

Test Bank

for

Ford-Brown

DK Speaker

First Edition

prepared by

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Jefferson State Community College

Allyn & Bacon

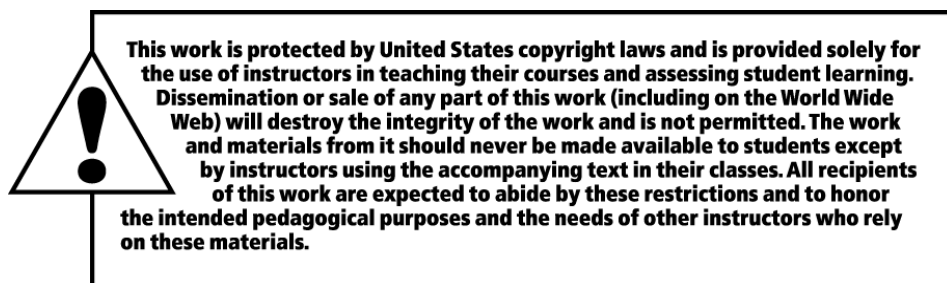
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NCA Student Outcomes for Speaking and Listening Test Bank Correlation

As emphasized in the Overview of your book, public speaking and listening skills are incredibly important and valuable for our public, professional, and personal lives.

The National Communication Association (NCA), in its 1998 report “Speaking and Listening Competencies for College Students,” established in detail a range of speaking and listening skills that can help students “communicate more effectively at school, in the workplace, and in society.”

The following correlation guide charts out the “Expected Student Outcomes for Speaking and Listening” from part one of NCA’s report and provide a quick reference to which assessments from the *DK Speaker* addresses them.¹

Speaking Competencies: Basic Skills

In order to be a **competent speaker**, a person must be able to compose a message and provide ideas and information suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement in the following table.

COMPETENCIES FOR BASIC SKILLS	ABILITIES	REFER TO...
Determine the purpose of oral discourse.	<ul style="list-style-type: none"> Identify the various purposes of discourse. Identify the similarities and differences among various purposes. Understand that different contexts require differing purposes. Generate a specific purpose relevant to the context when given a general purpose. 	<p>Part 1 Starting Overview of Public Speaking Overview of public speaking, <i>all of the questions located in the Overview chapter are relevant to this competency</i></p> <p>Chapter 2 How do you select a topic?, 2-1.1 – 2-1.5, 2-2.1 – 2-2.4, 2-3.1, 2-3.2, 2-4.2, 2-5.1 How do you select a topic?, 2-1.23 – 2-1.29, 2-2.10, 2-3.5 – 2-3.7, 2-4.6 – 2-4.8, 2-5.4</p> <p>Part 6 Speaking to Inform Chapter 13 The informative speech, <i>all of the questions located in the Chapter 13 are relevant to this competency</i></p> <p>Part 7 Speaking to Persuade Chapter 15 The persuasive speech, <i>all of the questions located in the Chapter 15 are relevant to this competency</i></p>

¹ (Note: NCA’s outcomes for interpersonal competencies are not included here.)

		Part 8 Speaking on Special Occasions Chapter 16 Speeches for special events, <i>all of the questions located in the Chapter 16 are relevant to this competency</i>
Choose a topic and restrict it according to the purpose and the audience.	<ul style="list-style-type: none"> Identify a subject that is relevant to the speaker's role, knowledge, concerns, and interests. Narrow the topic, adapting it to the purpose and time constraints for communicating. Adapt the treatment of the topic to the context for communication. 	Part 1 Starting Chapter 1 Getting to know your audience and situation, <i>all of the questions located in Chapter 1 are relevant to this competency</i> Chapter 2 How do you select a topic? 2-1.6 – 2-1.11, 2-2.5 – 2-2.8, 2-3.3, 2-3.4, 2-4.3 – 2-4.5, 2-5.2 How do you narrow your topic? 2-1.12 – 2-1.22, 2-4.5, 2-5.3 Part 6 Speaking to Inform Chapter 13 How do you choose and research an informative topic? 13-1.20 – 13-1.32, 13-2.10, Part 7 Speaking to Persuade Chapter 15 How do you choose and research a persuasive topic? 15-1.3 – 15-1.8, 15-2.2 – 15-2.4, 15-3.1 – 15-3.4, 15-4.1 – 15-4.4 Part 8 Speaking on Special Occasions Chapter 16 How do you write a special occasion speech? 16-1.19 – 16-1.35, 16-2.7 – 16-2.11, 16-3.4 – 16-3.7, 16-4.3 – 16-4.7, 16-5.1 – 16-5.2
Fulfill the purpose of oral discourse.	Formulate a thesis statement. <ul style="list-style-type: none"> Use a thesis as a planning tool. Summarize the central message in a manner consistent with the purpose. 	Part 1 Starting Chapter 2 How do you create a central idea (thesis statement)? 2-1.30 – 2-1.37, 2-2.11, 2-2.12, 2-3.8 – 2-3.10, 2-4.9, 2-5.5 Part 6 Speaking to Inform Chapter 13 How do you choose and research an informative topic?, 13-1.28 – 13-1.29, 13-2.14, 13-3.9, 13-4.12

		<p>Part 7 Speaking to Persuade Chapter 15 How do you choose and research a persuasive topic?, 15-1.20 – 15-1.22, 15-2.11, 15-2.12, 15-4.11</p> <p>Part 8 Speaking on Special Occasions Chapter 16 How do you write a special occasion speech?, 16-1.32, 16-2.8, 16-4.6</p>
	<p>Provide adequate support material.</p> <ul style="list-style-type: none"> • Demonstrate awareness of available types of support. • Locate appropriate support materials. • Select appropriate support based on the topic, audience, setting, and purpose. 	<p>Part 2 Researching Chapter 3 Locating support materials, <i>all of the questions located in Chapter 3 are relevant to this competency</i></p> <p>Chapter 4 Selecting and testing support materials, <i>all of the questions located in Chapter 4 are relevant to this competency</i></p> <p>Part 6 Speaking to Inform Chapter 13 How do you choose and research an informative topic?, 13-1.32, 13-5.4</p> <p>Part 7 Speaking to Persuade Chapter 15 How do you choose and research a persuasive topic?, 15-1.24 – 15-1.26, 15-2.13, 15-4.10</p> <p>Part 8 Speaking on Special Occasions Chapter 16 How do you write a special occasion speech?, 16-4.7</p>
	<p>Select a suitable organizational pattern.</p> <ul style="list-style-type: none"> • Demonstrate awareness of alternative organizational patterns. • Demonstrate understanding of the functions of organizational patterns including: <ul style="list-style-type: none"> - clarification of information - facilitation of listener comprehension - attitude change - relational interaction 	<p>Part 3 Creating Chapter 6 Introduction And What organizational strategies can you use in your speech?, 6-1.1 – 6-1.28, 6-2.1 – 6-2.12, 6-3.1 – 6-3.6, 6-4.1 – 6-4.11, 6-5.1 – 6-5.2</p> <p>Part 6 Speaking to Inform Chapter 13 How do you organize an informative speech? 13-1.34 – 13-1.36, 13-3.11, 13-3.12, 13-4.13</p>

		<p>Part 7 Speaking to Persuade Chapter 15 How do you organize a persuasive speech? 15-1.27 – 15-1.36, 15-2.14, 15-3.10 – 15-3.13, 15-5.2</p> <p>Part 8 Speaking on Special Occasions Chapter 16 How do you write a special occasion speech?, 16-1.34</p>
	<p>Demonstrate careful choice of words.</p> <ul style="list-style-type: none"> • Demonstrate understanding of the power of language. • Select words that are appropriate to the topic, audience, purpose, context, and speaker. • Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility. • Select words that avoid sexism, racism, and other forms of prejudice. 	<p>Part 3 Creating Chapter 7 Introducing and concluding your speech, <i>all of the questions located in Chapter 7 are relevant to this competency</i></p> <p>Part 4 Presenting Chapter 8 Using language successfully, <i>all of the questions located in Chapter 8 are relevant to this competency</i></p> <p>Part 7 Speaking to Persuade Chapter 14 What should a persuasive speech do?, 14-4.2 What are faulty arguments? 14-3.6 – 14-3.13, 14-4.12 – 14-4.13</p> <p>Part 8 Speaking on Special Occasions Chapter 16 What are the types of special occasion speeches? 16-1.38 – 16-1.40, 16-2.12 – 16-2.14, 16-3.8 – 16-3.14, 16-4.8 – 16-4.14, 16-5.3 – 16-5.5</p>
	<p>Provide effective transitions.</p> <ul style="list-style-type: none"> • Demonstrate understanding of the types and functions of transitions. • Use transitions to: <ul style="list-style-type: none"> - establish connectedness - signal movement from one idea to another - clarify relationships among ideas 	<p>Part 3 Creating Chapter 5 What can you use to link your speech parts together? 5-1.36 – 5-1.40, 5-2.15, 5-3.6 – 5-3.12, 5-4.7 – 5-4.9</p>

Speaking Competencies: Delivery Skills

The **competent speaker** must also be able to transmit messages by using delivery skills suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement in the table below.

COMPETENCIES FOR DELIVERY SKILLS	ABILITIES	REFER TO...
Employ vocal variety in rate, pitch, and intensity.	<ul style="list-style-type: none"> • Use vocal variety to heighten and maintain interest. • Use a rate that is suitable to the message, occasion, and receiver. • Use pitch (within the speaker's optimum range) to clarify and to emphasize. • Use intensity appropriate for the message and audible to the audience. 	Part 4 Presenting Chapter 9 What are the elements of vocal delivery?, 9-1.2 – 9-1.11, 9-2.1 – 9-2.4, 9-3.1 – 9-3.3, 9-4.1, 9-4.2, 9-5.1
Articulate clearly.	<ul style="list-style-type: none"> • Demonstrate knowledge of the sounds of the American English language. • Use the sounds of the American English language. 	Part 4 Presenting Chapter 9 What are the elements of vocal delivery?, 9-1.19, 9-2.5 – 9-2.7, 9-3.4 – 9-3.6, 9-4.3 – 9-4.5, 9-5.2
Employ language appropriate to the designated audience.	<ul style="list-style-type: none"> • Employ language that enhances the speaker's credibility, promotes the purpose, and [promotes] the receiver's understanding. • Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others who share meanings for those terms, but can hinder understanding in those situations where meanings are not shared. • Use standard pronunciation. • Use standard grammar. • Use language at the appropriate level of abstraction or generality. 	Part 4 Presenting Chapter 8 How can you use language effectively?, 8-1.14 – 8-1.35, 8-2.3 – 8-2.9, 8-3.4 – 8-3.11, 8-4.5 – 8-4.12, 8-5.3 Chapter 9 What are the elements of vocal delivery?, 9-1.12, 9-1.13, 9-1.18, 9-1.19, 9-2.5, 9-2.7, 9-3.4, 9-3.6, 9-4.3, 9-4.5, 9-5.2

<p>Demonstrate nonverbal behavior that supports the verbal message.</p>	<ul style="list-style-type: none"> • Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause, tone, etc.) that achieves congruence and enhances the verbal intent. • Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent. • Use appropriate proxemic elements (interpersonal distance and spatial arrangement that achieve congruence and enhance the verbal intent. • Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent. 	<p>Part 4 Presenting</p> <p>Chapter 9</p> <p>What are the elements of vocal delivery?, 9-1.2 – 9-1.19, 9-2.1 – 9-2.7, 9-3.1 – 9-3.6, 9-4.1 – 9-4.5, 9-5.1 – 9-5.2</p> <p>What are the elements of physical delivery?, 9-1.20 – 9-1.36, 9-2.8 – 9-2.13, 9-3.7 – 9-3.11, 9-4.6 – 9-4.9, 9-5.4</p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 11</p> <p>How can you help your audience listen more effectively? 11-2.13, 11-2.14, 11-4.12, 11-5.5</p> <p>Part 7 Speaking to Persuade</p> <p>Chapter 15</p> <p>What should you consider when preparing to present your speech?, 15-4.15</p> <p>Part 8 Speaking on Special Occasions</p> <p>Chapter 16</p> <p>How do you write a special occasion speech?, 16-2.11, 16-5.2</p>
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Listening Competencies: Literal Comprehension

In order to be a **competent listener**, a person must be able to listen with literal comprehension. Specifically, the competent listener should be able to exhibit the following competencies by demonstrating the abilities included under each statement in the table below.

COMPETENCIES FOR LITERAL COMPREHENSION	ABILITIES	REFER TO...
Recognize main ideas.	<ul style="list-style-type: none"> Distinguish ideas fundamental to the thesis from material that supports those ideas. Identify transitional, organizational, and nonverbal cues that direct the listener to the main ideas. Identify the main ideas in structured and unstructured discourse. 	<p>Part 3 Creating</p> <p>Chapter 5 How can you create an effective outline?, 5-1.30, 5-4.3, 5-5.2 What can you use to link your speech parts together?, 5-1.36 – 5-1.40, 5-2.15, 5-3.6 – 5-3.12, 5-4.7 – 5-4.9</p> <p>Chapter 6 How do you make a speech out of a strategy? 6-1.29, 6-1.30, 6-3.7 – 6-3.12, 6-4.11, 6-5.3 – 6-5.4</p> <p>Part 4 Presenting</p> <p>Chapter 9 What are the elements of physical delivery?, 9-1.20 – 9-1.36, 9-2.8 – 9-2.13, 9-3.7 – 9-3.11, 9-4.6 – 9-4.9, 9-5.4</p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 11 What are the types of listening?, 11-1.26 – 11-1.33, 11-2.6 – 11-2.10, 11-3.7 – 11-3.11, 11-4.4 – 11-4.8, 11-5.3</p> <p>Chapter 12 What should you consider when evaluating speeches?, 12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11</p>
Identify supporting details.	<ul style="list-style-type: none"> Identify supporting details in spoken messages. Distinguish between those ideas that support the main ideas and those that do not. Determine whether the number of supporting details adequately develops each main idea. 	<p>Part 2 Researching</p> <p>Chapter 4 What types of support materials can you use in your speech?, 4-1.2 – 4-1.26, 4-2.2 – 4-2.9, 4-3.1 – 4-3.8, 4-4.2 – 4-4.7, 4-5.1 – 4-5.2 What do you evaluate in your support materials?, 4-1.32 – 4-1.34, 4-2.13, 4-2.14, 4-3.11, 4-4.10, 4-5.3</p> <p>Part 3 Creating</p> <p>Chapter 5 How can you create an effective outline?, 5-5.2</p> <p>Chapter 6 How do you make a speech out of a strategy? 6-1.29, 6-1.30, 6-3.7 – 6-3.12, 6-4.11, 6-5.3 – 6-5.4</p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 11 What are the types of listening?, 11-1.26 – 11-1.33, 11-2.6 – 11-2.10,</p>

		<p><i>11-3.7 – 11-3.11, 11-4.4 – 11-4.8, 11-5.3</i></p> <p>Chapter 12 What should you consider when evaluating speeches?, <i>12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11</i></p>
Recognize explicit relationships among ideas.	<ul style="list-style-type: none"> • Demonstrate an understanding of the types of organizational or logical relationships. • Identify transitions that suggest relationships. • Determine whether the asserted relationship exists. 	<p>Part 3 Creating</p> <p>Chapter 5 What can you use to link your speech parts together?, <i>5-1.36 – 5-1.40, 5-2.15, 5-3.6 – 5-3.12, 5-4.6 – 5-4.9</i></p> <p>Chapter 6 Introduction <i>And</i> What organizational strategies can you use in your speech? <i>6-1.1 – 6-1.28, 6-2.1 – 6-2.12, 6-3.1 – 6-3.6, 6-4.2 – 6-4.10, 6-5.1 – 6-5.2</i></p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 11 What are the types of listening?, <i>11-1.26 – 11-1.33, 11-2.6 – 11-2.10, 11-3.7 – 11-3.11, 11-4.4 – 11-4.8, 11-5.3</i></p> <p>Chapter 12 What should you consider when evaluating speeches?, <i>12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11</i></p> <p>Part 6 Speaking to Inform</p> <p>Chapter 13 How do you organize an informative speech? <i>13-1.34 – 13-1.36, 13-3.11, 13-3.12, 13-4.13</i></p> <p>Part 7 Speaking to Persuade</p> <p>Chapter 14 What are the traditional appeals used to persuade?, <i>14-1.31</i> What are the parts of an argument? <i>14-2.5 – 14-2.11, 14-5.3</i> What are the different types of arguments? <i>14-2.12 – 14-2.15, 14-3.1 – 14-3.5, 14-4.7 – 14-4.11, 14-5.4</i></p> <p>Chapter 15 How do you organize a persuasive speech? <i>15-1.27 – 15-1.36, 15-2.14, 15-3.10 – 15-3.13, 15-5.2</i></p>
Recall basic ideas and details.	<ul style="list-style-type: none"> • Determine the goal for listening. • State the basic cognitive and affective contents, after listening. 	<p>Part 5 Listening & Evaluating</p> <p>Chapter 11 What are the types of listening?, <i>11-1.26 – 11-1.33, 11-2.6 – 11-2.10, 11-3.7 – 11-3.11, 11-4.4 – 11-4.8, 11-5.3</i></p> <p>Chapter 12 What should you consider when evaluating speeches?, <i>12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11</i></p>

Listening Competencies: Critical Comprehension

The **competent listener** must also listen with critical comprehension. Specifically, the competent listener should exhibit the following competencies by demonstrating the abilities included under each statement in the following table.

COMPETENCIES FOR CRITICAL COMPREHENSION	ABILITIES	REFER TO...
Attend with an open mind.	<ul style="list-style-type: none"> • Demonstrate an awareness of personal, ideological, and emotional biases. • Demonstrate awareness that each person has a unique perspective. • Demonstrate awareness that one's knowledge, experience, and emotions affect listening. • Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening. 	<p>Part 1 Starting Chapter 1 What do you need to know about your audience?, 1-1.5 – 1-1.11, 1-2.1, 1-3.2, 1-4.2 What specific traits do you need to investigate? 1-1.12 – 1-1.27, 1-2.2 – 1-2.6, 1-3.3 – 1-3.7, 1-4.3 – 1-4.8, 1-5.2 – 1-5.3</p> <p>Part 5 Listening & Evaluating Chapter 11 What can prevent effective listening? 11-1.34 – 11-1.37, 11-3.12, 11-3.13, 11-4.9 – 11-4.11, 11-5.4 As an audience member, how can you listen more effectively?, 11-2.14, How can you help your audience listen more effectively?, 11-4.15, 11-5.5</p>
Perceive the speaker's purpose and organization of ideas and information.	<ul style="list-style-type: none"> • Identify the speaker's purpose. • Identify the organization of the speaker's ideas and information. 	<p>Part 1 Starting Chapter 2 How do you select a topic?, 2-1.1 – 2-1.5, 2-2.1 – 2-2.4, 2-3.1, 2-3.2, 2-4.2, 2-5.1</p> <p>Part 3 Creating Chapter 6 Introduction <i>And</i> What organizational strategies can you use in your speech? 6-1.1 – 6-1.28, 6-2.1 – 6-2.12, 6-3.1 – 6-3.7, 6-4.2 – 6-4.10, 6-5.1 – 6-5.2</p> <p>Part 5 Listening & Evaluating Chapter 11 What are the types of listening?, 11-1.26 – 11-1.33, 11-2.6 – 11-2.10, 11-3.7 – 11-3.11, 11-4.4 – 11-4.8, 11-5.3 Chapter 12 Evaluating speeches, <i>all of the questions located in Chapter 12 are relevant to this competency</i></p>

Discriminate between statements of fact and statements of opinion.	<ul style="list-style-type: none"> Distinguish between assertions that are verifiable and those that are not. 	Part 2 Researching Chapter 4 What types of support materials can you use in your speech?, 4-1.2, 4-1.3, 4-2.2, 4-3.1 What do you evaluate in support materials? 4-1.32 – 4-1.34, 4-2.13, 4-2.14, 4-3.12, 4-4.10, 4-5.3 Part 7 Speaking to Persuade Chapter 14 What should a persuasive speech do?, 14-1.6 – 14-1.13, 14-4.1 What are the traditional appeals used to persuade? 14-1.16 – 14-1.32, 14-4.3 – 14-4.5 What are the modern appeals used to persuade? 14-1.33, 14-1.34, 14-2.1 – 14-2.4, 14-4.6, 14-5.2
Distinguish between emotional and logical arguments.	<ul style="list-style-type: none"> Demonstrate an understanding that arguments have both emotional and logical dimensions. Identify the logical characteristics of an argument. Identify the emotional characteristics of an argument. Identify whether the argument is predominantly emotional or logical. 	Part 7 Speaking to Persuade Chapter 14 What are the traditional appeals used to persuade? 14-1.16 – 14-1.32, 14-4.3 – 14-4.5 What are the modern appeals used to persuade? 14-1.33, 14-1.34, 14-2.1 – 14-2.4, 14-4.6, 14-5.2 What are the parts of an argument? 14-2.5 – 14-2.11, 14-5.3 What are the different types of arguments? 14-2.12 – 14-2.15, 14-3.1 – 14-3.5, 14-4.7 – 14-4.11, 14-5.4 What are faulty arguments? 14-3.6 – 14-3.13, 14-4.12 – 14-4.13
Detect bias and prejudice.	<ul style="list-style-type: none"> Identify instances of bias and prejudice in a spoken message. Specify how bias and prejudice may affect the impact of a spoken message. 	Part 4 Presenting Chapter 8 How can you use language effectively?, 8-1.31 – 8-1.33, 8-2.5 – 8-2.6, 8-3.7, 8-5.3 Part 7 Speaking to Persuade Chapter 14 What are the traditional appeals used to persuade? 14-1.16 – 14-1.32, 14-4.3 – 14-4.5 What are the modern appeals used to persuade? 14-1.33, 14-1.34, 14-2.1 – 14-2.4, 14-4.6, 14-5.2 What are faulty arguments? 14-3.6 – 14-3.13, 14-4.12 – 14-4.13
Recognize the speaker's attitude.	<ul style="list-style-type: none"> Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages. 	Part 4 Presenting Chapter 8 What makes language so important? 8-1.1 – 8-1.11, 8-2.1 – 8-2.2, 8-3.1 – 8-3.3, 8-4.1 – 8-4.4, 8-5.1 – 8-5.2 Chapter 9 What are the elements of physical

		<p>delivery?, 9-1.20 – 9-1.36, 9-2.8 – 9-2.13, 9-3.7 – 9-3.11, 9-4.6 – 9-4.9, 9-5.4</p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 11 As an audience member, how can you listen more effectively?, 11-2.14 How can you help your audience listen more effectively?, 11-4.15, 11-5.5</p> <p>Chapter 12 What should you consider when evaluating speeches?, 12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11</p>
Synthesize and evaluate by drawing logical inferences and conclusions.	<ul style="list-style-type: none"> • Draw relationships between prior knowledge and the information provided by the speaker. • Demonstrate an understanding of the nature of inference. • Identify the types of verbal and nonverbal information. • Draw valid inferences from the information. • Identify the information as evidence to support views. • Assess the acceptability of evidence. • Identify patterns of reasoning and judge the validity of arguments. • Analyze the information and inferences in order to draw conclusions. 	<p>Part 2 Researching</p> <p>Chapter 4 What do you evaluate in support materials? 4-1.32 – 4-1.34, 4-2.13, 4-2.14, 4-3.12, 4-4.10, 4-5.3</p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 12 What should you consider when evaluating speeches?, 12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11</p> <p>Part 7 Speaking to Persuade</p> <p>Chapter 14 What are the parts of an argument? 14-2.5 – 14-2.11, 14-5.3 What are the different types of arguments? 14-2.12 – 14-2.15, 14-3.1 – 14-3.5, 14-4.7 – 14-4.11, 14-5.4 What are faulty arguments? 14-3.6 – 14-3.13, 14-4.12 – 14-4.13</p>
Recall the implications and arguments.	<ul style="list-style-type: none"> • Identify the arguments used to justify the speaker's position. • State both the overt and implied arguments. • Specify the implications of these arguments for the speaker, audience, and society at large. 	<p>Part 5 Listening & Evaluating</p> <p>Chapter 11 As an audience member, how can you listen more effectively?, 11-2.14 How can you help your audience listen more effectively?, 11-4.15, 11-5.5</p> <p>Part 7 Speaking to Persuade</p> <p>Chapter 14 What are the parts of an argument? 14-2.5 – 14-2.11, 14-5.3 What are the different types of arguments? 14-2.12 – 14-2.15, 14-3.1 – 14-3.5, 14-4.7 – 14-4.11, 14-5.4</p>
Recognize discrepancies between the speaker's verbal and nonverbal messages.	<ul style="list-style-type: none"> • Identify when the nonverbal signals contradict the verbal message. • Identify when the nonverbal signals understate or exaggerate the verbal message. • Identify when the nonverbal message is irrelevant to the verbal message. 	<p>Part 4 Presenting</p> <p>Chapter 9 What are the elements of physical delivery?, 9-1.20 – 9-1.36, 9-2.8 – 9-2.13, 9-3.7 – 9-3.11, 9-4.6 – 9-4.9, 9-5.4</p> <p>Part 5 Listening & Evaluating</p> <p>Chapter 11 What are the types of listening?, 11-3.10, 11-3.11, 11-4.8</p>

		Chapter 12 What should you consider when evaluating speeches?, 12-1.26 – 12-1.30, 12-3.7, 12-4.9 – 12-4.11
Employ active listening techniques when appropriate.	<ul style="list-style-type: none"> • Identify the cognitive and affective dimensions of a message. • Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent. • Demonstrate comprehension by paraphrasing the speaker's message. 	Part 5 Listening & Evaluating Chapter 11 Introduction <i>And</i> What is the process of listening?, 11-1.1 – 11-1.4, 11-2.1, 11-2.2, 11-3.1, 11-5.1

Overview

0-1 Multiple Choice Questions

<p>0-1.1</p> <p>Page Ref: 4 Skill: Factual Topic: How Can You Be a Successful Public Speaker? Answer: c</p>	<p>_____ describes the human need and willingness to understand the feelings, thoughts, motives, interests, attitudes, and lives of others.</p> <ul style="list-style-type: none"> a. Sympathy b. Convergence c. Identification d. Ethnocentrism
<p>0-1.2</p> <p>Page Ref: 5 Skill: Conceptual Topic: How Can You Be a Successful Public Speaker? Answer: c</p>	<p>When you speak in a(n) _____ style, you carefully organize and practice your speech in advance, but deliver it only using minimal notes.</p> <ul style="list-style-type: none"> a. manuscript b. impromptu c. extemporaneous d. memorized
<p>0-1.3</p> <p>Page Ref: 8 Skill: Conceptual Topic: How Can You Be an Ethical Public Speaker? Answer: a</p>	<p>The belief that your group or culture is better than all others is called</p> <ul style="list-style-type: none"> a. ethnocentrism. b. divergence. c. identification. d. mythos.
<p>0-1.4</p> <p>Page Ref: 9 Skill: Applied Topic: How Can You Be an Ethical Public Speaker? Answer: c</p>	<p>Malia used an example in the introduction to her speech but failed to tell the audience that it came from a specific source. This is an example of _____ plagiarism.</p> <ul style="list-style-type: none"> a. blatant b. patchwork c. no-citation d. intentional
<p>0-1.5</p> <p>Page Ref: 11 Skill: Conceptual Topic: What Is the Process of Communicating? Answer: d</p>	<p>The term _____ refers to the overlap between the identities and life experiences of the speaker and audience.</p> <ul style="list-style-type: none"> a. identification b. feedback c. context d. common ground

0-1.6 It is best to view communication as a _____ process.
 a. linear
 b. one-way
 c. transactional
 d. simple

Page Ref: 11

Skill: Conceptual

Topic: What Is the Process of Communicating?

Answer: c

0-1.7 A speech introduction should begin with (a/n)
 a. preview.
 b. credibility material.
 c. relevance to audience statement.
 d. attention-getter.

Page Ref: 16

Skill: Conceptual

Topic: What is the Creative Process for Public Speaking?

Answer: d

0-2 True/False Questions

0-2.1 Most speeches you will give in class and in your everyday life will be given extemporaneously.

Page Ref: 5

Skill: Factual

Topic: How Can You Be a Successful Public Speaker?

Answer: True

0-2.2 Nervousness is always negative and you should strive to eliminate it.

Page Ref: 6

Skill: Conceptual

Topic: How Can You Overcome a Fear of Public Speaking?

Answer: False

0-3 Completion (fill-in-the-blank) Questions

0-3.1 Lilith unintentionally offended her audience by presenting her nationality as superior to that of others. This is an example of _____.

Page Ref: 8

Skill: Applied

Topic: How Can You Be an Ethical Public Speaker?

Answer: ethnocentrism.

0-3.2 Tyrus cut and pasted several sources together and passed the words and ideas off as his own. This is an example of _____ plagiarism.

Page Ref: 9

Skill: Applied

Topic: How Can You Be an Ethical Public Speaker?

Answer: blatant

0-3.3

The _____ states, "Congress shall make no law...abridging the freedom of speech, or the press..."

Page Ref: 9

Skill: Factual

Topic: How Can You Be an Ethical Public Speaker?

Answer: First Amendment

0-3.4

The process of interpreting a message sent by a speaker is called _____.

Page Ref: 11

Skill: Factual

Topic: What Is the Process of Communicating?

Answer: decoding

0-4 Short Answer Questions

0-4.1

List 3 ideas for selecting a good speech topic.

Page Ref: 14

Skill: Conceptual

Topic: What Is the Creative Process for Public Speaking?

Answer may include: (1) Be sure to read over the assignment for any hints about suitable topics. (2) Brainstorm possible ideas and search through various media. (3) Select the best topic that fits you, the audience and the occasion.

0-4.2

What are the 5 questions to ask about the support material you want to use in your speech?

Page Ref: 15

Skill: Conceptual

Topic: What Is the Creative Process for Public Speaking?

Answer: Is the material accurate? Is it current? Is it complete? Is it trustworthy? Is it suitable?

0-5 Essay Questions

0-5.1

Page Ref: 19

Skill: Conceptual

Topic: Using the Steps in
This Book

Explain how learning the public speaking process will help you in your public, professional and personal life.

Answer: In my public life, public speaking will help me be able to speak up about issues that affect me in the community. For example, I might have to challenge an issue at a city council meeting or a school board meeting, and becoming a better public speaker will give me the know-how and confidence to do so. Public speaking will also help me in my professional life because most employers are looking for employees who have good oral and written communication skills. When interviewing for a job, public speaking skills will enhance my ability to persuade the interviewer that I am the best candidate for the job. Finally, it can also help me in my personal life because public speaking skills can boost my self-esteem and self-development. I can learn that public speaking is something that I can do well and it can boost my confidence overall.

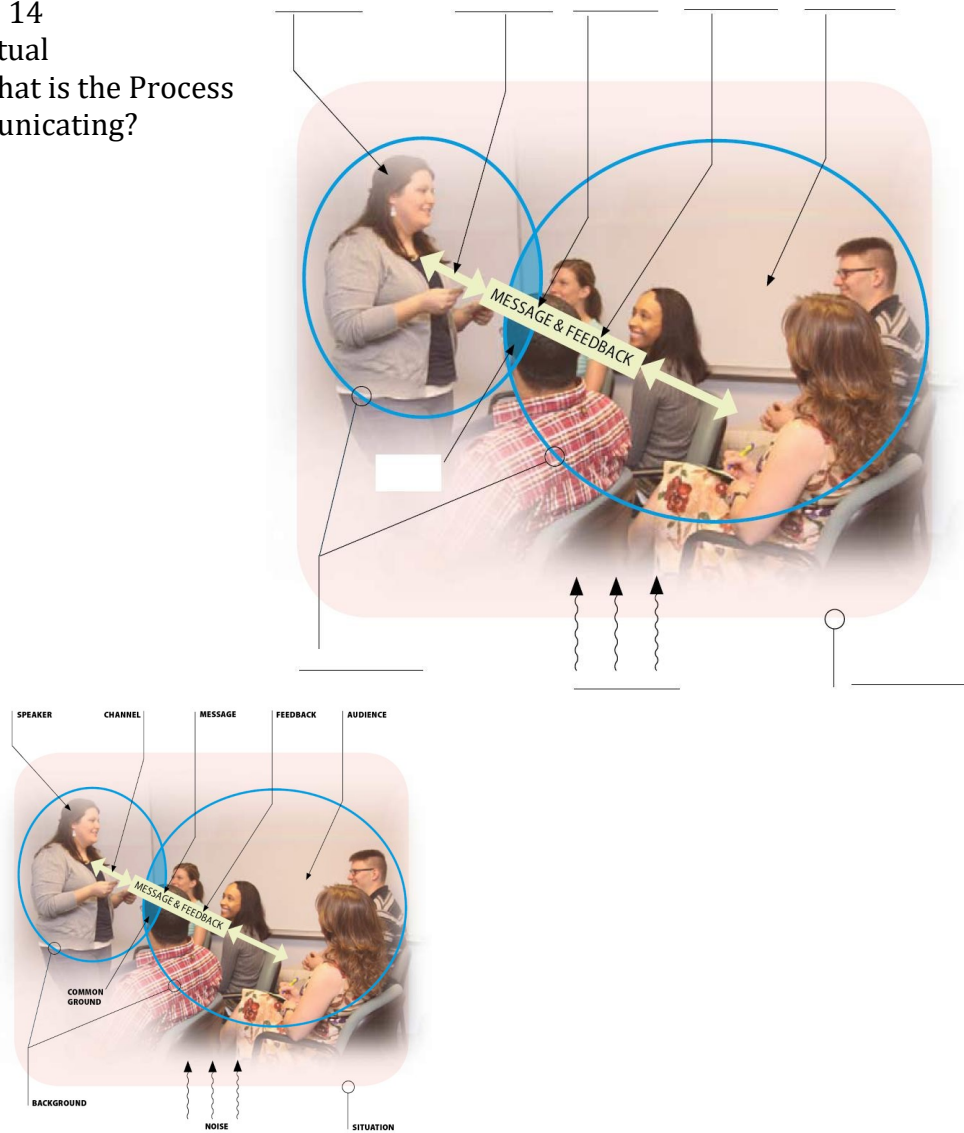
0-5.2

Label the terms in this diagram.

Page Ref: 14

Skill: Factual

Topic: What is the Process of Communicating?



Answer:

Chapter 1 Getting to Know Your Audience and Situation

**Tab 1:
Startin**

1-1 Multiple Choice Questions

<p>1-1.1</p> <p>Page Ref: 21 Skill: Applied Topic: Introduction Answer: c</p>	<p>Susannah didn't pay attention to Madison's speech because she assumed it didn't relate to her. This is an example of</p> <ul style="list-style-type: none"> a. audience analysis. b. bias. c. egocentrism. d. identity knowledge.
<p>1-1.2</p> <p>Page Ref: 21 Skill: Conceptual Topic: Introduction Answer: d</p>	<p>Being audience centered begins</p> <ul style="list-style-type: none"> a. with the research process. b. with writing the speech body. c. with the selection of visual aids. d. with topic selection.
<p>1-1.3</p> <p>Page Ref: 21 Skill: Factual Topic: Introduction Answer: a</p>	<p>A systematic investigation of characteristics that make your audience unique is called</p> <ul style="list-style-type: none"> a. audience analysis. b. research. c. identity knowledge. d. audience negotiation.
<p>1-1.4</p> <p>Page Ref: 21 Skill: Conceptual Topic: Introduction Answer: c</p>	<p>Audience analysis helps a speaker predict all of the following EXCEPT</p> <ul style="list-style-type: none"> a. the obstacles that may affect the speech. b. how much information the audience will need. c. the general purpose of the speech. d. the expectations and reactions of the audience.
<p>1-1.5</p> <p>Page Ref: 23 Skill: Factual Topic: What Do You Need to Know About Your Audience? Answer: d</p>	<p>Those things a person accepts as plausible based on interpretation and judgment are called</p> <ul style="list-style-type: none"> a. values. b. attitudes. c. policies. d. beliefs.

<p>1-1.6</p> <p>Page Ref: 23 Skill: Applied Topic: What Do You Need to Know About Your Audience? Answer: a</p>	<p>“Smoking marijuana leads to the use of other drugs.” This is an example of a(n)</p> <ul style="list-style-type: none"> a. belief. b. value. c. attitude. d. policy.
<p>1-1.7</p> <p>Page Ref: 23 Skill: Factual Topic: What Do You Need to Know About Your Audience? Answer: b</p>	<p>_____ relate to what a person sees as right or wrong, important or unimportant, desirable or undesirable.</p> <ul style="list-style-type: none"> a. Beliefs b. Values c. Attitudes d. Opinions
<p>1-1.8</p> <p>Page Ref: 23 Skill: Applied Topic: What Do You Need to Know About Your Audience? Answer: c</p>	<p>Ben’s family places a lot of importance on gaining a quality education. This is an example of a(n)</p> <ul style="list-style-type: none"> a. belief. b. opinion c. value. d. attitude.
<p>1-1.9</p> <p>Page Ref: 22 Skill: Conceptual Topic: What Do You Need to Know About Your Audience? Answer: d</p>	<p>Inclinations to feel either positively or negatively toward something are called</p> <ul style="list-style-type: none"> a. values. b. beliefs. c. policies. d. attitudes.
<p>1-1.10</p> <p>Page Ref: 22 Skill: Applied Topic: What Do You Need to Know About Your Audience? Answer: b</p>	<p>“I love classic rock!” This is an example of a(n)</p> <ul style="list-style-type: none"> a. value. b. attitude. c. belief. d. policy.

<p>1-1.11</p> <p>Page Ref: 23 Skill: Conceptual Topic: What Do You Need to Know About Your Audience? Answer: d</p>	<p>An audience's ____ is made up of values, attitudes, and beliefs.</p> <ul style="list-style-type: none"> a. personality b. demographic c. profile d. identity
<p>1-1.12</p> <p>Page Ref: 24 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: a</p>	<p>Demographics can also be called</p> <ul style="list-style-type: none"> a. personal traits. b. social traits. c. cultural traits. d. psychological traits.
<p>1-1.13</p> <p>Page Ref: 24 Skill: Applied Topic: What Specific Traits Do You Need to Investigate? Answer: d</p>	<p>Which of the following is NOT a personal trait?</p> <ul style="list-style-type: none"> a. income b. disabilities c. household type d. beliefs
<p>1-1.14</p> <p>Page Ref: 24 Skill: Applied Topic: What Specific Traits Do You Need to Investigate? Answer: c</p>	<p>Shalonda noted that most of her audience members were employed in the medical field. This is an example of paying attention to</p> <ul style="list-style-type: none"> a. psychological traits. b. social traits. c. personal traits. d. cultural traits.
<p>1-1.15</p> <p>Page Ref: 24 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: d</p>	<p>____ occurs when you apply a false or oversimplified generalization to an individual based on group characteristics.</p> <ul style="list-style-type: none"> a. Audience analysis b. Demographic analysis c. Egocentrism d. Stereotyping
<p>1-1.16</p> <p>Page Ref: 25 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: b</p>	<p>Which of the following words best defines traditionalists?</p> <ul style="list-style-type: none"> a. optimistic b. loyal c. skepticism d. realistic

<p>1-1.17</p> <p>Page Ref: 25 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: a</p>	<p>Which of the following is NOT a characteristic of those born before 1945?</p> <ul style="list-style-type: none"> a. very competitive b. conservative c. respect for authority d. little formal education
<p>1-1.18</p> <p>Page Ref: 25 Skill: Factual Topic: What Specific Traits Do You Need to Investigate? Answer: b</p>	<p>People who were born between 1946 and 1964 are called</p> <ul style="list-style-type: none"> a. millennials. b. baby boomers. c. generation X. d. traditionalists.
<p>1-1.19</p> <p>Page Ref: 25 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: d</p>	<p>Which of the following is NOT a characteristic of Generation Y?</p> <ul style="list-style-type: none"> a. techno-savvy b. confident c. appreciate diversity d. spend rather than save
<p>1-1.20</p> <p>Page Ref: 25 Skill: Factual Topic: What Specific Traits Do You Need to Investigate? Answer: a</p>	<p>According to the Population Reference Bureau, ____ percent of U.S. households in 2002 were “traditional.”</p> <ul style="list-style-type: none"> a. 7 b. 17 c. 37 d. 57
<p>1-1.21</p> <p>Page Ref: 26 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: c</p>	<p>The needs and motivations of your audience are called ____ traits.</p> <ul style="list-style-type: none"> a. personal b. social c. psychological d. physiological
<p>1-1.22</p> <p>Page Ref: 26 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: b</p>	<p>Which of the following is FALSE in regard to Maslow’s hierarchy of needs?</p> <ul style="list-style-type: none"> a. It is best represented as a pyramid. b. The most basic needs are at the top of the model. c. Basic needs must be fulfilled before higher needs. d. It explains that our needs motivate us to respond in certain ways.

<p>1-1.23</p> <p>Page Ref: 26</p> <p>Skill: Conceptual</p> <p>Topic: What Specific Traits Do You Need to Investigate?</p> <p>Answer: a</p>	<p>According to Maslow, our most basic needs are</p> <ul style="list-style-type: none"> a. physiological. b. safety. c. psychological. d. social.
<p>1-1.24</p> <p>Page Ref: 26</p> <p>Skill: Applied</p> <p>Topic: What Specific Traits Do You Need to Investigate?</p> <p>Answer: b</p>	<p>A speech on the importance of a having a fire escape plan for the home evokes which need?</p> <ul style="list-style-type: none"> a. physiological b. safety c. social d. self-esteem
<p>1-1.25</p> <p>Page Ref: 26</p> <p>Skill: Factual</p> <p>Topic: What Specific Traits Do You Need to Investigate?</p> <p>Answer: c</p>	<p>Our need to feel a part of groups and to be close to others is termed ____ needs.</p> <ul style="list-style-type: none"> a. physiological b. safety c. social d. self-actualization
<p>1-1.26</p> <p>Page Ref: 27</p> <p>Skill: Factual</p> <p>Topic: What Specific Traits Do You Need to Investigate?</p> <p>Answer: d</p>	<p>The ____ traits of your audience relate to how they are affected by or identify with other groups of people.</p> <ul style="list-style-type: none"> a. psychological b. physiological c. personal d. social
<p>1-1.27</p> <p>Page Ref: 27</p> <p>Skill: Conceptual</p> <p>Topic: What Specific Traits Do You Need to Investigate?</p> <p>Answer: a</p>	<p>Which of the following is NOT a component of race?</p> <ul style="list-style-type: none"> a. nation of birth b. color and texture of hair c. color of skin and eyes d. shape of facial features
<p>1-1.28</p> <p>Page Ref: 29</p> <p>Skill: Factual</p> <p>Topic: What Do You Need to Know About the Speaking Situation?</p> <p>Answer: b</p>	<p>An audience who is required to attend an event is called</p> <ul style="list-style-type: none"> a. hostile. b. captive. c. voluntary. d. mandatory.

<p>1-1.29</p> <p>Page Ref: 31</p> <p>Skill: Applied</p> <p>Topic: How Do You Locate Audience and Situation Information?</p> <p>Answer: b</p>	<p>Which of the following is an open-ended question?</p> <ul style="list-style-type: none"> a. Is this your first semester in college? b. Why did you choose to attend college here? c. Are you an organ donor? d. How old are you?
<p>1-1.30</p> <p>Page Ref: 31</p> <p>Skill: Conceptual</p> <p>Topic: How Do You Locate Audience and Situation Information?</p> <p>Answer: a</p>	<p>Which of the following is NOT a guideline for constructing an effective survey?</p> <ul style="list-style-type: none"> a. use more open-ended questions than closed-ended question b. make no assumptions about your respondents c. avoid biased or leading questions d. use a clean, consistent structure for the overall questionnaire
<p>1-1.31</p> <p>Page Ref: 33</p> <p>Skill: Applied</p> <p>Topic: How Can You Adapt to Your Audience During the Speech?</p> <p>Answer: d</p>	<p>Which of the following is an environmental barrier?</p> <ul style="list-style-type: none"> a. being distracted by thoughts of a previous conversation b. getting confused by the jargon in a speech c. getting distracted by the facial expressions of the speaker d. having difficulty hearing the speaker due to people talking nearby
<p>1-1.32</p> <p>Page Ref: 33</p> <p>Skill: Applied</p> <p>Topic: How Can You Adapt to Your Audience During the Speech?</p> <p>Answer: b</p>	<p>Miguel had a headache and had trouble focusing on the speeches in class. This is an example of a(n)</p> <ul style="list-style-type: none"> a. psychological barrier. b. physiological barrier. c. linguistic barrier. d. environmental barrier.
<p>1-1.33</p> <p>Page Ref: 33</p> <p>Skill: Applied</p> <p>Topic: How Can You Adapt to Your Audience During the Speech?</p> <p>Answer: b</p>	<p>Which of the following is NOT a type of external noise?</p> <ul style="list-style-type: none"> a. being too hot in the classroom b. thinking about the speech you are about to give c. not understanding the slang terms in the speech d. getting distracted by the speaker's pacing back and forth

<p>1-1.34</p> <p>Page Ref: 33 Skill: Conceptual Topic: How Can You Adapt to Your Audience During the Speech? Answer: c</p>	<p>Which of the following is NOT a tip for adapting to internal noise?</p> <ul style="list-style-type: none"> a. pay attention to the nonverbal behavior of your audience b. be a creative, dynamic speaker so your audience will want to listen to you c. pay attention to the noises affecting you and your audience d. anticipate a potentially negative response and lessen the effect
<p>1-2 True/False Questions</p>	
<p>1-2.1</p> <p>Page Ref: 23 Skill: Applied Topic: What Do You Need to Know About Your Audience? Answer: False</p>	<p>"Having too much salt in the diet can lead to high blood pressure." This is an example of an attitude.</p>
<p>1-2.2</p> <p>Page Ref: 24 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: True</p>	<p>Sexual orientation, occupation, and household type are all considered personal traits.</p>
<p>1-2.3</p> <p>Page Ref: 25 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: False</p>	<p>Baby boomers are more likely to save rather than spend money.</p>
<p>1-2.4</p> <p>Page Ref: 26 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: False</p>	<p>According to Maslow, the highest level of needs we have is that of self-esteem.</p>

1-2.5 All social traits are designated by choice.

Page Ref: 27

Skill: Conceptual

Topic: What Specific Traits

Do You Need to Investigate?

Answer: False

1-2.6 The United States is considered an individualist culture.

Page Ref: 27

Skill: Conceptual

Topic: What Specific Traits

Do You Need to Investigate?

Answer: True

1-2.7 The first step in audience analysis should be to ask friends, relatives, peers, and others about their insights into your speech topic.

Page Ref: 30

Skill: Conceptual

Topic: How Do You Locate

Audience and Situation

Information?

Answer: False

1-2.8 Good surveys should have a majority of open-ended questions.

Page Ref: 31

Skill: Conceptual

Topic: How Do You Locate

Audience and Situation

Information?

Answer: False

1-2.9 “Do you plan to vote in the next election?” This is an example of a closed-ended question.

Page Ref: 31

Skill: Applied

Topic: How Do You Locate

Audience and Situation

Information?

Answer: True

1-2.10 Good speakers will conduct all of their audience analysis before the speech is given.

Page Ref: 32

Skill: Conceptual

Topic: How Can You Adapt to Your Audience During the Speech?

Answer: False

1-2.11

Lauren had a difficult time listening to the professor because the temperature in the room was too cold. This is an example of a physiological barrier.

Page Ref: 33

Skill: Applied

Topic: How Can You Adapt to Your Audience During the Speech?

Answer: False

1-3 Completion (fill-in-the-blank) Questions

1-3.1

An audience member's tendency to think "what's in it for me" while listening to a speech is termed ____.

Page Ref: 21

Skill: Conceptual

Topic: Introduction

Answer: egocentrism

1-3.2

"It is important to take care of one's health." This is an example of a(n) ____.

Page Ref: 23

Skill: Applied

Topic: What Do You Need to Know About Your Audience?

Answer: value

1-3.3

____ include characteristics such as age, sexual orientation, and education.

Page Ref: 24

Skill: Conceptual

Topic: What Specific Traits Do You Need to Investigate?

Answer: Personal traits

1-3.4 Page Ref: 24 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: Stereotyping	____ can happen if you focus too much on personal traits when analyzing your audience.
1-3.5 Page Ref: 25 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: millennials/generation Y	Audience members who are good with technology, appreciate diversity, and who are influenced by the media are called _____.
1-3.6 Page Ref: 26 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: Self-esteem	____ needs include a need for success, prestige, and self- respect.
1-3.7 Page Ref: 27 Skill: Conceptual Topic: What Specific Traits Do You Need to Investigate? Answer: Culture	____ is a system that teaches us rules for being accepted and surviving in a community.
1-3.8 Page Ref: 31 Skill: Conceptual Topic: How Do You Locate Audience and Situation Information? Answer: Open-ended	____ questions allow for detailed responses in your interviews and surveys.
1-3.9 Page Ref: 33 Skill: Conceptual Topic: How Can You Adapt to Your Audience During the Speech? Answer: Linguistic	____ barriers can include a speaker's use of slang and jargon as well as misread body language.

<p>1-3.10</p> <p>Page Ref: 33 Skill: Applied Topic: How Can You Adapt to Your Audience During the Speech? Answer: physiological</p>	<p>Jason had a difficult time focusing on Jacki's speech because he was hungry and tired. He was affected by ____ barriers.</p>
<p>1-3.11</p> <p>Page Ref: 33 Skill: Conceptual Topic: How Can You Adapt to Your Audience During the Speech? Answer: External noise</p>	<p>____ includes both environmental and linguistic barriers.</p>

1-4 Short Answer Questions

- 1-4.1 What can be predicted by using audience analysis? (List three out of five.)
- Page Ref: 21
Skill: Conceptual
Topic: Introduction
Answer: What ideas you could stress for your audience; How much information they will need; What language and support material will work best for them; Their potential expectations and reactions; What obstacles might affect your speech.
- 1-4.2 Give an example of a belief, a value, and an attitude that you hold, making sure to label each one.
- Page Ref: p. 22-23
Skill: Applied
Topic: What Do You Need to Know About Your Audience?
Answer: Answers will vary.
- 1-4.3 What generation do you belong to and what characteristics are attributed to this group?
- Page Ref: 25
Skill: Applied
Topic: What Specific Traits Do You Need to Investigate?
Answer: Answers will vary.
- 1-4.4 Imagine you are going to give a speech about the problem of

Page Ref: 25
 Skill: Applied
 Topic: What Specific Traits
 Do You Need to Investigate?
 Answer: Baby boomers tend to spend rather than save, while traditionalists are more likely to value saving.

1-4.5 What does Maslow's hierarchy of needs attempt to explain?

Page Ref: 26
 Skill: Conceptual
 Topic: What Specific Traits
 Do You Need to Investigate?

Answer: It shows how people are motivated by their needs and must meet their lowest needs before moving up to higher needs.

1-4.6 Give examples of speech topics that would attempt to tap into the need for (1) safety, (2) social needs, and (3) self-esteem.

Page Ref: 26
 Skill: Applied
 Topic: What Specific Traits
 Do You Need to Investigate?

Answer: Answers will vary.

1-4.7 Explain the differences between the terms race, ethnicity, and culture.

Page Ref: 27
 Skill: Conceptual
 Topic: What Specific Traits
 Do You Need to Investigate?

Answer: Race refers to biological differences. Ethnicity relates to religious or national affiliations, while culture is the system that teaches us the rules to follow to be accepted and survive within a community.

1-4.8 Is the United States an individualist or collectivist culture? Explain your answer.

Page Ref: 27
 Skill: Conceptual
 Topic: What Specific Traits
 Do You Need to Investigate?

Answer: The U.S. is an individualist culture because we place emphasis on the self instead of on the group.

1-4.9 Page Ref: 29 Skill: Conceptual Topic: What Do You Need to Know About the Speaking Situation?	List three questions regarding situational time you should ask before giving a speech?
Answer: What is my time limit? How early should I arrive? What is the timing of my speech? Where do I fall in the rotation of speakers? Is there late-breaking news? Is this my first time speaking in front of this audience? What is my relationship to this audience?	
1-4.10 Page Ref: 29 Skill: Conceptual Topic: What Do You Need to Know About the Speaking Situation?	List three questions regarding situational occasion you should ask before giving a speech?
Answer: What does the audience expect? What is the mood? Why are they here? How will they respond to the topic? Is this a special occasion? What are the social norms and expectations? Who's in charge and what is their relationship with the audience?	
1-4.11 Page Ref: 30-31 Skill: Conceptual Topic: How Do You Locate Audience and Situation Information?	According to Chapter 1 of your book, what are the options for gathering information about your audience?
Answer: Start with what you know. Ask others about the audience. Conduct interviews. Create and administer a survey. Research the group to which you are speaking.	
1-4.12 Page Ref: 33 Skill: Applied Topic: How Do You Locate Audience and Situation Information?	Give an example of a psychological barrier you have faced while trying to listen to a speaker.
Answer: Answers will vary.	

1-5 Essay Questions

1-5.1

Page Ref: 31

Skill: Applied

Topic: How Do You Locate
Audience and Situation
Information?

After reading the following survey on the topic of the Gulf Oil Spill, correct any questions that you feel are ineffective and explain why you made the corrections.

1. Have you ever vacationed in the Gulf area?
____ Yes ____ No
2. Do you agree that the Federal Government is not doing enough to stop the flow of oil?
____ Yes ____ No
3. What should BP be doing differently to contain the spill?
4. Who do you feel is the most responsible for the spill and why?
5. How serious do you think the Gulf Oil Spill is and do you think it will affect our nation's long-term energy policy?

Grading Criteria: A complete answer will note that the second question is leading in nature, there are too many open-ended questions for a short survey and the fifth question has two questions contained in one.

1-5.2

Page Ref: 25

Skill: Conceptual

Topic: What Specific Traits
Do You Need to Investigate?

Identify and discuss the four generations that are explained in Chapter 1 of your book. How can you be sensitive to the differences between these groups without falling into the trap of stereotyping?

Answer: Traditionalists marry once, believe in saving, are conservative, respect authority and America, and are not easily persuaded. Baby boomers are more educated and political, spend rather than save, divorce and remarry, are cynical and challenge authority. Generation X are products of divorce, resourceful, independent, struggle with money, and are influenced by the media. Millennials are smart, confident, techno-savvy, concerned with personal safety, influenced by friends and media, appreciate diversity, and can be biased. Stereotyping can be avoided by using these differences only as a guide.

1-5.3

Draw and label a diagram of Maslow's hierarchy of needs then explain each level.

Page Ref: 26

Skill: Conceptual

Topic: What Specific Traits

Do You Need to Investigate?

Grading Rubric: Label each section of pyramid: 10% each (total of 50%); Explain each level: 10% each (total of 50%)