amazon Prime, YouTube, and Hulu are rich sources of media. Such resources can be excerpted or shown in their entirety to illustrate points during a lecture, to serve as a basis for a class or case-study discussion, or for students to analyze for an individual or group project.

You can increase the effectiveness of using media in the following ways: First, create clear learning objectives for using media in your course. Do you want students to see an illustration of a communication concept or skill? Do you want them to use concepts to critique an exchange or speech and to make recommendations of a different approach? Do you want them to analyze how a set of concepts or ideas applies in a relationship? In other words, there should be a clear reason why you are requiring students to watch a particular film or television program. Second, give students questions or prompts to consider prior to viewing. This establishes a frame of mind that focuses their attention and, ultimately, shapes a class discussion or their responses to a writing assignment. Finally, debrief the experience. Have students start by describing what they thought about or how they felt about what they saw. It helps to get personal opinions and feelings out on the table prior to moving to a structured discussion (i.e., “I like/dislike Will Smith,” “I was disappointed with the ending”). Then move to the structured questions or prompts that they were given prior to the viewing; and finally, conclude with what was learned from the viewing experience.

USING THE INTERNET

A key decision in planning your course is how to incorporate the Web in your teaching. For example, you might require a traditional research paper that sets guidelines for the use of Web sites as reference material. On the other hand, you may have a Web-based course that requires students to participate in discussion forums, post speech videos, or complete interactive online assignments like quizzes, lessons, or blogs.

Two considerations should be foremost in planning the use of Web resources. First, recognize that students' access to the Web may vary. Access to Web resources and/or the completion of Web-based assignments may necessitate extra time in campus computer labs, libraries, or employment sites to complete the required work. It can be helpful to poll the class in writing to determine how to proceed in forming an assignment and an appropriate time allotment for assignment completion. (For example, students who primarily use their phone to access the Web may not prefer to read lots of online material that way. Or, if students are primarily using tablets, you'll want to prioritize sites and resources that are mobile friendly.) Second, if you permit students to use Web resources for speech or written assignments, plan a tutorial (often available through library staff) on appropriate search strategies, the evaluation of Web sources, and acceptable Web source citation methods.

Finally, if you ask students to upload a video-recorded speech to a CMS or other site, you may want to demonstrate how to do this in class. Despite how digitally native some younger students are, they can still struggle with uploading requirements and the specifications of different sites. Providing clear explanations and a demonstration can head off a lot of last-minute "technical difficulty" calls and messages from students. Often such directions are available from the site provider. Including links or posting these documents to the class site is a valuable resource for you and your students.

USING PEDAGOGICAL FEATURES OF THE TEXTBOOK

Choices & Connections has a plethora of activities and questions designed to enhance student learning. These features include "How to Communicate" video activities, "Making Communication Choices" case studies, Key Term and Public Speaking videos, and the Chapter Review. Detailed following are suggestions for how these features might be used in the classroom.

HOW TO COMMUNICATE

Each chapter contains a unique interactive feature that presents students an opportunity to implement specific communication skills highlighted within the chapter. After considering a communication dilemma, the authors then walk students through applicable skills before challenging them to adapt their communication to variations of the situation to really test their comprehension of the skills. The feature really comes to life in the video activity available on the text's accompanying online platform, LaunchPad for *Choices & Connections*, available at **macmillanhighered.com/choicesconnections2e**. Students watch the scenarios play out and plan their own communication. The design of this feature allows you to seamlessly integrate the activity provided within the text with the online resources. Consider using the “How to Communicate” feature by

- Assigning the “How to Communicate” video activity as homework and then facilitating a class discussion that allows students to share their responses.
- Incorporate the “How to Communicate” feature into group activities and assign each group different chapters. Have each group prepare a presentation that highlights the dilemma, the skills, and possible solutions.
- Use “How to Communicate” as a closing feature to each in-class chapter discussion. Show the video or simply discuss the dilemma with students and ask them to formulate possible solutions.
- Have students role play their responses to the What if? dilemmas and discuss other alternatives that would be effective.

MAKING COMMUNICATION CHOICES

Every chapter includes a communication dilemma that uses research to encourage students to plan a course of action in resolving the dilemma. The analysis requires students to synthesize

chapter ideas, reflect on their perceptions, and take into account the provided research prior to making an application or response. Here are some ways that this feature could be incorporated in your teaching:

- Facilitate a case-study discussion on “Making Communication Choices.”
- Organize groups to discuss “Making Communication Choices” and have the groups present an oral report of their course of action.
- Ask students to informally poll opinions of family and friends about courses of action in “Making Communication Choices.” Share findings in a class discussion.
- Facilitate a brainstorm session to consider pros and cons of various courses of action in “Making Communication Choices.”
- Assign teams to debate courses of action in “Making Communication Choices.”

KEY TERM AND PUBLIC SPEAKING VIDEOS

Every chapter includes prompts to videos LaunchPad for *Choices & Connections* that illustrate key terms or provide public speaking resources and examples. Many of the Key Term clips are accompanied by two reflection questions. This combination allows students to see communication concepts in action while also testing their comprehension of the topic. Here are some ways that this feature could be incorporated in your teaching:

- Assign students to write a journal entry or brief paper based on the reflection questions for an individual video or for a set of related clips.
- Organize groups to discuss video clips and have each group present an oral report on their responses to the reflection questions.
- Ask students to “rewrite” dialogue in video clips so characters in the videos make better communication choices; use this new dialogue to continue a conversation or to illustrate additional concepts.

- Ask students to find their own example of a concept from video in the media—online clip, movie, TV episode, article, book, song, and so forth—and analyze how each example portrays the concept.
- Assign teams to role-play alternate scenarios for terms illustrated in the videos.
- Have students grade the sample speeches in the public speaking videos based on the same rubrics they'll be graded on. Students should explain how the speech could be improved and how they could use that advice when preparing for their own speeches.

A Guide to Using LaunchPad for *Choices & Connections*

Choices & Connections comes with access to LaunchPad, Macmillan Learning's online platform that hosts *LearningCurve*, an adaptive quizzing software; *How to Communicate* video activities that test students' adaptive skills; *Key Term* videos, featuring 100+ illustrative, brief clips that bring communication concepts to life; *Speech* videos, a collection of student and professional speech videos (full speeches and clips); and Pop Quizzes, an interactive version of the multiple choice quiz in each Chapter Review. Access to these resources is available through macmillanhighered.com/choicesconnections2e. Each resource can help gauge students' comprehension and help them *apply* the concepts to their own experiences. These activities are easy for students to learn from and are easy for you to assign. LaunchPad will help you do the following:*

- **Create new assignments and activities.** *How to Communicate* video activities make excellent writing prompts, class discussion topics, and group assignments. The *Key Term* videos and the *Speech* videos are great ways to provide students with another avenue for understanding concepts. The *Sample Speech Resources* provide a prebuilt activity that shows students how a student speech came together. See the list following this for more ideas on how to assign *How to Communicate* and the video collections.
- **Check student progress.** When you assign students the *LearningCurve* lesson for each chapter, you can gain insight into what topics students may need extra help with before they come to class, leaving you more valuable class time to go over any problem areas. You can also point struggling students to this resource to use as a study tool.
- **Engage students.** The *How to Communicate* video activities and the *Key Term* video activities give students a fun way to study, making them more likely to complete assignments and increase their comprehension.

HOW TO USE LAUNCHPAD IN CLASS

There are many ways you can incorporate LaunchPad for *Choices & Connections* in your class. The list following contains several ideas for possible assignments or activities. These are generic suggestions that work with almost any resource in the collection. For additional suggestions, see the *How to Communicate* section in each chapter of the IRM.

1. *Study plan:* Have students complete the *LearningCurve* for a chapter. Based on their performance and results, students have to prepare a study plan for the chapter to improve their comprehension before a test.
2. *The basis of a journal or homework assignment:* Students are assigned to watch one or more videos outside of class and write a journal/blog entry or one-page paper responding to the provided reflection questions.
3. *“Improvement” paper:* Students can watch a video and write a short analysis of how the communication in the video could be improved. Questions to guide the paper may include What could have been said or done differently to improve the communication/interaction in the video? How would you have handled the situation?
4. *“Point of view” analysis:* To help students with their empathy and perception skills, ask students to write a brief analysis of a video by explaining each person’s point of view and their communication choices.
5. *Media comparison paper:* Students should watch several videos from a chapter and then find clips from the media that illustrate the same concepts. Students can develop a brief analysis comparing the clips and share it with the class: How well does the media version illustrate the concept(s)? How does it compare to the book version?
6. *In-class discussion starters:* Because the *How to Communicate* and *Key Term* videos are brief, they can be shown in class to start discussions about concepts. The accompanying reflection questions can be used to initiate such conversations.

7. *In-class role-plays*: Students can role-play their own version of a concept being shown in the video. They can either redo the same premise but vary the exact situation and dialogue, or they can “extend” the scenes to imagine what would happen next.
8. *Response videos*: Students can make their own videos (either in pairs or groups). These could either be response videos to the existing ones or videos on different book concepts.

HOW TO ACCESS LAUNCHPAD

For instructors:

1. Visit **macmillanhigherred.com/choicesconnections2e**
2. Sign in if you already have a password. If not, follow the instructions to set up an account.
3. Once logged in, you can search for resources by chapter. You can assign *LearningCurve*, *How to Communicate* video activities, Pop Quizzes, and *Key Term* videos. Also, you can rate the videos, view transcripts, and check out student responses to reflection questions.

For students:

1. An access code and log-in instructions are included in every new student copy of *Choices & Connections*, Second Edition.
2. Students who do not purchase a new print book can purchase access by going to **macmillanhigherred.com/choicesconnections2e**.

For technical support

- 1-800-936-6899
- macmillanhigherred.com/techsupport

LAUNCHPAD MEDIA CONTENTS

LaunchPad for *Choices & Connections* includes *How to Communicate* video activities, *Key Term* videos, and *Sample Speech Resources* that complement the material in the text, offering examples and explanations of key concepts. Here is a quick list of the videos and where their concepts appear in the text.

Chapter 1: Introduction to Communication

How to Communicate: Competent Conversations, p. 24
Channel, p. 6
Linear communication model, p. 7
Noise, p. 8
Transactional communication model, p. 10

Chapter 2: Self and Perception

How to Communicate: Empathy for a Group Member, p. 54
Social comparison, p. 35
Self-fulfilling prophecies, p. 36
Face, p. 42
Mask, p. 42
Self-serving bias, p. 48
Halo effect, p. 51
Horn effect, p. 51
Algebraic impressions, p. 51
Empathy, p. 53

Chapter 3: Mediated Communication

How to Communicate: Removing an Embarrassing Post, p. 70

Chapter 4: Understanding Culture

How to Communicate: Adapting to Cultural Differences, p. 104
Power, p. 91
Display rules, p. 100

Chapter 5: Verbal Communication

How to Communicate: Disagreement with Family, p. 124
Denotative meanings, p. 117
Connotative meanings, p. 117
“You” language, p. 122
“I” language, p. 123
“We” language, p. 123

Chapter 6: Nonverbal Communication

How to Communicate: Perceiving Nonverbal Messages, p. 144
Kinesics, p. 143
Emblems, p. 146
Illustrators, p. 146
Regulators, p. 146
Adaptors, p. 146
Vocalics, p. 146
Haptics, p. 148
Proxemics, p. 149
Affect displays, p. 155

Chapter 7: Active Listening

How to Communicate: Active Listening, p. 182
Content-oriented listeners, p. 175
Action-oriented listeners, p. 175
Time-oriented listeners, p. 175
Selective listening, p. 179
Aggressive listening, p. 181

Chapter 8: Managing Conflict

How to Communicate: Collaboration in a Conflict, p. 202
Avoidance, p. 195
Accommodation, p. 197
Power, p. 197
Collaboration, p. 199
Compromise, p. 205
Sniping, p. 209

Chapter 9: Principles of Interpersonal Communication

How to Communicate: Ending a Relationship, p. 234
Integrating, p. 232
Bonding, p. 233
Differentiating, p. 233
Stagnating, p. 236

Chapter 10: Managing Interpersonal Relationships

How to Communicate: Relationship Maintenance at Work, p. 258
Relational dialectics, p. 249
Relational maintenance, p. 254
Supportive communication, p. 260

Chapter 11: Small Group Communication

How to Communicate: Social Loafing, p. 274
Forming, p. 269
Storming, p. 269
Norming, p. 270
Performing, p. 270
Adjourning, p. 270

Chapter 12: Leadership in Group Communication

How to Communicate: Handling Complaints, p. 302
Communication climate, p. 299

Chapter 13: Preparing Your Speech

How to Communicate: Oral Citations, p. 338
Informative speeches, p. 323
Persuasive speeches, p. 323
Special-occasion speeches, p. 323
Speech topic, p. 323
Demographics, p. 327

Chapter 14: Composing Your Speech

How to Communicate: Elevator Speeches, p. 362
Speech thesis, p. 348
Statistic, p. 352
Examples, p. 353
Testimony, p. 354
Direct quotation, p. 355
Paraphrasing, p. 355
Topical pattern, p. 357
Spatial pattern, p. 358
Cause-effect pattern, p. 358
Problem-solution pattern, p. 358
Internal previews, p. 359
Internal summaries, p. 359
Transitional phrases, p. 359

Chapter 15: Delivering Your Speech

How to Communicate: Delivering a Speech, p. 398
Impromptu speaking, p. 380
Manuscript speaking, p. 381
Extemporaneous speaking, p. 383
Immediacy, p. 384
Vocal tone, p. 385
Monotone, p. 385
Vocal rate, p. 385
Adaptive gestures, p. 386
Vocal volume, p. 388
Pronunciation, p. 388
Vocalized pauses and fillers, p. 388
Presentation aids, p. 395

Chapter 16: Informative Speaking

How to Communicate: Responding to
Audience Questions, p. 418
Informative speeches, p. 408
Expository presentation, p. 413
Process or demonstration presentation,
p. 414
Narrative presentation, p. 415
Comparison/contrast presentation, p. 416

Chapter 17: Persuasive Speaking

How to Communicate: Emotional Appeals,
p. 454
Persuasive speeches, p. 434

Proposition of fact, p. 435
Proposition of value, p. 435
Proposition of policy, p. 435
Credibility, p. 439
Logos, p. 442
Motivated sequence, p. 442
Inductive reasoning, p. 445
Fallacies, p. 448
Pathos, p. 450

Appendix: Interviewing

How to Communicate: Managing Stress
Questions, p. A-24

Chapter 1

Introduction to Communication

CHAPTER OUTCOMES

- Define what communication is and how the communication process works
- Explore how communication helps you achieve
- Explain how the study of communication developed
- Identify the characteristics of communication competence
- Learn the choices and connections underlying your communication

CHAPTER OUTLINE

INTRODUCTION TO COMMUNICATION

- Across all of these types and instances of communication, two things are important to keep in mind:
 1. *The communication choices you make are connected to the outcomes that follow.*

When you communicate well, you increase the likelihood of desirable outcomes, such as successful group projects, compelling presentations, and satisfying, healthy relationships. When you communicate poorly, you are more likely to

generate negative outcomes such as group dissatisfaction, confused audience members, and relationship turmoil.

2. *Different types of communication are connected to each other in fundamental ways. It involves presenting yourself to others, planning your messages, and using language to convey your thoughts.*

What is Communication? *Lots of people believe that communication is just “common sense.”*

But people are not born knowing how to communicate well. Instead, they become good communicators by learning about communication concepts and theories, building skills, and practicing in their everyday lives. You can take the first step toward becoming a competent communicator by learning what communication is and why it matters.

DEFINING COMMUNICATION

Communication is the process through which people use messages to generate meanings within and across contexts, cultures, channels, and media.

- There are five features of communication:
 1. Communication is a *process* that unfolds over time through a series of interconnected actions. Thinking of communication as a “process” means realizing that everything you and others say and do during encounters shapes what happens in that moment and in the future.
 2. People engaged in communication use *messages* to convey meaning. A **message** is the “package” of information transported during communication. When people

exchange a series of messages, whether face-to-face or online, the result is called an **interaction**.

3. Communication occurs in a seemingly endless variety of **contexts**, or situations. In each context, many different factors affect how you communicate. Examples include how much time you have, how many people are in the situation, and whether the setting is personal or professional.
4. People communicate through various *channels*. A **channel** is the sensory dimension along which communicators transmit information. The most common channels are auditory, visual, and tactile.
5. To transmit information, communicators use a broad range of **media**, or tools for exchanging messages and can include texting, tweeting, posting, e-mailing, making a phone call, or talking face-to-face using video technology. Often people use several different media all at once.

Why We Communicate

Communication also helps you meet the following goals:

1. **Self-presentation goals** involve presenting yourself in certain ways so others view you as you want them to.
2. **Instrumental goals** are the practical objectives you want to achieve or tasks you want to accomplish. Oftentimes you'll find that presenting yourself in certain ways (likable, trustworthy, credible) facilitates the achievement of your practical goals.
3. **Relationship goals** help you build, maintain, or terminate bonds with others.

COMMUNICATION MODELS

- Communication scholars developed communication models to examine and describe how communication works.
- Communication models represent a historical evolution of scholarly thought, from a relatively simple depiction of communication as a linear process (the linear model) to one that views communication as a complicated process that is mutually crafted (the transactional model).
- Each communication model doesn't necessarily represent good or bad ways of thinking about communication. Instead, each offers a different way of identifying the important elements affecting the communication process.
- Three examples of communication models include the following:
 1. **Linear communication model** was the first formal model of communication and was created more than sixty years ago by engineers at Bell Labs to explain how information is transmitted across telephone lines. It views communication as an activity in which information flows in one direction, from a starting point to an end point.
 - The linear model contains several components:
 - *The message*
 - *The channel*

- The **sender(s)** who is the individual(s) who generates the information to be communicated, packages it into a message, and chooses one or more channels for sending it.
 - The **receiver** is the person(s) for whom a message is intended.
 - **Noise** is the distractions that change how the message is received. It may originate outside the communicators, such as lagging or pixilation during Skype, or it can come from the communicators themselves.
 - Online communication is a type of communication that fits well within this model. But the linear model doesn't accurately explain other communication forms such as face-to-face conversation and doesn't account for the back-and-forth flow of such encounters.
2. **Interactive communication model** views communication as a process involving senders and receivers, but suggests that communication is also influenced by feedback and field of experience.
- **Feedback** includes the verbal and nonverbal messages coming from recipients in response to messages and lets the sender know they've received and understood messages. In addition, feedback lets receivers indicate their approval or disapproval of messages.
 - **Fields of experience** consist of the beliefs, attitudes, values, and experiences that each participant brings to a communication event. People with similar fields of experience are more likely to understand each other than are individuals with dissimilar fields of experience.

- Classroom instruction and group presentations are examples of forms of communication that may also be viewed as interactive.
- This model presents communication as a process in which there is a clearly designated and active “sender,” and a passive “receiver,” but it overlooks the active role that receivers often play in constructing the meaning of communication events, as well as instances in which people jointly create meaning.

3. **Transactional communication model** holds that communication participants constantly exchange verbal and nonverbal messages and feedback to collaboratively create meanings. It helps illustrate how we often build communication *collaboratively*, rather than simply receiving or sending messages.

- The transactional communication model intuitively captures encounters that seem “interpersonal” in nature.
- Examples include a phone conversation or a face-to-face conversation with close friends, but the transactional model doesn’t fit certain types of online communication, such as tweets, texts, emails, and wall posts in which senders and receivers are more clearly designated, and the communication is better described as either linear or interactive.

STUDYING COMMUNICATION

Now that you have a better understanding of what communication is, let’s look at how people have studied communication throughout the ages and the types of communication that teachers

and scholars focus on today. Understanding the past, present, and future of the communication field will help you apply what you learn to your everyday life.

A Brief History of Communication

The communication field has ancient roots, seemingly modern concepts evolved from the past.

Communication in Antiquity

- Communication is an academic discipline that goes back thousands of years and traverses many different cultures.
- Egyptian sage Ptahhotep (2200 B.C.E.) wrote one of the earliest books that offered suggestions for improving people's communication by being truthful, kind, and tolerant in their communication. He also emphasizes mindfulness in using language and practicing active listening skills.
- **Rhetoric** is the theory and practice of persuading others through speech, and it became a formal discipline of study in ancient Greece and Rome almost 2000 years after Ptahhotep.
- Socrates and his student Plato were among the first to debate the nature of rhetoric; they believed
 - That rhetoric was a practical skill that people could gain through experience.
 - That people could use communication skills in unethical as well as ethical ways.
 - That words should not be used to manipulate or exploit others.
- Aristotle, the best-known ancient Greek scholar, taught that effective persuasive speakers should
 - Demonstrate credibility

- Provide logical reasons
 - Appeal to the emotions of the listeners
- Cicero, an ancient Roman orator, also was interested in the study of rhetoric and noted the following three practical objectives of public speaking:
 - To instruct
 - To persuade
 - To honor
- Cicero also outlined the five requirements of speech crafting and presentation still in use today:
 - Invention—reasoning out truth to make your case compelling
 - Arrangement—organizing the information you want to present
 - Style—selecting suitable words to convey the information
 - Memory—knowing your subject and remembering your words
 - Delivery—controlling your body and voice when presenting your speech

Communication in the Early 20th Century

- Throughout the era stretching from ancient Rome to the early 20th century, communication scholars stayed focused on rhetoric.
- In the 1900s, however, scholars were stimulated by philosophical interest in the human mind and behavior, and across a broad range of disciplines began studying forms of communication other than rhetoric.
- Harold Lasswell was a political scientist that detailed four persuasive aims of governmental propaganda:
 - Create hatred against the enemy
 - Preserve friendship with allies
 - Gain the cooperation of neutral parties
 - Demoralize the enemy
- Elton Mayo, a Harvard business professor, examined the effects of coworker interactions on productivity, giving rise to the human relations movement and the recognition that supportiveness is crucial for competent workplace communication.
- Jean Piaget, a psychologist, analyzed the role that children's ability to *perspective-take* (see things from others' viewpoint) played in shaping their communication.
- By World War II, dozens of scholars in several different disciplines were studying communication and communication-related topics, such as the effect of environments on interaction, empathy, and conflict.

Communication after World War II

- Immediately following World War II, interest in the field of communication exploded, mostly owing to the use of mass media propaganda during the war. Each side had harnessed film and radio to send messages on a massive scale to their populations, convincing them that their cause was “just” and that the enemy was “evil.”
- By the early 1970s, dozens of communication and speech communication departments existed and were teaching classes in the “traditional” areas of public speaking and rhetoric, but also were introducing “new” areas such as mass media effects, communication in relationships, group discussion, and organizational communication.
- By the end of the 20th century, nonverbal communication, gender and communication, communication across cultures, health communication, and communication technologies became standard offerings in undergraduate curricula.
- Armed with a broad knowledge of communication theory and practical skills, students majoring in communication go on to pursue careers in areas as diverse as human resource management, public relations, sales, marketing, sports broadcasting, media production, news media, advertising, community relations, and political consulting.

Types of Communication

Communication can be divided into four broad types:

1. **Mediated communication** is separated (“mediated”) by some type of technological device. You use mediated communication when you make phone calls, tweet, send text messages or emails, use FaceTime or Skype, and post

messages online. Mediated communication is best used to meet certain types of goals that will be discussed later.

2. **Interpersonal communication** is communication between two people in which the messages exchanged significantly impact their thoughts, emotions, behaviors, and relationship. Through interpersonal communication, you build, maintain, and end bonds with your friends, family members, lovers, and other relationship partners.
 3. **Small group communication** involves 3 or more interdependent persons who share a common identity (such as membership in a team) and who communicate to achieve common goals or purposes. Small group communication involves unique challenges that often include the need to coordinate group members' responsibilities, build group unity, clarify expectations, and accommodate members' diverse communication styles.
 4. **Public communication** or public speaking is the process of preparing and delivering a message to an audience to achieve a specific purpose. Examples can range from giving a talk to a youth group or presenting a project idea to your coworkers over the Web or videoconference.
- Although these four types of communication differ in terms of their main purpose, the number of people involved, and their nature (linear, interactive, transactional), they also are *connected* to one another in that they all use or are affected by
 - Messages to generate meanings.
 - The communicators' views of themselves and perceptions of others.
 - The communicators' cultural backgrounds and listening skills.

- Their use of verbal and nonverbal communication.
- Communication to pursue self-presentation, instrumental, and relationship goals.
- The choices you make and strongly influence the outcomes you experience.

COMMUNICATION COMPETENCE

Communication is a choice. How you choose to phrase your messages, display your facial expressions, and even approach a conflict is up to you. Each time you make such a choice, you have the opportunity to strive for competence. This can help you set the stage for success in your own life.

Understanding Communication Competence

- **Communication competence** means consistently communicating in the following three ways:
 1. **Appropriateness** is the degree to which your communication matches expectations regarding how people should communicate. In any setting, norms govern what people “should” and “shouldn’t” say, and how they “should” and “shouldn’t” act.
 - Competent communicators understand when such norms exist and adapt their communication accordingly.
 - We judge how appropriate our communication is through self-monitoring: the process of observing our own communication and the norms of the situation in order to make appropriate communication choices.
 - a. **High self-monitors** prefer situations in which clear expectations exist regarding how they’re supposed to communicate, and they possess

both the ability and desire to alter their behaviors to fit into any type of social situation and are often judged as more adaptive and skilled communicators.

b. **Low self-monitors** don't assess their own communication or the situation. They prefer encounters in which they can “act like themselves” by expressing their values and beliefs, rather than abiding by norms.

- One of the most important choices you make related to appropriateness is when to use mobile devices and when to put them away. When you're interacting with people face-to-face, the priority should be your conversation with them; if you prioritize your device over the person in front of you, you run the risk of being perceived as inappropriate.
- Research documents that simply having cell phones out on a table—but not using them—during face-to-face conversations significantly reduces perceptions of relationship quality, trust, and empathy.
- Competent communicators know that overemphasizing appropriateness can backfire. If you *always* adapt your communication to what others want, you may end up making poor choices.
- Competence means striking a healthy balance between appropriateness and other important considerations, such as achievement of goals and the obligation to communicate honestly.

2. **Effectiveness** is the ability to use communication to accomplish the three previously discussed types of goals:

- Self-presentation
 - Instrumental
 - Relationship
3. **Ethics** is the set of moral principles that guide your behavior toward others. You are ethically obligated to avoid intentionally hurting others through your communication.
- Communication that's intended to erode a person's self-esteem, expresses intolerance or hatred, intimidates or threatens others' physical well-being, or expresses violence is unethical and therefore incompetent.
 - During every encounter you need to treat others with respect and communicate with them honestly, kindly, and positively.
 - To help you make ethical choices in all situations, review the guidelines in the "Credo for Ethical Communication" in the textbook (p. 22).
- In communication situations that are simple, comfortable, and pleasant, it may be easy to behave appropriately, effectively, and ethically; but true competence develops when you consistently communicate competently across *all* situations that you face, even ones that are uncertain, complex, and unpleasant.

PUTTING YOUR COMPETENCE INTO PRACTICE

- Competent communicators know how to translate their knowledge into **communication skills**, repeatable goal-directed behaviors and behavioral patterns that they routinely practice.
- In addition to using your knowledge and skills to improve your communication, you must also be motivated to do so.

CHOICES AND CONNECTIONS

When you're communicating, everything you say and do counts—and is connected to what comes after. There are no “take-backs” or “do-overs.” That's why it's so important to know how to make good communication choices.

Communication Choices

- Your communication choices affect the outcomes you experience. The fact that your communication choices impact your outcomes means your communication is irreversible.
- Communication also involves interaction with others, and the choices *they* make influence your outcomes as well. But you can't control how others choose to behave toward you—only how you behave toward them.
- Recognize that your communication is a choice and when you elect to communicate appropriately, effectively, and ethically, you'll have done all *you* can to foster satisfying communication outcomes in your personal and professional life.

Communication Connections

- As you recognize the link between communication choices and outcomes, your communication competence will be boosted by learning the connections that exist between the different types of communication.
- Becoming a competent communicator means understanding the connections between different forms of communication, as well as the skills that are unique to each.

- *Your communication and your communication skills connect you to other human beings;*
communication is your primary vehicle for exchanging meaning, achieving goals,
connecting with others emotionally, and building personal and professional relationships
with others.

CLASS DISCUSSION QUESTIONS

1. Review the three goals of communication (pp. 6–7) and give an example of each, and then give an example when all three might be important simultaneously. Explain your reasoning.

- This question will help students to understand that often our goals are mixed and more complex than they originally might think. An example of when they might have all the goals is in a classroom setting. It is rare that a student would not be concerned with all three: self-presentation, instrumental, and relationship goals. You then may want to explore how these goals fluctuate in importance. For example, how would their goals differ from the first day of class compared to homecoming week?

2. What are fields of experiences and how might they affect a parent’s relationship with a teenager?

- One’s beliefs, attitudes, values, and experiences are often similar to our parents; but on some issues they vary greatly, and this is good time to point out how it effects communication. Possible examples could be how parents view the use of a cell phone while at dinner, choices of music, or appropriate dress.

3. Chapter 1 discusses how the linear communication model works best for much of our online communication—like tweets, emails, and text. Do you agree? Why? What limitations would these types of communication have based on the model?

- Some students may not easily recognize the linear nature of online communication and this is a good way to introduce some of the communication signals missing during an exchange. Ask the students to give an example of a series of texts gone wrong—would face-to-face communication have helped?

4. What is your dream job? Is being an effective communicator important in that career?

Why or why not?

- Discuss with students specific jobs that they are interested in and help them identify with how improving their communication skills will be beneficial. Many students have a hard time understanding how they can benefit from improving their communication skills, and an open discussion about specific careers may help them make the connection.

5. Your book discusses that many people believe that communication skills are just “common sense.” Do you agree or disagree? Explain your opinion.

- This assumption may prevent students from putting the necessary effort into your class. If it is just “common sense,” why aren’t humans better at it? Help them connect how improved communication skills can better friendships, romantic and family relationships, and careers. Provide them with real-life examples of how the study of communication can directly improve their lives.

VIDEO SCENARIOS

HOW TO COMMUNICATE: COMPETENT CONVERSATIONS

This video feature shows students' competent communication skills in action based on the scenario following. The first video illustrates an ideal outcome while the "What if?" challenges prompt them to apply their own skills to times when their communication partner is more difficult. To access the videos, go to macmillanhighered.com/choicesconnections2e. Have students watch the videos and answer the questions before class so that they will be prepared to discuss the ways they would respond to each variation of the scenario.

Scenario:

Your professor assigns you to work with Jacob, your ex's best friend. When you and your ex were dating, Jacob was friendly and supportive, and the two of you got along well. But the breakup was ugly, and you and Jacob haven't talked since. As you meet with Jacob to brainstorm ideas, there's obvious tension. You decide to break the ice and ask him how he's doing. Jacob responds with an icy "Fine," then says, "So, have you destroyed any new lives recently?" Consider the following when trying to achieve a competent conversation with Jacob.

- **Keep your communication appropriate** given the setting by not angrily responding to Jacob's taunt and offering an alternative encounter for personal discussion.

You might say, "I don't think this is the right time or place to talk about this. If you want to hang out and talk after class, that would be fine."

- **Communicate effectively** by keeping your conversation focused on the task at hand and encouraging Jacob to do the same.

You might say, “I’ve got a couple of ideas for the project, but I’d like to hear your ideas first.”

- **Make your messages ethical** by treating Jacob with kindness and respect, despite his rudeness.

You might say: “I know you’re really angry with me, and I admire you for that, because it shows you’re loyal and devoted to your friend. But I’m hoping we can put the past behind us for the sake of the project. What do you think?”

Instructor note: Online, students will be asked a multiple-choice question after the first video.

For Chapter 1, the question is this:

Why is the line “I’ve got a couple of ideas for the project, but I’d like to hear your ideas first” an example of effective communication in this scene?

- A. It accomplishes a self-presentation goal.
- B. It accomplishes an instrumental goal.*
- C. It accomplishes an ethical goal.
- D. It accomplishes a relationship goal.

[The asterisk (*) indicates the right answer. Depending on how students answer the question, one of two feedback options will appear:

Right answer: Congratulations, you are correct!

Wrong answer: Incorrect. To clarify the role of communication goals in competent messages, see the sections “Why You Communicate” and “Understanding Communication Competence” in Chapter 1.]

You can see how many of your students got this question right or wrong in the LaunchPad grade book and spend more class time discussing communication goals if needed.

What if?

Ask students, what if things don’t work out as shown?

1. What would you say when Jacob attempts to end the encounter by saying “I have no interest in talking to you—whether it’s now or later”?

You might say, “I understand and respect your request but we still need to complete this project. Do you think you could work with me just until we have completed the project?

- In this case, students may need to focus on communicating effectively about the task at hand. Remind Jacob that although you respect his opinion, he needs to help find a solution to successfully complete the project.

2. When Jacob says, “Yeah, I can see why you’d want to leave the past behind. That’s what you do isn’t it: destroy people, bail, and then say, ‘Can’t we leave the past behind?,’” how would you get his focus off the past?

You might say: “I respect how you feel and will be willing to talk with you about what happened but for now would you be willing to discuss looking over this project with me? Don’t let how you feel about me destroy your grade in this class.

- Encourage students to try to make the message ethical and remember that they need to complete the project. By reminding Jacob of the setting and the goal, you may be able to defuse his anger.

CLASSROOM ACTIVITIES

1. 30-20 Icebreaker

Goal: Have an icebreaker activity that helps you and your students bond while demonstrating how we are all unique yet still have many things in common regardless of our background, age, and culture. Note: this can be done as a whole class or in small groups. I have found that it is more challenging and fun as a large group.

Time: 30 minutes

1. Have the class help you compile a list of 30 items about themselves that no one else in the class has done or is. For example, one student might have 10 siblings, been to Africa, knows how to yodel—just about anything will work. To make the list everyone in the class must agree that no one else can say it applies to them. Be prepared for claims that this is an impossible task—but if they think hard enough they can do it. If your class is very small or very large, you may have to adjust the number of items; but just make sure it is large enough that they feel challenged.

2. Once the list of unique characteristics is complete, have the class repeat the activity but this time they must find 20 items that everyone in the class has in common. For example, they all own cell phones, want a college degree, like fried chicken—again it could be anything. Again be prepared for claims that this is an impossible task—but if they work hard enough they can do it.

3. Once the activity is done, remind them that despite our many unique characteristics we all are human and have many things in common, and if we dig deep enough we can find these similarities. With effective communication, they cannot only find out what makes others special but ways to connect. I have used this many times and have always had positive responses from my students. It also is a great time to quickly find out a lot about your students.

2. If Only I . . . Wait No. . . . If Only We Exercise

Goal: To improve communication skills, allow students to explore the concepts of **field of experience, feedback**, and improving listening skills.

Time: 60 minutes

1. This exercise requires the class to pair up, and you will need enough questions for each team to have one card. Feel free to add your own questions or repeat questions as needed.

2. Prior to class, place one of the following questions on individual cards:

- a. If you were given \$50,000, how would you spend it? Why?
- b. If you could talk to anyone in the world, who would it be? What would you discuss?
- c. If you had one wish to come true this year, what would it be? Why?
- d. If you could live during any point in history, when would it be? Why?
- e. If you could be someone else, who would it be? Why?
- f. If you could have your dream job in 10 years, what would it be? Why?

- g. If you could have any question answered right now, what would it be? Why?
- h. If you could change anything about yourself right now, what would it be? Why?
- i. If you could go any place in the world, where would you go? Why?
- j. If you could have any super hero power, what would it be? Why?

3. Randomly pair students up. Try to maximize the randomness by not pairing students that sit next to each other.

4. Ask each team to draw one card.

5. Give them 10 minutes to answer the question. The trick is they have to answer the question as one. Their answer needs to be a compromise—something they both could agree on.

6. Ask each group to present their answer and comment on how their **fields of experience** affected their communication pattern and what type of **feedback** they noticed during the discussion.

3. Why We Communicate Skits

Goal: To reinforce and help students identify the three **goals of communication**.

Time: 45 minutes

1. Review the three goals of communication: **self-presentation goals**, **instrumental goals** and **relationship goals**.

2. Divide class into groups of three or four and assign or draw for one of the three goals.

3. Ask students to produce a short skit that demonstrates both effective and noneffective examples of their assigned goal.
4. Have the class discuss their observations.

4. Historical Impromptu

Goal: To have students discover more about the history of communication and give them opportunities to practice their public speaking and small group skills.

Time: 60 minutes

1. Divide class into groups of three or four.
2. Assign each group one of the following names:
 - a. Ptahhotep
 - b. Socrates
 - c. Plato
 - d. Aristotle
 - e. Cicero
 - f. Harold Lasswell
 - g. Elton Mayo
3. Each group has 15 minutes to use their electronic devices to find information about each person, select interesting or informative information, and present as a group to the class. Each group member needs to have a speaking part to receive credit. Suggest that they may want to quickly formulate an introduction, two or three points, and a conclusion.

4. Have each group present to the class.

5. Communication Limericks

Goal: To have students review the different parts of the communication process, work on small group skills, and have a little fun.

Time: 25 minutes

1. Make several copies of the following example of the meter of a limerick:

Da DADA da DADA da DADA,

Da DADA da DADA da DADA,

Da DADA da DA

Da DADA da DA

Da DADA da DADA da DADA

2. Divide class into groups of five.
3. Assign each group one of the following words:
 - a. Communication
 - b. Message
 - c. Channel
 - d. Sender
 - e. Receiver
 - f. Noise

4. Have each team create a limerick containing their word and explain it as well.
5. Have each team present their limerick to the class and then have them put it all together.

MEDIA RESOURCES

1. *Why Study Communication?*

This short video explains “why study communication?” by discussing what Fortune 500 companies are searching for in good employees. It can be found on YouTube at https://www.youtube.com/watch?v=gH0dNY2jQmY&feature=em-share_video_user.

2. *Transactional Communication*

This short video is an overview of the transactional communication. It can be found on YouTube at https://www.youtube.com/watch?v=M8rVXVN9DZk&feature=em-share_video_user.

3. *Communications—What could possibly go wrong??*

This humorous video demonstrates a variety of examples of communication failures in work and life. This video can be found on YouTube at <https://www.youtube.com/watch?v=3FfaPhCKZew>.

4. *Are You Up on Cellphone Etiquette: Do’s and Don’ts*

This short Wall Street Journal interview discusses effective cell-phone usage. It can be found on YouTube at <https://www.youtube.com/watch?v=qed1fBreAfg>.

5. Self-Control & Self-Monitoring Test

Have students take this 20-minute self-monitoring quiz to see if they are high or low self-monitors to better understand their communication styles. The quiz can be found at

http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3270

Chapter 2

Self and Perception

CHAPTER OUTCOMES

- Identify the components of self and understand how self impacts communication
- Learn how to present the self to others, both online and offline
- Explore how the perception process works and the common errors made within this process
- Explain the ways people form impressions of others
- Describe the importance of perception-checking and empathy for improving communication skills

CHAPTER OUTLINE

THE NATURE OF SELF

Your “self” isn’t just one thing, it’s many things: who you think you are as a person; your values, attitudes, and beliefs; and how you feel about your self-worth. Because all of these factors influence how you communicate, the first step to improving your communication is to understand your self.

- Your **self** shapes how you communicate, whether online or offline, with friends or in groups, and even before an audience.
 - **Self** is an evolving blend of three components:
 1. Self-awareness
 2. Self-concept

3. Self-esteem

SELF-AWARENESS

- **Self-awareness** is the ability to view yourself as a unique person distinct from your surrounding environment and to reflect on your thoughts, feelings, and behaviors. In short, it means asking yourself, “Who am I?”
 - Self-awareness isn’t only about inward analysis. You also look outward, to others, and compare yourself to them.
 - Through **social comparison**, you assign meaning to others’ behaviors and then compare their behavior against your own.
 - When communicating, you are always self-aware, constantly considering your thoughts, feelings, and behaviors.
- **Critical self-reflection** is a special kind of self-awareness that focuses on evaluating and improving your communication. By routinely practicing critical self-reflection, you will achieve a deeper understanding of the factors that influence your communication choices, allowing you to make better decisions and achieve improved outcomes as a result.
 - To engage in critical self-reflection, consider these five questions:
 1. What am I thinking and feeling?
 2. Why am I thinking and feeling this way?
 3. How am I communicating?
 4. How are my inner thoughts and feelings affecting my communication?
 5. How can I improve my thoughts, feelings, and communication?

SELF-CONCEPT

- **Self-concept** is the overall assessment of who you are; it answers this question: “I’m a _____ person.” It is based on the beliefs, attitudes, and values you have about yourself.
 - *Beliefs* are convictions that certain things are true (“I’m a caring person.”).
 - *Attitudes* are evaluations (“I’m satisfied with my fitness level.”).
 - *Values* are enduring principles that guide your behaviors (“I think it’s morally wrong to lie.”).
- **Self-verification theory** suggests that you often choose your relational partners based on how well they support your self-concept. This includes choosing others who support a positive or a negative self-concept.
- **Self-fulfilling prophecies** are predictions that you make about future interactions that cause you to communicate in ways that make your predictions come true.

SELF-ESTEEM

- **Self-esteem** is the overall value you assign to yourself. It answers this question: “Given who I am, what’s my evaluation of my worth?”
 - Self-esteem strongly shapes your communication, relationships, and general outlook on life.
 - People with high self-esteem report greater life satisfaction, communicate more positively with others, and experience more happiness in their relationships than do people with low self-esteem.
 - People with high self-esteem also show greater leadership ability, athleticism, and academic performance.
- **Self-discrepancy theory** holds that your self-esteem results from comparing the following two mental standards:

1. *Your ideal self* involves all the qualities (mental, physical, emotional, material, spiritual) you want to possess.
 2. *Your ought self* is the person you think others want you to be. The concept of ought self stems from expectations of your family, friends, colleagues, and romantic partners, plus the culture you grew up in.
 - You experience high self-esteem when your self-concept matches your ideal and ought selves.
 - By contrast, you may suffer low self-esteem if your self-concept is inferior to your ideal and ought selves.
- You can work on improving your self-esteem by following these steps:
 1. *Assess your self-esteem.* List the beliefs, attitudes, and values that make up your self-concept. Review the list and determine whether you view yourself positively or negatively.
 2. *Analyze your ideal self.* Who do you wish you were? If this ideal self is attainable, how could you become this person?
 3. *Analyze your ought self.* Who do others want you to be? What would you have to do to become this person?
 4. *Revisit and redefine your standards.* If your ideal and ought selves are realistic and reachable, move to step 5. If they're not, redefine your standards so that they are realistic and reachable. Frame your new standards as a list of goals.
 5. *Create an action plan.* List the actions necessary to reach your ideal and ought selves. Establish a realistic time line, perhaps several months or years. Then carry out this action plan, checking your progress as you go.

CULTURE, GENDER, AND SELF

- **Culture** is as an established, coherent set of beliefs, attitudes, values, and practices shared by a large group of people.
 - Culture includes many types of large-group influences, such as nationality, ethnicity, religion, gender, sexual orientation, physical abilities, and age.
 - You learn your culture from your parents, teachers, religious leaders, peers, and the mass media.
 - Culture influences your communication, depending on the type of culture in which you were raised.
- **Individualistic cultures** teach that individual goals matter more than group goals.
 - People in individualistic cultures are encouraged to focus on themselves and their immediate family.
 - Individual achievement is praised as the highest good.
 - Countries with individualistic cultures include the United States, New Zealand, and Sweden.
- **Collectivistic cultures** promote the value of belonging to groups that look after you in exchange for your loyalty.
 - In collectivistic cultures, the goals, needs, and views of the group matter more than those of individuals.
 - The highest good is considered cooperation with others.
 - Collectivistic cultures include China, Guatemala, Pakistan, and Taiwan.
- **Gender** is the set of social, psychological, and cultural attributes that characterize a person as male or female.
 - Your concept of gender forms over time through interactions with others.

- Gender socialization is a lifelong process where societal norms define and assign appropriate behavior for each gender.
- Gender is distinct from the biological sex organs you are born with that distinguish you anatomically as male or female. For example, a **transgender person** possesses a strong sense of gendered self-identity (male/female) that doesn't correspond to the biological sex they were born with.

PRESENTING YOUR SELF

Every time you communicate with others, you present a version of your self to them. Sometimes this represents who you really are. Other times you may hide your true self. In either case, the self you present is the “you” people know. If you want people to see you in a certain way, it's essential to learn how to present your self skillfully.

- *Private self* is the combination of your self-awareness, self-concept, and self-esteem.
- *Public self* is the self you present to others.
- You actively create your public self through your communication and behavior.
- People form impressions about you based on the public self you present.
- People know and judge the “you” who communicates with them—not the “you” that you keep inside.
- Managing your public self is a crucial part of being a competent communicator.

CREATING FACES AND MASKS

- **Face** is the positive self you want others to see and believe; you actively create it through your communication. It can be anything (perky, upbeat, cool) and varies depending on the situation.
- **Mask** is the presentation of a public self that strategically veils your private self. You may adopt a mask to protect yourself or to protect others.

LOSING FACE

- *Losing face* occurs when you create a certain face (or a mask) and then do something that contradicts it, causing others to feel betrayed or to view you as a phony. Losing face can also cause you to experience **embarrassment**—feelings of shame, humiliation, and sadness.

MAINTAINING FACE

- *Maintaining face* often involves the following:
 - Using words and actions that are consistent with the face you're trying to create
 - Making sure your communication meshes with others' existing knowledge about you
 - Trying to anticipate and manage events that could contradict your face
- When you *lose face* try to
 - Promptly acknowledge that the event happened. People who consistently deny their inconsistencies or who blame others for their lapses are judged much more harshly;
 - Admit responsibility for any of your actions that contributed to the event;
 - Apologize for your actions and for disappointing others; and
 - Move to maintain your face again. Remember, most people want you to maintain face because your face is the positive, public “you” with whom they're most familiar.

PERCEIVING OTHERS

Along with your view of self, your perception of others determines how you communicate. Although it may seem that your view of other people is both accurate and objective, it is anything but. Understanding the process of perception will help you avoid errors that might cause you to communicate incompetently.

- **Perception** is the process of selecting, organizing, and interpreting information from your senses; it's the gateway to the world around you, and what you "see" through this gateway determines the communication path you'll pursue as you walk through it.

THE PERCEPTION PROCESS

The **perception process** occurs when you

- **Select** information to focus your attention on.
 - Selecting information involves focusing your attention on certain sights, sounds, tastes, touches, and smells in your environment.
 - One estimate suggests that even though our senses take in 11 million bits of information per second, we select only about 40 bits to pay attention to.
 - You're more likely to focus on something when it's visually or audibly stimulating, deviates from your expectations, or is viewed as important.
- **Organize** the information from your senses into an understandable or coherent pattern in your mind, such as words, phrases, ideas, or images.
- **Interpret** the meaning of the pattern by calling to mind familiar information that's relevant and using that information to make sense of what you're hearing and seeing.

ATTRIBUTIONS AND PERCEPTUAL ERRORS

- **Attribution** is the process of assigning an explanation for why things happen the way they do. Two types of attributions are commonplace:
 1. *External factors* or events are the things outside of the person that cause the person's behavior.
 2. *Internal factors* are the personality, character, and emotions that cause the person to act as he or she does.

- Attribution errors occur when you form invalid attributions. There are two common types of attribution errors:
 1. **Fundamental attribution error** is the common tendency to attribute others' behaviors to internal rather than external forces.
 2. **Actor-observer effect** is the tendency to make external attributions regarding your own behaviors, particularly during unpleasant interactions.
- **Self-serving bias** is the tendency to attribute mistakes to external controls and successes to internal controls.

FORMING IMPRESSIONS

Whenever you meet people, you paint pictures in your mind of who they are and what you think of them. These images can be positive or negative, long lasting or subject to change. However, these pictures act as a powerful guide in shaping your communication, for better or for worse.

- **Impressions** of others are created when you use the perception process to form mental images of who people are and how you feel about them.
 - All aspects of the perception process shape your impressions: the information you select to focus your attention on, the way you organize this information, the interpretations you make, and the attributions you create.
 - Impressions vary widely because the perception process is complex, and everyone organizes and interprets information differently.
 - Three common ways in which we form impressions are to construct a Gestalt, develop algebraic impressions, and stereotype.

GESTALTS

- **Gestalt** is the process of forming a general impression of a person that's positive or negative.
 - Gestalts form rapidly from a few traits you identify about the person.
 - They are useful for encounters in which you must make quick judgments about others with limited information.
 - A disadvantage of Gestalts is that they can distort how you interpret the information you learn later about people. The **halo effect** is the tendency to interpret the behavior of people positively if you've formed a positive Gestalt. The **horn effect** is the tendency to interpret the behavior of people negatively if you've formed a negative Gestalt.

ALGEBRAIC IMPRESSIONS

- An **algebraic impression** is an analysis of the positive and negative things you learn about someone to calculate an overall impression, updating your impression as you learn new information.
 - Information that's important, unusual, or negative is usually weighted more heavily than information that's trivial, typical, or positive because people tend to believe this type of information reveals more about a person's "true" character than more positive or commonplace information.
 - Algebraic impressions are more accurate than Gestalts because they take more time to form and include a wider range of information.
 - Algebraic impressions are more flexible because they're updated regularly.

STEREOTYPES

- Stereotyping involves forming impressions by categorizing people into a social group, such as by race, age, or gender, and then evaluating them based on information you have related to that group.
 - Stereotypes take the subtle complexities that make people unique and replace them with blanket assumptions about their character and worth based solely on their social group affiliations before it's possible to make any other impression.
 - Stereotyping is difficult to avoid and is the most common way we form impressions.
 - Stereotyping often leads to flawed impressions.
 - The Internet enables stereotyping because the lack of nonverbal communication cues and other unique personal information leads people to form stereotypical impressions of others.
 - **Prejudice** is when your stereotyping becomes rigid toward groups and their members and often can cause you to communicate in destructive and unethical ways.

IMPROVING YOUR PERCEPTION

Even though perception and impression formation occur in specific ways, they are not unchangeable processes. You can improve your perception and impressions by critically questioning your own judgments and routinely considering the feelings, needs, and viewpoints of others.

- Skills that can help you improve your perception are perception-checking and empathy.

PERCEPTION-CHECKING

- **Perception-checking** is a five-step process for testing your impression of someone else and avoiding errors in judgment:

1. Review your knowledge about the other person. Your impression of this individual is only as accurate as the information you have. Never presume that you know the “truth” about someone.
 2. Assess attributions you’ve made about this individual. Avoid attributing the person’s behavior exclusively to internal causes.
 3. Question your impression. Make sure you’re not basing it solely on a Gestalt or a stereotype.
 4. Share your impression with the individual. Present it as “here’s my viewpoint,” not as the “right” or “only” perspective.
 5. Check your impression with the other person.
- Mastering perception-checking takes practice, but the effort is worthwhile.
 - Perception-checking helps you make fewer communication blunders.
 - It also enables you to tailor your communication to people as they really are.
 - You will come across as a more competent communicator if you use perception-checking.

EMPATHY

- **Empathy**, from the Greek word *empathia*, is when you “feel into” others’ thoughts and emotions, making an attempt to identify with them. It has two components: perspective-taking and empathic concern.
 1. **Perspective-taking** is the ability to see things from another person’s point of view without necessarily experiencing that person’s emotions.
 2. **Empathic concern** means becoming aware of how other people are feeling and experiencing compassion for them.

- We often think of empathy as an automatic process beyond our control, something we either feel or don't feel yet:
 - Research suggest that whether we feel empathy toward others depends largely on our empathy mindset—our beliefs about whether empathy is something that can be developed and controlled.
 - People that view empathy as developable and controllable are capable of feeling empathy for a broad range of others—even during challenging communication contexts.
 - Those who believe empathy is an uncontrollable, natural response have difficulty experiencing empathy within such challenging encounters.
- Experiencing empathy isn't enough; you must also convey your empathy to others. You do this by
 - Letting others know you're genuinely interested in listening to them ("I'm here to listen if you want to talk")
 - Telling them you think their views are valid and understandable ("I can totally understand why you would feel that way")
 - Expressing your concern about them ("I care about you and want to be sure that you're OK")
 - Sharing with them your own emotions regarding their situation ("I feel terrible that you're going through this")
- When expressing empathy, avoid using "I know" messages ("I know just how you feel"). Even if you make such comments with kind intentions, the other person will likely be skeptical, particularly if they suspect that you don't or can't feel as they do.
- Competently conveying empathy isn't just something to be strived for as a matter of principle; it's a recommendation packed with practical benefits. When others perceive you

as empathic, they're also more likely to perceive you as relatable, more likely to like you, and more likely to help you when you are in need.

CLASS DISCUSSION QUESTIONS

1. Think of a time when you became more self-conscious as a result of *socially comparing* yourself with others? What happened and how did you handle it?

- Possible answers from students may include job interviews, dates, or witnessing public performances. Discuss with your students the importance of having a healthy gauge when making comparisons between themselves and others. Ask them to suggest reasons why we might be overly negative or overly positive with our social comparisons. Discuss the pitfalls of social comparisons involving celebrities or professionals.

2. Considering the differences between an individualistic culture and a collectivistic culture, how might these cultures differ in their perception of family? Their perception of wealth?

- Students may bring up differences such as prioritizing family or career responsibilities or viewing wealth as essential to happiness. You may also want to expand this discussion and ask them to think about how these differences might influence individual decision making on caring for elderly parents or committing a crime. Use their examples to show them how these differences might affect the communication process.

3. Thinking of your private and public self, give an example of a time when you intentionally presented an image that was nothing like the real you. Why? How long did you keep it up?

- This question may spark a discussion about the ethics behind presenting a public self. Depending on the situations that students present, you might want to talk about the differences between a public self, a mask, and a lie. When do versions of self become lies? It may help the discussion if you point out the impossibility of always presenting

your private self to everyone. How difficult is it to draw the line between our private self and public self?

4. Give an example of a public figure or celebrity who *lost face*. Did it have long-reaching effects on their career? How did they cope with the incident? Are public figures and celebrities held to different standards?

- Students may bring up a variety of instances, such as when Mel Gibson or Reese Witherspoon were arrested and made disparaging remarks; when Rob Ford, the mayor of Toronto, was exposed for drug abuse; or when Amanda Bynes started several feuds via Twitter. Discuss how the actions of each celebrity influenced the outcomes—were their apologies accepted, did they seem contrite, or were there extenuating circumstances? Remind students of how we expect others to overlook or forgive us when we lose face but often are unwilling to forgive others, especially public figures.

5. Give an example of a common stereotype young people might hold toward the elderly. Can you think of someone you know or a celebrity who doesn't fit into that stereotype? How can you prevent such a stereotype from becoming a prejudice?

- Common stereotypes about the elderly may include difficulties using or understanding technology or limitations related to certain physical activities, such as driving. This question will give you an opportunity to remind students that there are many different kinds of stereotypes and that they need to be cautious to prevent their stereotype from slipping into a prejudice. Ask students if they think their example of an elderly person who doesn't fit the stereotype is just an exception to the rule? If so, is this a prejudice or stereotype?

VIDEO SCENARIOS

HOW TO COMMUNICATE: EMPATHY TOWARD A STRUGGLING GROUP MEMBER

This video feature shows students' competent communication skills in action based on the scenario following. The first video illustrates an ideal outcome while the "What if?" challenges prompt them to apply their own skills to times when their communication partner is more difficult. To access the videos, go to macmillanhighered.com/choicesconnections2e. Have students watch the videos and answer the questions before class so that they will be prepared to discuss the ways they would respond to each variation of the scenario.

Scenario: You're assigned to lead a group project for a class. One team member, Alex, has missed two of the first three meetings. You meet with Alex privately to discuss her attendance. During the conversation, you discover that she has a three-year-old who she is raising as a single mother and that she is working full-time to put herself through school. She genuinely wants to contribute to the project but is struggling to juggle all of the competing demands in her life.

The text suggests students use the following skills when trying to express empathy toward Alex:

- **Openly express concern for her as a person**, not just as a group member. "We've missed you at the last couple of meetings . . . I'm concerned about how you're doing personally. Is everything OK? . . . I'm here to listen, if you need someone to talk to."
- **Legitimize her situation** by letting her know that to feel overwhelmed when faced with such demands is perfectly understandable. "We've missed you at the last couple of meetings . . . I'm concerned about how you're doing personally. Is everything OK? . . . I'm here to listen, if you need someone to talk to."
- **Reaffirm the importance of her contribution** by making it clear that you want her to stay in the group. "The insights you've contributed to the project so far have been

awesome. We don't want to lose you as a group member. What can we do to help you out, so we can make this work as a team?"

Instructor note: Online, students will be asked a multiple-choice question after the first video.

For Chapter 2, the question is this:

When Paul says "It's totally understandable that you're feeling stressed," this is an example of _____.

- A. Empathetic concern*
- B. Perspective-taking
- C. Perception-checking
- D. Identity acknowledgment

[The asterisk (*) indicates the right answer. Depending on how the students answer the question, one of these two feedback options should appear:

Right answer: Congratulations, you are correct!

Wrong answer: Incorrect. Paul's sentiment expresses compassion for Alex, which is a feature of empathic concern. See the section "Empathy" in Chapter 2 to learn how perspective-taking and empathic concern combine to communicate empathy.]

You can see how many of your students got this question right or wrong in the LaunchPad grade book and spend more class time discussing communication goals if needed.

WHAT IF?

This section challenges students to adapt their skills and communication plans when things don't work out as shown previously. Students will view two videos. In each video, the encounter becomes challenging, and students must decide how they would respond based on the open-ended question.

1. Alex says, “Why would I talk to you about my problems? It’s not like we’re friends or anything.”
 - In this case, students should remember that showing empathetic concern means remaining compassionate when trying to identify with someone. It would be competent to remind Alex that she is supported by the group by saying something like “I understand we aren’t close, but sometimes talking to someone who is on the outside of a problem might help. I value you as a team member and would be happy to listen.”
2. Alex says, “Yes, you’re right: You can’t imagine, or understand, what I’m going through.”
 - When someone reacts defensively in the way Alex is doing here, it can be tempting to respond in a way that does not show empathetic concern by saying something like “fine” or “whatever.” However, remind students that a reactive response will not help them obtain their goals in this situation—to show empathy for Alex and to get her to participate fully in the group. Instead, a more competent response would be “You’re correct. I might not understand, but I just wanted to let you know that I’m willing to listen, if you just want to talk it out.”

CLASSROOM ACTIVITIES

1. Show-and-Tell

Goal: To illuminate individual differences between self-concepts and demonstrate the various ways we develop our concept of self

Time: 40 minutes (depending on class size)

1. Ask students to bring one object that represents their past and one object that represents their future to class. Remind students of any banned items (e.g., live animals or weapons). You may also consider banning all forms of electronics to encourage creativity and eliminate repeated cell phone presentations.
2. During class, ask each student to explain briefly why they selected their two objects and what the objects mean to them.
3. After the presentations, ask students to discuss how these objects describe components of their self-concept such as their attitudes, values, and beliefs.

2. Critical Self-Reflection Writing Exercise

Goal: To demonstrate how critical self-reflection can improve our communication skills

Time: 15 minutes

1. Either in class or as homework, ask students to think of a past communication experience in which they experienced stress, provoked an argument, or just needed improvement to get their point across to the other person. Have them briefly describe the event in writing and then answer the following critical self-reflection questions:
 - a. What was I thinking and feeling?
 - b. Why did I feel that way?
 - c. How did I communicate?
 - d. How were my inner thoughts and feelings affecting my communication?

2. Now ask students to describe how this situation may have been improved if they had used the critical self-reflection questions during the actual situation. If they could do it over again, how would they change their communication style? Would changing their style have changed the outcome? Do they think critical self-reflection would have helped?
3. During class, start a discussion about using critical self-reflection. I suggest you provide one or two personal examples to get the discussion going and then ask for volunteers. This assignment will demonstrate critical self-reflection and give students an opportunity to connect with you and their classmates.

3. Group Communication Comics

Goal: To have students explore how simple it is to make attributions and perceptual errors

Time: 50 minutes

1. Gather paper, colored markers, and/or crayons or have students use online cartoon creation sights like ToonDoo, found at toondoo.com
2. Divide the class into smaller groups of three to six members each. Supply each person in each group with a piece of paper and writing utensil.
3. Have each group review the section on attributions and perceptual errors in the textbook (pp. 47–48) and then create an original comic strip with at least six frames (one per page) that demonstrates an example of communication gone wrong due to these types of errors. Encourage them to be creative.
4. After the comic strips are completed, allow time for sharing and give each group a chance to show their comic strip to the other groups and see if others can identify the perceptual errors.

4. My Advertisement

Goal: To help students understand their overall value and improve self-esteem

Time: 15 minutes

Ask students to create an advertisement with the Lucidpress' free trial flyer templates found at <https://www.lucidpress.com/pages/examples/free-flyer-maker-online>. The advertisement should be about their self with the goal of selling themselves as a potential best friend. Advertisements must list their strongest and most attractive personality qualities to advertise themselves well. Ask the students to state one of their traits to the class and explain why this quality would make them a good friend.

5. Martians Reading Magazines

Goal: To explore how our sense of self and gender are influenced by media

Time: 30 minutes

1. Ask students to bring a copy of a popular magazine or provide used magazines (*Maxim*, *Cosmopolitan*, *Glamour*, and *Elle* work well for this activity).
2. Ask students to trade magazines or randomly pass them out to the students as they enter the room.
3. At the beginning of class, tell students to pretend they are Martians visiting earth for the first time. The magazine they are holding is a good "reference" for learning about what men and women are supposed to act/be like in our culture.
4. As students look through their magazines, have them make a list of 20 items about the media's portrayal of gender. Encourage them to find at least 10 items related to females and 10 items related to males.
5. Once they have collected their data, have an open discussion about the media's portrayal of gender *roles* and how this might affect men and women's self-concepts and self-esteem.

MEDIA RESOURCES

1. *TED Talks: Thandie Newton: Embracing Otherness, Embracing Myself*

This TED Talk by actress Thandie Newton is an elegant discussion of the concept of self, perceptions, and stereotypes. She describes her story of finding her “otherness”: first, as a child growing up in two distinct cultures, England and Zimbabwe, and then as an actor portraying many different selves. The talk provides students with thought-provoking ideas and can be accessed at http://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself.html

2. *African Men: Hollywood Stereotypes*

This short video narrated by four African men provides a good example of how the media, particularly popular film, influences our stereotypes of other cultures. It can be found on YouTube at <http://www.youtube.com/watch?v=qSEImEmEjb4> or at the Mama Hope Organization’s Web site: <http://www.mamahope.org/unlock-potential/>. If you use this link, it is the second video on the page.

3. *Center for Building a Culture of Empathy*

The Center for Building a Culture of Empathy (<http://cultureofempathy.com/>) has a number of videos and resources that discuss the concepts surrounding empathy that you may find useful. One video that discusses the relationship between empathy and interpersonal communication is titled, *Empathy Documentary Project: Insight into Empathy—Newt Bailey*. It can be found at:
https://www.youtube.com/watch?v=wWHRAbQKWOQ&feature=em-share_video_user

4. *In Her Shoes* (20th Century Fox, 2005)

This movie is a light comedy that explores how sisters—party girl Maggie and plain, dependable Rose—affect each other’s self-images. Both struggle with their *ideal self* and their *ought self* as they mature and find peace with themselves and with each other. If you choose not to use the full film, consider a useful clip that demonstrates how family can affect one’s concept of self. Go to <http://www.youtube.com/watch?v=SfjPxVOVv8>.

5. *The Boy in the Striped Pajamas* (Miramax Films, 2008)

This is the story Bruno, the son of a German SS commander who lives a wealthy lifestyle in prewar Germany. Bruno’s father is assigned to take command of a prison camp and the family relocates. Bruno befriends another youth named Shmuel, strangely dressed in striped pajamas, who lives behind an electrified fence. This is a touching portrayal of how we perceive others and form impressions.