

Instructor's Resource Manual

for

THINK Public Speaking

by

Isa N. Engleberg & John A. Daly



Prepared by:

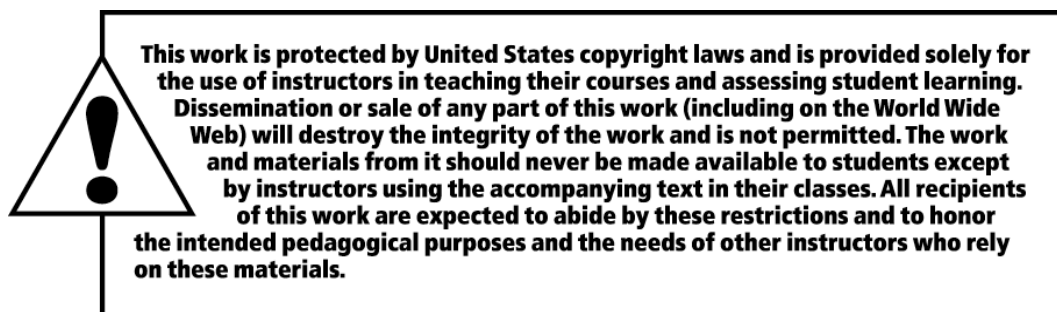
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Preface

Welcome to the *Instructor's Manual* and Test Bank for *THINK Public Speaking*.

This manual serves both novice and veteran instructors. For those of you new to college teaching or new to teaching a public/presentation speaking course, we offer a wide range of resources ranging from step-by-step teaching plans to classic and creative class activities, assignments, and assessment tools. For veteran instructors, we offer newly developed class activities and assignments you can add to your teaching repertoire. The materials and assets in this resource are easily adapted to a variety of course formats as well as a variety of teaching and learning styles.

A Comprehensive Collection of Classroom Resources

- **20 Teaching Plans** for major units that include student learning outcomes, detailed class outlines, assignments, and assessment instruments
- More than **100 ready-to-use Class Activities** with detailed teaching instructions
- More than **1,700 Test Bank Questions** in multiple choice, true/false, and essay forms
- More than **425 PowerPoint Slides**, many interactive and challenging
- More than a dozen **Oral and Written Assignments and Matched Assessment Instruments**

Teaching and learning about public speaking should be an enjoyable and meaningful experience. Each activity challenges students to think critically to assist them in learning course content, and to help them apply what they've learned to their lives.

It is the hope of the ancillary and main text authors that *THINK Public Speaking* and the accompanying ancillary materials will effectively serve your needs and those of your students.

PART ONE: Teaching and Learning Strategies



The Key Elements and Guiding Principles of Effective Speaking

At the heart of *THINK Public Speaking* is a decision-making system based on seven carefully chosen guiding principles of effective speaking.

We have selected a single word, or key element, to represent each guiding principle. We purposely depict each element as an interdependent gear because in a system of linked gears, the movement of one gear affects and realigns every other gear. Decisions about one principle can affect all of the other principles.

We strongly believe that these underlying principles serve as a foundation for preparing and delivering effective and ethical presentations. The model on this page is a visual representation of the ways in which the basic elements and guiding principles of presentation speaking interact and influence one another:

- *Seven Key Elements*: Fundamental building blocks for presentation speaking.
- *Seven Guiding Principles*: Guidelines for selecting and applying effective presentation speaking strategies and skills to specific types of presentations. Guiding principles go beyond the seven key elements by answering questions about how to communicate and why certain communication strategies succeed or fail.
- *Gear-Like Functions*: Each key element with its companion guiding principle is illustrated as a gear. Like gears, the key elements connect with one another. When one gear “moves,” that move is transmitted to all the other gears. Thus, even the best-organized presentation will not achieve its purpose if it offends the audience or uses words they don’t understand. Likewise, a flawlessly prepared but poorly delivered presentation may not succeed. Any decision you make about one principle impacts all the others. Moreover, later decisions can affect earlier ones. If, for example you cannot find valid supporting material or research to support your arguments, you may need to modify or change your presentation’s purpose.



Teaching and Learning Tools

Sample Syllabus and Course Outlines

The sample syllabus in this manual is a blueprint for teaching public speaking courses. After inserting specific course and instructor information, the syllabus is ready to distribute to students with little or no modification. Experienced instructors will find the syllabus easy to modify to suit a variety of teaching philosophies and instructional approaches.

The syllabus includes course outcomes linked to every chapter. You can modify course policies to reflect your teaching preferences and institutional requirements. We strongly recommend a clear attendance policy for your course. The frequent use of class activities and days devoted to speaking assignments require student participation. The grading procedure reflects our belief that at least half of a student's final grade should be based on oral presentation assignments.

We provide three week-by-week course outlines. The first two are designed for a 16-week semester; the third outline follows a 10-week format. The outlines specify the topics and accompanying chapter readings for each week. The *Instructor's Manual* offers a variety of chapter-based activities from which to choose. In addition to modifying activities, you can change the sequence of assigned chapters.

Ready-to-use Classroom Materials

The *Instructor's Manual* portion of *THINK Public Speaking* is ready to use and laid out in consistent, easy-to-use formats:

- Teaching Plans
- Activities
- Assignments
- Assessments

You can photocopy or download the above features for class use, distribute them via email and online course formats, or select and collate them into a course workbook. The teaching plans, activities, assignments, and assessments are presented in standardized formats that provide clear instructions and guidelines for instructors and students.

Teaching Plans

There are Teaching Plans for every chapter in the textbook including one for the first day of class—for a total of **20 Teaching Plans** altogether (note: chapter three has two teaching plans). Our Teaching Plans are more than an instructional “to do” list. They are navigational tools for charting your entire course as well as the day-by-day strategies for achieving course objectives and assessing student learning outcomes. Every Teaching Plan includes student learning outcomes, key terms, a teaching plan outline, material and equipment needs, assignments, and assessment tools.

Class Activities

There are more than **100 Ready-to-Use Class Activities** with detailed teaching instructions. The activities that appear in the textbook are also available in the *Instructor's Manual* with more detailed explanations.

Even with a small class, you cannot use all the activities in a single semester. Try experimenting with several activities until you find the ones that work best for you and your students. Get-Acquainted exercises appropriate for the beginning of the term are also included.

The majority of learning activities in this *Instructor's Manual* are wholly original or fresh adaptations of tried-and-true exercises. In addition to providing goals, procedures, and discussion questions for every activity, we also provide teaching tips designed to help you enhance student learning. Activities are laid out in ready-to-use formats—you can download them from the textbook's web site, distribute them via email and online formats, and photocopy them for classroom use.

Assignments and Assessment Instruments

You will find **12 speaking assignments** and **11 assessment instruments** as well as **two major written assignments** for your consideration. These assignments are ready for use or you can modify them to suit the particular needs of your students and course. The assessment instruments can be used as grading forms and self-assessment surveys. All assessment instruments use measurable standards that conform to assignment requirements.

Additional Ancillary Resources

Test Bank

A comprehensive Test Bank of approximately **1,700 questions** provides textbook-based examination questions for each chapter.

Test Bank questions vary in degree of difficulty and the extent to which they assess higher-order learning with questions that focus on knowledge, comprehension, application, analysis, synthesis, and evaluation.

PowerPoint™ Presentations

Available electronically, as part of this ancillary program, are **PowerPoint™ Presentations for each chapter of the text**. Your course's objectives, teaching style, and the needs of your students will determine which slides work best. A significant number of the slides are interactive and invite students to answer questions and participate in productive class discussions. Prepared by Susan M. Ward, Delaware County Community College, you can download these slides from the Instructor's Resource Center (www.pearsonhighered.com/irc).

THINK Public Speaking Videos

Pearson/Allyn and Bacon offer a wide range of videotaped presentations to accompany *THINK Public Speaking*. These videos lend themselves to a variety of uses:

- A. An introduction or overview to textbook chapters
- B. A source of examples to supplement class lectures and use for class and online discussions
- C. An opportunity to observe and analyze nonverbal communication
- D. The basis for multiple choice, true/false, and essay/short answer exam questions
- E. The basis for analysis in student papers

A Case for Teaching Plans

Introduction: Engleberg and Daly Present a Case for Teaching Plans

The Need for Teaching Plans

We know a great deal about the needs of basic communication course instructors based on our many years of teaching the course as well as researching, writing, and working with basic course instructors. When each of us served as officers in the National Communication Association, we interacted with many basic course directors and faculty who describe how difficult it is to make their basic courses both intellectually rigorous and of practical value to today's diverse students. Here are just a few of the challenges faculty members face when teaching a basic public/presentation speaking course:

- Basic courses are often taught by junior-level faculty members with less teaching experience.
- Basic courses are often taught by part-time/adjunct faculty who may lack course-specific training, appropriate credentials, and adequate preparation time to teach the basic course.
- Basic courses are often taught by graduate teaching assistants who benefit from on-the-job training, but also need more discipline-based knowledge, teaching experience, and instructional resources.
- Basic courses are often taught by veteran faculty members whose research commitments compete with the need to update basic course content and methods.

In addition to writing a highly accessible and contemporary textbook, we provide a wide range of ancillaries designed to serve all basic course instructors. For *THINK Public Speaking*, we have included a special feature: **Teaching Plans**.

The phrase *Teaching Plans* comes from a similar phrase used public school education: *Lesson Plans*. We acknowledge that *lesson plans* may seem inappropriate or old-fashioned for use in higher education. If, however, you believe that teaching plans are just for elementary school teachers, think again. Effective teaching plans are as important for college instructors as lesson plans are for first-grade teachers. One veteran teacher writes: "If the purpose of education is to effect a positive change in each student, then the importance of careful thinking about the design of instruction is undeniable. Successful teachers think very carefully about what they are going to do. There can be no substitute for this process."¹

The **Teaching Plans** that accompany *THINK Public Speaking* are sophisticated navigational tools for charting instructional strategies for the entire course as well as day-by-day milestones for achieving course objectives and assessing student learning outcomes. Here are just a few of the benefits that accrue from well written teaching plans:

1. **Advanced Preparation.** Teaching plans require strategic decision making *in advance* about the content, instructional methods, and assessment tools you will use for each class.
2. **Effective Organization.** Teaching plans can help you decide on and organize the components of a course unit in a way that enhances student comprehension

¹ Julia G. Thompson, *First-Year Teacher's Survival Kit* (San Francisco: Jossey-Bass, 2002), p. 154.

3. **Student Adaptation.** Teaching plans can help you adapt to student abilities, attitudes, and readiness for the work ahead as well as methods for making the class more interactive and interesting.
4. **Time Management.** Teaching plans can help you parcel out the time you have in one or more classes to cover a particular unit and achieve your instructional goals.
5. **Outcome Record.** Teaching plans record your goals for each unit and your assessments of student outcomes.
6. **Accountability Record.** Teaching plans provide a record to demonstrate the content and process of your teaching in documents that can be shared with administrators and accrediting agencies.
7. **Class Review.** Teaching can be used as the basis for developing an exam study guides or to help students catch up if they miss a class session.
8. **Course Consistency.** If you teach multiple sections of a course or the same course each year, teaching plans can help make sure that you cover similar content in every class.
9. **Reusable and Revisable.** Once you develop teaching plans for a course, you can reuse and revise them as needed. In the long run, you will save time and effort.
10. **Emergency Resource.** Teaching plans provide explicit guidelines for substitute instructors and for helping colleagues teaching this course for the first time.

A comprehensive and flexible set of teaching plans allows you to incorporate class-specific examples into each unit, invent more creative activities, design more interesting teaching slides, use technology-based resources more effectively, improve test questions, and craft more precise assessment tools.

The process of preparing effective teaching plans is very similar to the process of preparing an effective presentation. A quick comparison of teaching plan components and the key elements of presentation speaking reveal how similar the two processes are.

Key Elements of Effective Presentations	Teaching Plan Components
Purpose	⇒ Overall Purpose and Student Learning Outcomes
Audience	⇒ Students Characteristics and Preparedness
Credibility	⇒ Instructor Preparedness and Expertise
Logistics	⇒ Time Limits, Equipment, and Class Materials
Content	⇒ Lesson Content
Organization	⇒ Lesson Outline
Performance	⇒ Instructional Methods

Teaching Plan Components

Class preparation can be difficult if you embark on the journey without a map or set of guidelines. The following table lists the common components found in most lessons and questions that address each of those components.

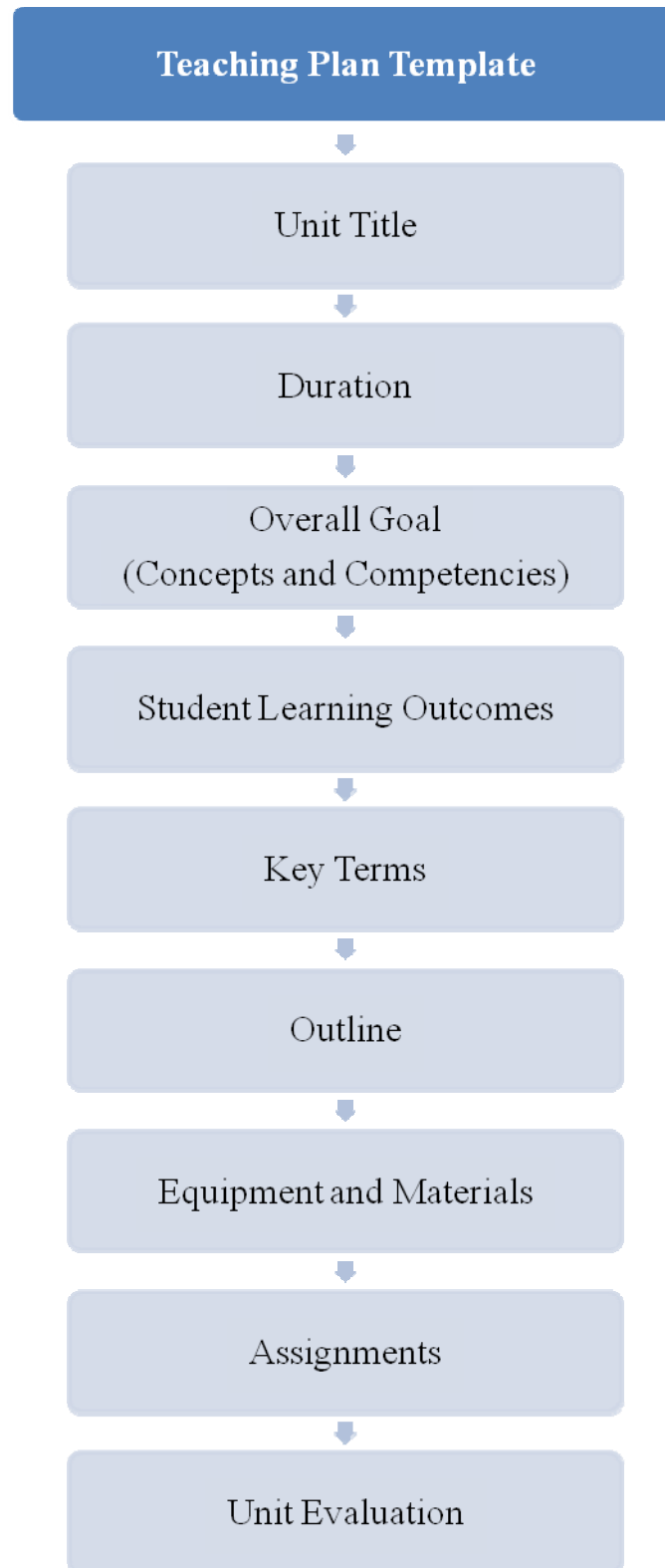
Component	Questions Addressed in Teaching Plans
Unit Title	What phrase captures the essence of this unit or class session?
Duration	How much time do you have and need to achieve the goals of this unit?

Component	Questions Addressed in Teaching Plans
Overall Goal (Concepts and Competencies)	What concepts and competencies should students learn? What will they be able to do?
Student Learning Outcomes	What are the specific student learning outcomes for this class session?
Key Terms	Are there any key terms of vocabulary words that students need to understand for the class or future study?
Outline	What topics and in what order will the topic be covered in this unit? Which activities, if any, will you use?
Equipment and Materials	What equipment and material do you need to teach this unit?
Assignments	What assignments, if any, will be included before, during, or after each class session?
Assessment	How will you know that students have achieved the unit's purpose and student learning outcomes? What assessment tools will you use?
Unit Evaluation	In what ways did the class teaching plan succeed or fail? Did students find the unit meaningful and stimulating? How would you change the class teaching plan?

We strongly recommend using this teaching plan template to guide you through the planning process for each unit. We offer the following template for our Teaching Plans that address all of the major units in a public/presentation speaking course.²

² The content and structure of the *Communication Lesson Plan Template* is based on several sources:

- a. The primary source is the template for course activities used in the *Instructor's Manual* accompanying Isa N. Engleberg and John A. Daly, *Presentations in Everyday Life*, 3rd ed. (Boston: Pearson/Allyn and Bacon, 2010) and the *Instructor's Manual* accompanying Isa N. Engleberg and Dianna R. Wynn, *The Challenge of Communicating: Guiding Principles and Practices* (Boston: Pearson/Allyn and Bacon, 2008).
- b. Sample Education Web Sites:
 - How to Write a Lesson Plan. <http://712educators.about.com/od/lessonplans/ht/lessonplans.htm>
 - Lesson Plan Template. http://712educators.about.com/od/lessonplans/a/plan_template.htm
 - NCRTEC Lesson Planner. <http://www.ncrttec.org/tl/lp>
 - Bob Kizlik, Six Common Mistakes in Writing Class session plans (and What to Do about Them). <http://www.adprima.com/mistakes.htm>
 - HotChalk. Ten Steps to Developing a Quality Lesson Plan. <http://www.lessonplanspage.com/WriteLessonPlan.htm>
 - University of California Berkeley, Lesson Plan Template. http://cse.ssl.berkeley.edu/lessons/template_summary.html
- c. Sample Professional Training and Development Sources:
 - Elaine Biech (Ed.) *The Pfeiffer Book of Successful Team-Building Tools* (San Francisco: Jossey-Bass, 2001).
 - Joshua D. Guilar, *The Interpersonal Communication Skills Workshop* (New York: AMACOM, 2001).
 - Julia G. Thompson, *First-Year Teacher's survival Kit* (San Francisco: Jossey-Bass, 2002).



Tips for Writing Teaching Plans

Regardless of whether you write original teaching plans or use the teaching plans in this *Instructor's Manual* as is or modified, keep the following lesson planning tips in mind:

1. Begin with the student learning outcomes. If your department has a master syllabus or set of student learning outcomes for the course, make sure that the objectives for each class align with those requirements. At the same time, feel free to add other student learning outcomes based on student needs as well as your areas of interest and expertise.
2. Include a key terms list provided at the end of every chapter to make sure that the teaching plan addresses the most important concepts on this list.
3. Make sure you order any special equipment and audio/visual aids well in advance.
4. Develop an effective introduction to each unit, much as you would for any presentation.
5. Select appropriate activities and include step-by-step procedures for conducting each activity.
6. Provide details for any homework, oral assignments, or assessments that you will give to your students.
7. Go beyond the textbook for teaching plan content, activities, and materials.
8. Plan, plan, plan. It is much easier to cut something out of a plan or continue it the next day than struggle through an improvised or disorganized lesson.
9. Take time to make notes in the unit evaluation section after each unit.
10. Save your teaching plans.

Common Mistakes in Writing Teaching Plans

Bob Kizlik identifies several common mistakes in writing lessons plans along with suggestions for what to do about them.³ We have modified his list to make it more appropriate for teaching a public/presentation speaking course:

1. The objectives of the unit do not specify what the student will actually do that can be observed. Poorly written objectives and student learning outcomes can lead to faulty inferences about student competencies.
2. The class teaching plan is nothing more than a rehash of textbook content.
3. The class teaching plan assessment is not related to the behavior indicated in class objectives.
4. The class teaching plan does not consider the prerequisites needed for student success. For example, students may be required to read a particular chapter or view an assigned video in advance to accomplish the lesson's objectives.
5. The materials specified in the class teaching plan are extraneous to the learning activities. Don't bring and use extraneous materials.
6. The class teaching plan is not adapted to the levels of student ability and preparedness.
7. The student activities in the class teaching plan do not contribute in a direct and effective way to lesson objectives. Don't do activities just to keep them busy.

Time Commitment

Writing effective teaching plans requires a significant time commitment. If you have access to ready-to-use teaching plans, you still need time for making sure that the session is appropriate for you and your

³ Robert Kizlik, *Six Common Mistakes in Writing Class session plans (and what to do about them)*. <http://www.adprima.com/mistakes.htm>. Updated November 29, 2000. See also *Five Common Mistakes in Writing Class session plans (and what to do about them)*. http://www.forlessonplans.com/lesson_teacher/index.php. Retrieved 5/3/12.

students. Feel free to modify the teaching plans we offer in this manual. Make them your own and keep improving them every time you teach a unit.

The literature on lesson planning estimates that good teaching plans take from two to four hours of preparation time per class session—and that assumes you know the content you wish to include and have a clear understanding of your students' needs and levels of preparedness.

In *Teaching Tips*, a well-known handbook for college instructors, the authors urge you to begin the process of creating teaching plans at least a month before the first day of class. They note that even if you plan “to teach by discussion, cooperative learning, or other methods, don’t assume that they will take less preparation.”⁴

Be Wary and Be Wise When Using Teaching Plans

Teaching Plans are *not* scripts. If you recite each Unit Teaching Outline word-for-word, your lessons will fail. Rather, think of each Unit Teaching Outline as an outline for an extemporaneous presentation. The Outline includes the topic content you may want to cover with suggestions for class activities, assignments, assessment, and slide choices.

Teaching Plans are most effective when you make them your own:

- Add, subtract, or modify the Unit Teaching Outline to match your own teaching goals and the needs of your students.
- If the introduction to the unit does not match your needs, change it.
- Add Class Activities and Slides you have used successfully or have newly developed for your course. Delete those you will not use.
- Add supporting material to your lecture or discussion of major topics. Provide facts, definitions, descriptions, quotations, research results, theories, statistics, analogies, presentation aids, and especially stories you have used successfully or have newly developed for your course.
- Add, subtract, or modify assignments and assessment tools you have used successfully or have newly developed for your course.

Make Each Teaching Plan Your Teaching Plan!

⁴ Wilbert J. McKeachie and Marilla Scinicchi, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (Boston: Houghton Mifflin, 2006), pp. 17-18.

Ready-to-Use Activities, Assignments and Assessments

Activities

More than **100 Ready-to-Use Class Activities** are available for your use. These activities represent a wide range of topic areas and can easily be adapted to fit your specific needs. Using a standardized format, each of them includes goals, procedures, and discussion questions. In addition, teaching tips are provided which are designed to help you enhance student learning.

Activities are laid out in ready-to-use formats—you can download them from the textbook's web site, distribute them via email and online formats, and photocopy them for classroom use.

Remember that even with a small class, you cannot use all the activities in a single semester. We suggest that you try experimenting with several activities until you find the ones that work best for you and your students.

An excellent resource for classroom activities is *Communication Teacher*, an online quarterly journal of the National Communication Association. Every issue is devoted to classroom activities and graded assignments for a variety of communication courses. We strongly recommend that you consider subscribing to this publication. You can obtain subscription information by contacting:

National Communication Association
1765 N. Street, NW
Washington, DC 20036
202-464-4622
www.natcom.org

Assignments and Assessments

Faculty members face complex and diplomatic challenges when developing class assignments and assessing student presentations. Whereas some students will enter your class with remarkable speaking skills, others will be novice speakers with unusually high levels of presentation anxiety.

These challenges hold true for all faculty members teaching a basic public/presentation speaking class. Veteran instructors have experimented with dozens of assignments and evaluation forms, and successfully dealt with students who adamantly claim that they misunderstood the instructor's assignment or deserve higher grades given the hard work they invested in their presentations. Novice faculty members have less experience and a smaller repertoire of teaching methods and tools. Additionally most faculty members must accommodate institutional pressures to develop and use common syllabi and rubrics for assessing student presentations and learning outcomes. The *Instructor's Manual* for the first edition of *THINK Public Speaking* serves faculty members in all types and levels of higher education by providing a variety of well-structured presentation assignments as well as both general and specific evaluation criteria and forms for student assessment.

Twelve options for graded and ungraded assignments with matching assessment instruments are included in this manual. The assignments are ready to be reproduced or can be modified before distribution to your class.

You may want to alter an assignment to require a specific delivery style (impromptu, extemporaneous, manuscript), a minimum number of research sources, minimum and maximum time limits, etc. Additionally, you can easily modify many of the classroom activities included in this manual for use as graded oral presentations or written assignments.

In addition to the graded assignments, we have included several types of assessment forms. The *Basic Presentation Assessment Form* and its variations are based on the key elements and guiding principles discussed in the textbook. The generic format may be used to grade any student presentation. The form is designed to be flexible and does not require you to include an assessment of every competency.

The *Peer Evaluation* form is designed to provide speakers with useful feedback. This form is also simple enough to allow listeners to complete an evaluation during or immediately after a student's presentation. Finally, the *Self-Evaluation Form* can be used as a checklist as students prepare for a presentation, a self-assessment immediately following a presentation to the class, or the basis for a written paper.

In addition to the assignments listed, consider recording several of your students' presentations. Digital video recordings can either be posted online (e.g., using your institution's content management system), distributed to students via e-mail, or by copying them on to a student's USB flash drive. Please consider security concerns as you choose a method of distribution. During the presentations, you may want to assign student volunteers to operate the camera so you can concentrate on assessing the student presentations. Encourage students to watch their videos and assess their own performances. Assignment S.4 *Presentation Self-assessment Paper* and Assessment S.5 *Self-assessment Form* can be used in conjunction with video viewing.

Ready-to-use Formats

All of the assignments and assessment instruments in this section are ready-to-use. Rather than providing short, general descriptions of a few assignments, we provide ready-to-distribute assignment handouts for many different types of assignments, all of which include the following components:

- Assignment Objectives: One or more learning goals for each assignment
- General Presentation Purpose: The expected outcome for each assignment
- Assignment Requirements: Specific assignment requirements and instructions

The ready-to-use formats for assignments and assessments have several pedagogical advantages:

1. Students receive detailed, written instructions for each assignment, thus reducing misunderstanding or confusion about the nature of and requirements for each assignment. By putting the requirements in writing, students will have clear assessment criteria such as overall purpose, supporting material requirements, time limit, use of notes, type of delivery, etc.
2. Assessment instruments use criteria based on the textbook's seven key elements and guiding principles of presentation speaking *and* the specific requirements for a particular assignment. The seven guiding principles provide a common set of criteria that apply to all types of presentations while the assignment requirements identify the specific purpose and unique details of the assignment
3. The instructor may distribute both assignments and assessment instruments to students before each assignment or package them for inclusion in the syllabus or a student workbook.

4. The assignment and assessment instruments are constructed in such a way that instructors can modify them based on their own assignment preferences and grading criteria.

Master List of Public Speaking Activities, Assignments, and Assessments

Initial Class Session

Activity	1	Letters of Introduction
Activity	2	Why Are You Taking this Course?
Activity	3	Course Syllabus Quiz
Activity	4	The Class Encounter

Chapter One: Principles of Effective Speaking

Activity	1.1	Public Speaking Survey
Activity	1.2	Speaking v. Writing
Activity	1.3	P-A-C-L-C-O-P Forever!
Activity	1.4	Presentation Speaking Elements in Action
Activity	1.5	Defending the Audience's Bill of Rights

Chapter Two: Speaking with Confidence

Activity	2.1	Giving a Presentation Makes Me Feel . . .
Activity	2.2	Personal Report of Public Speaking Anxiety (PRPSA)
Activity	2.3	Sort the Symptoms
Activity	2.4	Cognitive Restructuring
Activity	2.5	What's the Worst that Can Happen?

Chapter Three: Listening and Critical Thinking

Activity	3.1	War of The Worlds (WOW) Listening Test
Activity	3.2	Tell-A-Message
Activity	3.3	Claims about Claims
Activity	3.4	Analyze the Argument
Activity	3.5	Constructing an Argument
Activity	3.6	Student Listening Inventory

Chapter Four: Purpose and Topic

Activity	4.1	Purpose Statement
Activity	4.2	For Every Topic . . . There Are Multiple Purposes
Activity	4.3	Public vs. Private Purposes
Activity	4.4	Leading Questions Lead to Good Topics
Activity	4.5	What Should <i>You</i> Talk About?
Activity	4.6	Narrow Your Topic
Assignment	4.7	What Should I Talk About?

Chapter Five: Audience Analysis and Adaptation

Activity	5.1	Who Are We?
Activity	5.2	How High Is Your Context?
Activity	5.3	Is There A <i>Speaker's</i> Bill Of Rights?
Activity	5.4	One Syllable Talk: An Intercultural Speaking and Listening Experience
Activity	5.5	Who's in the Spotlight?

Chapter Six: Speaker Credibility and Ethics

Activity	6.1	Classifying Character, Competence, Caring, and Charisma
Activity	6.2	Famous Personalities
Activity	6.3	Is it Ethical?
Activity	6.4	Applying the Ethics Credo in Everyday Life
Activity	6.5	The Ethicist in You
Activity	6.6	Preaching or Plagiarizing?

Chapter Seven: Speech Setting and Occasion

Activity	7.1	The Perfect Place
Activity	7.2	Adapting to Your Speech Setting and Occasion
Activity	7.3	Dress for Presentation Speaking Success
Activity	7.4	Stagecraft and Speechcraft

Chapter Eight: Research and Supporting Material

Activity	8.1	Sample Supporting Material
Activity	8.2	Research Scavenger Hunt
Activity	8.3	Assessing a Web Site
Activity	8.4	Just the Facts or Just My Opinion?

Chapter Nine: Organizing and Outlining

Activity	9.1	The 4Rs Method for Generating Key Points
Activity	9.2	Mind Mapping
Activity	9.3	Separating Topic, Purpose, and Central Idea
Activity	9.4	The Speech Framer©
Activity	9.5	Match the Organizational Patterns
Activity	9.6	Organizational Patterns in Action
Activity	9.7	Using Post-it Notes for Invention

Chapter Ten: Introductions and Conclusions

Activity	10.1	Grand Openings
Activity	10.2	All's Well that Ends Well
Activity	10.3	Match and Measure the Methods
Assignment	10.4	Introduction and Conclusion Presentation
Assessment	10.5	Introduction and Conclusion Presentation Assessment Instrument

Chapter Eleven: Engaging Language

Activity	11.1	Writing Apprehension Test
Activity	11.2	Everyone Knows What I Mean
Activity	11.3	Drunk on Words
Activity	11.4	Match the Word Strategies
Activity	11.5	Assess the C.O.R.E. Styles
Activity	11.6	Re-Work and Re-Word the Introduction

Chapter Twelve: Generating Audience Interest

Activity	12.1	Sources of Stories
Activity	12.2	Intercultural Story
Activity	12.3	The Job of Assessing a Story
Activity	12.4	The Cartoon Challenge
Activity	12.5	Make 'Em Laugh
Activity	12.6	Generating Interest Improves Comprehension

Chapter Thirteen: Presentation Delivery

Activity	13.1	Learning to Breathe
Activity	13.2	Nonsense and No-Nonsense Projection
Activity	13.3	Avoiding Eye Contact
Activity	13.4	Punctuate the Performance
Activity	13.5	A Customized Pronunciation Drill
Activity	13.6	Screen Testing Yourself
Activity	13.7	Break the Rules
Activity	13.8	Read Us a Story
Assignment	13.9	The Performance Presentation
Assessment	13.10	The Performance Presentation Assessment Instrument

Chapter Fourteen: Presentation Aids

Activity	14.1	The Pitfalls of PowerPoint
Activity	14.2	Re-Envision the Visual
Activity	14.3	The Visual Aid Competition
Assignment	14.4	The Demonstration Presentation with a Visual Aid
Assessment	14.5	Visual Aid Assessment Instrument

Chapter Fifteen: Informative Presentations

Activity	15.1	Informative versus Persuasive Purposes
Activity	15.2	Tying Your Shoe
Activity	15.3	Why Should They Listen?
Activity	15.4	Wondrous New Ideas
Activity	15.5	Value Steps From A-Z
Activity	15.6	Kiss (Keep It Simple, Speaker)
Assignment	15.7	The Informative Presentation
Assessment	15.8	The Informative Presentation Assessment Instrument
Assignment	15.9	Talk About Theory Advanced Presentation
Assessment	15.10	Talk About Theory Advanced Presentation Assessment Instrument

Chapter Sixteen: Persuasive Presentations

Activity	16.1	Finding Common Ground
Activity	16.2	When Don't Means Do
Activity	16.3	ELM in Action
Activity	16.4	Vote For Me . . . In 25 Words Or Less
Activity	16.5	Memorable Slogans
Activity	16.6	Finding Fallacies
Activity	16.7	Persuasive Strategies in Action
Activity	16.8	Find the Four Forms of Persuasive Proofs
Activity	16.9	Where are They? Go There!
Assignment	16.10	The Persuasive Presentation
Assessment	16.11	The Persuasive Presentation Assessment Instrument

Chapter Seventeen: Special Presentations

Activity	17.1	Making Special Presentations Special
Activity	17.2	Introducing the Speaker
Activity	17.3	Impromptu Speaking
Activity	17.4	Making an Impromptu Toast
Assignment	17.5	Special Presentation
Assessment	17.6	Special Presentation Assessment Instrument

Chapter Eighteen: Speaking in Groups

Activity	18.1	It was the Best of Groups; It was the Worst of Groups
Activity	18.2	Lost on the Moon
Activity	18.3	Brainstorming for Girls and Boys
Activity	18.4	Create a Standard Agenda
Activity	18.5	Post-Meeting Reaction (PmR) Form
Activity	18.6	Team Presentation Evaluation Form
Assignment	18.7	Group Symposium
Assessment	18.8	Group Symposium Assessment Instrument
Assignment	18.9	Wrap-up Panel
Assessment	18.10	Wrap-up Panel Assessment Instrument

Supplemental Assignments and Assessments

Assessment	S.1	Basic Presentation Assessment Instrument
Assignment	S.2	The Art of Storytelling
Assessment	S.3	Peer Presentation Assessment Instrument
Assignment	S.4	Presentation Self-assessment Paper
Assessment	S.5	Presentation Self-assessment Form
Assignment	S.6	Audience Analysis Paper

Twelve public speaking assignments for you to choose from are included in this manual, each with its own assessment instrument. In addition, three additional assessment instruments provide a generic evaluation form that applies to all types of presentations, a peer evaluation form, and a self-evaluation form.

Select the presentation assignments that meet the intellectual, academic, and developmental needs of their students. The following table lists the presentation assignments that include assignment-specific assessment instruments.

There are several supplemental assignments and assessment instruments that can be adapted for various uses. See the Supplemental Assignments and Assessment Instruments section of the *Instructor's Manual* for more information.

See the next page for a master list of assignments and assessments.

Master List of Assignments and Assessments

Assignments	Assessment Instrument
"Letters" of Introduction	Ungraded presentation (Activity A.1)
The <i>What Should I Talk About?</i> Presentation	Ungraded presentation
A Performance Presentation	Performance Presentation Assessment
Demonstration Presentation with Visual Aid	Visual Aid Assessment
Introduction and Conclusion Presentation	Introduction and Conclusion Assessment
The Art of Storytelling	Storytelling Assessment
Informative Presentation	Informative Presentation Assessment
Talk About Theory Informative Presentation	Advanced Speaking Assignment Assessment
Persuasive Presentation	Persuasive Presentation Assessment
Special Presentation	Special Presentation Assessment
Group Symposium	Group Symposium Assessment
Wrap-Up Panel Discussion	Panel Discussion Assessment

PART TWO: Course Information and Syllabus



Course Information

The course information, syllabus, and sample course outlines in this *Instructor's Manual* provide a “blueprint” to help you prepare to teach a public speaking or presentation speaking course. After inserting specific course and instructor information, the syllabus is ready to distribute to students with little or no modification. Many of you have or will develop your own syllabus—some based on the model in the *Instructor's Manual*; others based on years of perfecting a syllabus that suits your teaching style, institution, and students.

Remember that a syllabus is a tool for both the instructor and students. The syllabus tells students what to expect from the course and how to prepare for each class session. For instructors, the syllabus represents a blueprint for planning an entire course and preparing the content for each class meeting. As you develop a syllabus for your course, consider the following questions:

- What specific course policies do I need to include in the syllabus?
- In what order do I plan to cover the chapters in the textbook?
- How many and which graded presentations will I require of students?
- How many classroom sessions must be devoted to student performances of each required presentation?
- How many tests or exams will I administer?
- Which, if any, graded written assignments will I require?
- How will I determine the final grades?
- Will student attendance factor into the final grades? If so, how will I calculate attendance grades?
- Which classroom activities will I use to demonstrate principles of presentation speaking? (While you may not make definite decisions at the beginning of the course, make sure the schedule you create allows enough time for their inclusion.)
- When should I distribute copies of each assignment to the class in order to provide students adequate preparation time?
- Does my syllabus need to conform to any specific college or departmental policies?

The sample syllabus includes course outcomes linked to textbook chapters. You may modify basic course policies to reflect your own preference for conducting a class.

We offer three sample course outlines—the first two are designed for a fifteen-week semester; the third outline follows a ten-week term format.

Course Syllabus

Course Number and Title
Course Section Number
Course Meeting Time
Classroom Location

Instructor:
Phone:
Email:
Office:
Office Hours:

Textbook

Engleberg, Isa N. and John A. Daly (2013). *THINK Public Speaking*, 1st Ed. Boston, MA: Pearson.

Course Outcomes

Upon completion of this course, students should be able to

- Identify and apply the basic principles of presentation speaking.
- Listen to and think critically about presentations.
- Manage presentation anxiety.
- Distinguish the difference between a presentation's topic and purpose.
- Adapt a presentation to specific audiences, occasions, and logistics.
- Use various types of supporting materials.
- Identify and organize a presentation's key points.
- Develop effective introductions and conclusions.
- Understand the components of speaker credibility.
- Make ethical decisions when preparing a presentation.
- Use various strategies for generating audience interest.
- Employ effective vocal and physical delivery skills.
- Create and use presentation aids.
- Develop informative presentations.
- Apply persuasion theories to the development of persuasive presentations.
- Prepare and deliver special presentations.
- Effectively participate in group discussions.

Course Policies

Attendance and Tardiness. Attendance is mandatory. In this class, your personal success and grade depend on your participation in class activities designed to help you prepare, present, and listen to presentations. Your grade will be lowered one full letter grade after three unexcused absences. Three lates will equal one unexcused absence. If you are late to class on a student presentation day, please wait until the speaker has finished. Don't enter the classroom in the middle of a student's presentation.

Due Dates. Time does not allow for makeup assignments. No makeup tests, activities, or assignments

will be scheduled unless you have a legitimate excuse for missing the assignment. If an emergency does occur and you must be absent on the day of an assignment, call your instructor before the class is scheduled to meet.

Presentations. You will prepare and present several graded presentations. In the final determination of your grade, oral presentations will be given more weight (60 percent) than written assignments and tests (40 percent). In addition to completing graded assignments, you are expected to participate in other, ungraded, in-class activities.

Exams. You will take two written tests that will include material from the textbook, class discussions/lectures, and supplementary materials.

Written Materials. You will be required to turn in outlines, bibliographies, manuscripts, and/or papers. All graded written work must be typed. Bibliographies should be in a standard bibliographic format.

Classroom Environment. A communication classroom requires a supportive environment in which students learn presentation speaking strategies and skills. When listening to other students speak, be attentive and encouraging. Poor listening habits or distracting behaviors may result in a reduction in your grade. While listening to students' presentations, you may be expected to complete peer evaluation forms.

Plagiarism. All presentations and written materials should be your original work. Using work that is not credited to the original source or using someone else's presentation or material is a serious academic offense. Plagiarism or any other forms of academic misconduct may result in a failing grade for the course and a report to college officials.

Writing. Spelling and grammar count. All work must be typed; no hand-written materials should be submitted. Make sure your name is on every written assignment. Please, no cover sheet—a staple in the upper left corner is fine.

Missed Classes and Handouts. You are responsible for knowing what is done in class even if you are absent. Find a reliable classmate to call if you miss class.

Grading Procedure

Your grade for this course will be based on your performance on the following assignments:

- | | |
|--|----------|
| • Letter of Introduction | Ungraded |
| • Impromptu Presentations | Ungraded |
| • "What Should I Talk About?" Presentation | 0- 5% |
| • Performance Presentation | 5% |
| • Presentation Introduction | 5% |
| • Informative Presentation | 20% |
| • Persuasive Presentation | 20% |
| • Special Presentation and/or Group Discussion | 5-10% |
| • Two Exams | 30% |
| • Class Activities and Written Assignments | 10% |

NOTE TO INSTRUCTOR

(Do not include this information in the student syllabus)

Three course outlines are presented on the following pages. In addition to noting chapters, class topics, and speaking assignments, the course outlines include suggested class activities. You may find that other activities in the *Instructor's Resource Manual* better suit your students, course objectives, research interests, and teaching philosophy.

Please note the following differences among the three course outlines:

Version 1: Traditional Fifteen-Week Course Outline

This course outline follows all the textbook chapters in exact order.

Version 2: Modified Fifteen-Week Course Outline

This course outline introduces Chapter 13 (Presentation Delivery) and Chapter 14 (Presentation Aids and Speaking Technology) earlier in the course. Because students often worry about their delivery, early placement of these chapters gives the instructor and students more time to discuss delivery strategies and practice delivery skills. Chapter 15 (Informative Presentations) is also introduced earlier in order to give students more time to understand and prepare for their first *major* presentation.

Version 3: Ten-Week Course Outline

This course outline condenses the **Version 2** course outline into a ten-week format. Instructors who prefer a traditional course outline can do the same reduction using the **Version 1** course outline.

TRADITIONAL FIFTEEN-WEEK COURSE OUTLINE*

Week	Chapter	Topic	Class Activities**	Assignments/Exams
1	1	- Course Overview - Presentation Speaking Principles	- Review Syllabus - Public Speaking Survey - Presentation Speaking Elements in Action	"Letters" of Introduction
2	2 & 3	- Confidence - Listening and Critical Thinking	- Giving a Presentation Makes Me Feel - PRPSA - War of the Worlds Listening Test	[Optional: Impromptu Presentations]
3	3 & 4	Purpose and Topic	- Claims About Claims - Purpose Statement - Leading Questions Lead to Good Topics	Explanation of "What Should I Talk About" Presentation
4	5 & 6	- Audience Analysis - Speaker Credibility	- Who Are We? - One Syllable Talk - Is It Ethical?	- What Should I Talk About? Presentation - Explanation of Informative Presentation
5	7 & 8	- Logistics and Occasion - Supporting Material	- The Perfect Place - Sample Supporting Material - Just the Facts or My Opinion?	[Optional: Impromptu Presentations]
6	9 & 10	- Organization - Introductions and Conclusions	- Match the Organizational Patterns - The Speech Framer - Grand Openings - All's Well that Ends Well	Explanation of Presentation Introduction
7	11 & 12	- Language - Generating Interest	- Re-work and Re-word the Introduction - The Job of Assessing a Story - The Cartoon Challenge or Make 'em Laugh	Presentation Introduction

Week	Chapter	Topic	Class Activities**	Assignments/Exams
8	13 & 14	- Vocal and Physical Delivery - Presentation Aids - Speaking Technology	- Avoiding Eye Contact - Read Us a Story - Re-envision the Visual or The Visual Aid Competition - The Pitfalls of PowerPoint	- Test #1: Chapters 1–11 - Explanation of the Performance Presentation
9	15	Informative Presentations	- Informative versus Persuasive Purposes - Why Should They Listen?	- Performance Presentation - Explanation of Persuasive Presentation
10	16 & 17	- Persuasive Presentations - Special Presentations	- Finding Common Ground - When <i>Don't</i> Means <i>Do</i> - Finding Fallacies - Impromptu Speaking	- Explanation of Special Presentation [Optional: Impromptu Presentations]
11				Informative Presentations
12	18	Group Communication	- It Was the Best of Groups; It Was the Worst of Groups - Lost on the Moon - Create a Standard Agenda	[Optional: Impromptu Presentations] - Explanation of Panel Discussion
13				Persuasive Presentations
14			- Assessing: Introducing a Speaker - Making a Toast - Delivering a Eulogy, etc.	Special Presentations
15				- Test #2 Chapters 12–17 + Appendix - Wrap-Up Panel Discussion

* Syllabus is subject to change. If you miss a class session, contact a reliable classmate or your instructor to find out if changes have been made in the syllabus or course courses assignments and deadlines.

** Your instructor may substitute or add other activities based on factors such as class size, time constraints, course format, and student needs.

MODIFIED FIFTEEN-WEEK COURSE OUTLINE*

Week	Chapter	Topic	Suggested Class Activities**	Assignment
1	1	- Course Overview - Presentation Speaking Principles	- Review Syllabus - Public Speaking Survey - Presentation Speaking - Elements in Action	"Letters" of Introduction
2	2 & 3	- Confidence - Listening and Critical Thinking	- Giving a Presentation Make Me Feel - PRPSA - War of the Worlds Listening Test	[Optional: Impromptu Presentations]
3	3 & 4	Purpose and Topic	- Purpose Statement - Leading Questions Lead to Good Topics - Claims About Claims	Explanation of "What Should I Talk About" Presentation
4	5 & 6	- Audience Analysis - Speaker Credibility	- Who Are We? - One Syllable talk - Is It Ethical?	What Should I Talk About? Presentation
5	13 & 14	- Vocal and Physical Delivery - Presentation Aids	- Avoiding Eye Contact - Read Us a Story - Re-envision the Visual or The Visual Aids Competition - The Pitfalls of PowerPoint	- Explanation of the Performance Presentation [Optional: Impromptu Presentations]
6	7 & 8	- Supporting Material - Presentation Aids	- The Perfect Place - Sample Supporting Material - Just the Facts or My Opinion?	- Performance Presentation - Explanation of Informative Presentation
7	9 & 10	- Organization - Introductions and Conclusions	- Match the Organizational Patterns - The Speech Framer - Grand Openings - All's Well that Ends Well	Explanation of Presentation Introduction

Week	Chapter	Topic	Suggested Class Activities**	Assignment
7	11 & 12	- Language - Generating Interest	- Re-work and Re-word the Introduction - The Job of Assessing a Story - The Cartoon Challenge or Make 'em Laugh	Test #1: Chapters 1–10, 13-14
8	12 & 13	- Generating Audience Interest - Presentation Delivery	- Writing Apprehension Test - Re-work and Re-word - Intercultural Story - The Cartoon Challenge	Explanation of Persuasive Presentation
9	15	Informative Presentations	- Informative versus Persuasive Purposes - Why Should They Listen?	Presentation Introduction
10	16 & 17	Persuasive Presentations; Special Presentations	- Finding Common Ground - When <i>Don't</i> Means <i>Do</i> - Finding Fallacies - Impromptu Speaking	- Explanation of Special Presentation [Optional: Impromptu Presentations]
11				Informative Presentation
12	18	Group Communication	- It Was the Best of Groups; It Was the Worst of Groups - Lost on the Moon - Create a Standard Agenda	- Explanation of Panel Discussion [Optional: Impromptu Presentations]
13				Persuasive Presentations
14			- Assessing: Introducing a Speaker - Making a Toast - Delivering a Eulogy, etc.	Special Presentations and Impromptu Presentations

Week	Chapter	Topic	Suggested Class Activities**	Assignment
15				• Test #2 Chapters 11-12; 15-17, Appendix A • Wrap-up Panel Discussion

* Syllabus is subject to change. If you miss a class session, please call your instructor or a reliable classmate to find out if changes have been made in the syllabus or course courses assignments and deadlines.

** Your instructor may substitute or add other activities based on factors such as class size, time constraints, course format, and student needs.

TEN-WEEK COURSE OUTLINE*

Week	Chapter	Topic	Class Activity**	Assignment
1	1 & 2	- Course Overview - Presentation Speaking Principles - Confidence	- Review Syllabus - Public Speaking Survey - Presentation Speaking Elements in Action - Giving a Presentation Makes Me Feel - PRPSA	“Letters” of Introduction
2	3, 4, & 5	- Listening and Critical Thinking - Purpose and Topic - Audience Analysis	- Claims About Claims - Purpose Statement - Leading Questions Lead to Good Topics - Who are We? - One Syllable Talk	- Explanation of “What Should I Talk About?” Presentation [Optional Impromptu Presentations]
3	6, 7, & 8	- Speaker Credibility - Speech Setting - Research and Supporting Material	- Applying the Ethics Credo - Is It Ethical; The Perfect Place - Sample Supporting Material Just the Facts or My Opinion?	“What Should I Talk About?” Presentation - Explanation of Informative Presentation
4	13 & 14	- Presentation Delivery - Presentation Aids	- Punctuate the Presentation <i>or</i> Read Us a Story - Re-envision the Visual - Pitfalls of PowerPoint	- Explanation of Performance Presentation - Test #1: 1–8; 13-14
5	15	Informative Presentations	- Informative versus Persuasive Purposes - Why Should They Listen?	- Performance Presentation - Explanation of Presentation Introductions
6	9 & 10	- Organizing and Outlining - Introductions and Conclusions	- Match the Organizational Pattern - The Speech Framer - Grand Openings	Presentation Introduction
7	11 & 12	Engaging Language	Writing Apprehension	Explanation of Persuasive Presentation

Week	Chapter	Topic	Class Activity**	Assignment
		Generating Audience Interest	- Re-work and Re-word - Intercultural Story or The Cartoon Challenge	
8				Informative Presentations
9	16, 17, & 18	- Persuasive Presentations - Special Presentations - Speaking in Groups	- Common Ground - When Don't Means Do - Constructing an Argument - It Was the Best of Groups; It Was the Worst of Groups	
10				Persuasive Presentations
11		- Special Presentations - Group Presentations	- Assessing Special Presentations - Group Wrap-up Panel Discussion	- Test #2: 8-13; 18-22; - Special Presentations or Group Discussion***

* Syllabus is subject to change. If you miss a class session, please call your instructor or a reliable classmate to find out if changes have been made in the syllabus or course courses assignments and deadlines.

** Your instructor may substitute or add other activities based on factors such as class size, time constraints, course format, and student needs.

*** Given the time constraints of a ten-week course, student will be assigned either the special presentation or group discussion assignment depending on class size and student needs.

PART THREE:

Sample Teaching Plans Chapter-by-Chapter



On the First Day of Class (No Chapter Assignment)

UNIT TITLE

Introduction to the Course

UNIT DURATION

Number of minutes: 50-100 minutes

OVERALL GOAL (Concepts and Competencies)

To introduce the course, demonstrate its benefits, familiarize students with the course syllabus (course information, procedures, policies, assignments, etc.) while beginning the get-acquainted process.

STUDENT LEARNING OUTCOMES

At the end of this unit, students should be able to:

- Describe the major assignments and instructor expectations for the course.
- Recognize and remember the names of many students in the class.
- Explain the necessity of obtaining, reading, and studying the textbook.
- Contact the instructor in the case of an emergency, to make an appointment, or to ask questions and get advice.

KEY TERMS

Course outcomes

Syllabus

UNIT TEACHING OUTLINE: INTRODUCTION TO THE COURSE

- I. Welcome to the Course
 - A. Give each student a complete syllabus that includes:
 1. Course name, class times, class location
 2. Instructor's name, phone, email, office location, and office hours. Spend time introducing yourself, your background, your interests, etc. You may want to distribute a one-page resume as well.
 3. Name of textbook, authors, and publisher information
 4. Course Outcomes
 5. Course Policies
 6. Assignments and Grading Procedures
 7. Course Outline
 - B. If you or your department has a web site, post the syllabus online. For online classes, the syllabus should be posted well before the course begins.
 - C. Discuss the importance of getting the textbook and explain that a significant number of exam questions will be based on textbook material.
 - D. Tell students to review the syllabus again on their own time with particular attention to the course policies and assignments. Hint that they may be quizzed on the contents of the syllabus.
- II. Get Acquainted Activity
 - A. Conduct Activity A.1: *Letters of Introduction*. It is a highly effective first-day activity.
 - B. During and at the conclusion of the activity, emphasize the goals of the activity, particularly those that focus on specific presentation speaking and listening skills as well as speaker confidence.
- III. Course Syllabus Quiz
 - A. Distribute Activity A.3: *Course Syllabus Quiz*.
 - B. If time permits, conduct the activity in class including the group task of analyzing Question #9. If time does not permit, tell students to come to the next class with answers to all of the questions
- IV. ADDITIONAL TOPICS AND ACTIVITIES (if time permits)
 - A. Activity A.2: *Why Are You Taking this Course?*
 - B. Activity A.4: *The Class Encounter*

MATERIALS AND EQUIPMENT

- You can either take printed copies of the course syllabus for every student plus a few extras to class or you can post the syllabus electronically for students to access.
- The textbook
- Copies of A.3: *The Course Syllabus Quiz*. Alternative: The Quiz can be presented on slides if you conduct the activity in class.

- Secure the equipment needed to present PowerPoint slides (e.g., computer and LCD projector).

ASSIGNMENTS

Activity A.3: *The Course Syllabus Quiz* can be assigned as a take-home quiz so that students are prepared to discuss the results on the second day of class. Regardless of whether you give this quiz in class or assign it as a homework assignment, make sure you review the answers the class.

Discussion Questions:

- What do you know about the authors other than their names? Does their background and experience enhance their credibility as content experts and teachers?
- In your opinion, which course objective is the most important? If you cannot choose one, you may choose two.
- Are there any topics or skills that should be added to the course objectives?

ASSESSMENT

- Determine how many students can name and share information about the other students in the class.
- Monitor whether students follow the syllabus policies and schedule effectively and responsibly.
- If you use the Course Syllabus Quiz, assess how well students answered the questions.

UNIT EVALUATION

1. In what ways did the unit succeed or fail?
2. To what extent did students find the unit meaningful and stimulating?
3. How would you improve or change the way you teaching this unit?

ON THE FIRST DAY OF CLASS ACTIVITIES, ASSIGNMENTS, AND ASSESSMENTS

ACTIVITY 1 “LETTERS” OF INTRODUCTION⁵

Goals

- To help students become better acquainted with one another.
- To allow every student to make an introductory presentation in a relaxed and comfortable atmosphere.
- To emphasize the importance of a speaker's purpose in preparing a presentation.
- To demonstrate that even the simplest organizational pattern makes a presentation clear and easy to understand and deliver.
- To demonstrate that a speaker is usually comfortable and natural when talking about a very familiar topic (self).
- To highlight the value of mnemonic devices in a topical organizational pattern that helps both the speaker and audience remember the presentation's content.
- To conduct an active listening exercise that requires students to focus on and remember the content of several presentations.
- To emphasize how confident students looked and sounded even though they may experience presentation anxiety.
- To establish the value of even a brief preparation period to improve the quality of a presentation.
- To demonstrate the value of storytelling as a powerful form of supporting material.
- To begin the process of improving basic delivery skills such as volume, vocal clarity, eye contact, and posture.

Procedure

1. Give students a minute or two to select one letter of the alphabet and think of three words beginning with the *same* letter that describes them or something they like to do. Example: M for music, mountains, and mellow.
2. After everyone has chosen a letter and three words, each student should, in turn, make a brief presentation that tells the class her or his name, letter, three words, and a brief explanation of why those particular words were selected.
3. You can require students to stand in front of the class, though it is not necessary for this activity. Instead, students can stay seated or form a circle with their chairs. Students may use only one piece of paper to record their three words.

⁵ This is one of the most effective and useful of all the activities in the *Instructor's Manual*. Rather than the usual, “Give a Short Speech about Yourself” or “Introduce Your Neighbor” get-acquainted exercise, “*Letters*” of *Introduction* demonstrates a multitude of presentation speaking principles. See the Activity Goals.

4. After the first two presentations, ask another class member to repeat the previous students' name, letter, and three words. After five presentations, see if one student or the entire class can remember the last five names, letters, and words.
5. At the end of the activity, review the names, letters, and words of everyone in the class.

Discussion Questions

- How many of you were nervous before and even during your presentation? How many of the students reporting nervousness looked or sounded anxious?
- How did the three letters help organize your presentation?
- How did you feel while making this short presentation?
- To what extent did the personal nature of this activity help you make your presentation?
- How does a well-organized presentation help you remember what a speaker says?
- What specific listening skills helped you remember information about other class members?

Teaching Tips

At the beginning of a course, it is important that students feel comfortable with one another. However, asking students to “tell the class something about yourself” may not achieve this goal. The “*Letters of Introduction*” is a friendly way for student to learn more about each other. Furthermore, asking students to organize their thoughts around a particular letter and series of words provides a structure for their presentations. Point out the importance of organization and how much easier it is for listeners to recall well-organized information. Emphasize the importance of and effort required for effective listening for both speakers and audience members.

ACTIVITY 2

WHY ARE YOU TAKING THIS COURSE?

Goals

- To identify the presentation speaking skills students seek to develop.
- To develop student goal statements for the course.
- To highlight the ways in which the course will address student goals and needs.

Procedure

1. Distribute the *Why Are You Taking This Course?* Survey.
2. Tell students to complete Parts I and II individually. Give students sufficient time to think about the questions and write their responses.
3. Divide the class into groups of five to seven members to discuss their answers to Parts I and II. Suggest that they discuss the following questions:
 - What reasons do we share for taking this course?
 - What unique reasons did someone of us list for taking this course?
 - What do we hope to learn from this course?
4. Following the discussion of individual answers, ask the groups to identify at least three common goals that they want to accomplish by taking this course. The groups should write their goal statements on Part III of the survey.
5. Ask each group to appoint a spokesperson to present the group's goals to the entire class.

Discussion Questions

- To what extent are students' individual goals similar to or different from others in the class?
- What can students do to maximize their chances of meeting their goals?
- Which goals do you believe are most difficult to accomplish in a one-semester course?

Teaching Tips

This activity gives students an opportunity to express their goals and attitudes about presentation speaking. Compiling, distributing, and using such interests as the basis for class discussion can reassure students that the course will meet their needs and address their concerns. You can also use the list of student answers used to preview and highlight topics that will be covered in the course. Sometimes an unusual answer can trigger an interesting in-class discussion.

WHY ARE YOU TAKING THIS COURSE? SURVEY

Name: _____

Part I: I Am Taking This Course Because . . .

Check the item(s) that accurately completes the statement.

Are you taking this course...?

_____ . . . because you *want* to?

_____ . . . because you *need* to?

_____ . . . because you *have* to?

Part II: My Goals for This Course

Explain or list the goals you want to achieve by taking this course.

Part III: Group Goal Statements

After discussing the individual answers to the above items, students groups should identify at least three common goals that students hope to achieve taking this course.

1. We hope to . . .

2. We hope to . . .

3. We hope to . . .

ACTIVITY 3

COURSE SYLLABUS QUIZ

Goals

- To ensure that students review the syllabus and course outline in detail.
- To introduce students to the kinds of questions that will appear on course quizzes and exams.

Procedure

1. Distribute the *Course Syllabus Quiz* to all students. Tell students to take the quiz individually using the syllabus and course outline as a resource. When about half of the students have completed the quiz, tell those who have not finished to move ahead and answer **Question #9**. Give students time to answer the final question.
2. If time permits, form groups of three to five members (five to seven members if the class is large). Tell students to answer the questions as a group and pay particular attention to coming up with a **group answer to Question #9**. The answer should be more than a list of everyone's questions. The group should evaluate the questions and develop a group-based set of questions.
3. Ask a representative from each group to write the group's responses to Question #9 on the board. If time permits, ask the class to rank the response to Question #9.
4. At the end of the activity, tell students that you may revise the syllabus, course outline, and assignments based on their questions and recommendations.

Discussion Questions

- How well did class members do on the quiz as individuals and groups?
- Were there any similarities among group responses to **Question #9**? How important are these items?
- Which, if any, of the **Question #9** items should the instructor add to the class syllabus and course outline?

Teaching Tips

One of the most frequent complaints made by both instructors and students revolves around the first-day ritual of explaining the course goals, requirements, and syllabus. Some instructors read the syllabus aloud and find the process as boring as the students do.

This activity provides a way of getting students to review the syllabus, work collaboratively with others, take responsibility for asking a question, and see that their work has consequences.

If you have extra time, you also may want to compile the results for **Question #7**. These results will tell you something about the interests and concerns of students. In addition, you can conduct a discussion of their answers to **Question #8**.

COURSE SYLLABUS QUIZ

Directions: Answer all nine questions individually. After you have answered the questions on your own (and if there's enough class time), you will join a group and collectively provide answers to each question. Make sure your group spends time answering **Question #9**. Your group answer to Question #9 should be more than a compilation of individual questions, but a group-based list of the most important questions.

Multiple Choice

1. The authors of your textbook are
 - a. Engelbert and Humperdinck
 - b. Daly and Dailey
 - c. Engels and Marx
 - d. Engleberg and Daly
 - e. Ben and Jerry
2. Which course learning objective describes the ability to organize message content effectively?
 - a. Objective #5
 - b. Objective #9
 - c. Objective #13
 - d. Objective #16
 - e. Objective #18
3. What will happen if you do **not** turn your written work in on time, that is, by the instructor's deadline?
 - a. You will be given an extra week to complete the assignment.
 - b. The grade on your written work will be lowered.
 - c. You will be given an F on the assignment.
 - d. The instructor will refuse to accept the work.
 - e. You will be given an alternative assignment.

True/False

4. True False The persuasive presentation counts for 10% of your final grade.
5. True False Attendance on oral assignment days is mandatory.
6. True False There will be three written examinations.

Short Answer/Essay

7. Which *three* course learning objectives are, in your opinion, the most important? Why are they the most important?
8. Why does the instructor require you to observe other students' oral presentations and "turn in an evaluation form" for the presentations you observe?
9. Review the syllabus and course outline carefully. Identify at least one question you want to know about the course that is **not** addressed on the syllabus or course outline. You can identify two or three questions if you believe their answers are necessary for understanding the course and instructor expectations.

ACTIVITY 4

THE CLASS ENCOUNTER

Goals

- To provide students with an efficient and non-threatening opportunity to become acquainted with a small group of their classmates.
- To begin the process of creating class groups for a variety of purposes.

Procedure

1. Distribute the *Class Encounter* Worksheet to all students.
2. Create groups of five to seven members.
3. Beginning with Statement 1, each group member completes the statement in turn before going on to Statement 2, and so on.
4. A different student should begin each round of statement completions. The group will have 20-30 minutes to complete the statements.
5. Tell students to be as open and honest as possible. If they feel uncomfortable or unable to complete a statement, they should say "I pass" and go on to the next person.
6. It is not necessary to complete all of the statements during the allotted time.

Discussion Questions

- Did the exercise help you get to know other students?
- Why is it difficult to get to know other people without such an exercise?
- Which statements were the most difficult to complete?
- How do you feel about your group and its members?

Teaching Tips

You may add or subtract statements from the Class Encounter Worksheet to create a list more appropriate for your students and your instructional needs. It is important to create a friendly, nonevaluative climate for this activity in order to enhance trust and acceptance among students.

CLASS ENCOUNTER WORKSHEET

1. My name is . . .
2. When I meet someone, I . . .
3. Two words that describe me are . . .
4. It is frustrating to work in groups when . . .
5. When I have free time, I like to . . .
6. When someone disagrees with me, I . . .
7. When I have to make a presentation, I . . .
8. An effective leader should . . .
9. When I have to communicate with someone from another country, I . . .
10. This experience has made me feel . . .

CHAPTER 1: PRINCIPLES OF EFFECTIVE SPEAKING

TEACHING PLAN UNIT ONE

UNIT TITLE

Presentation Speaking

UNIT DURATION

Number of minutes: 75-120 minutes

OVERALL GOAL (Concepts and Competencies)

1. To prepare students for the rigor and benefits of learning how to make effective presentations by introducing them to the Key Elements and Guiding Principles of Presentation Speaking.
2. To demonstrate the importance of ethical behavior for both speakers and audience members.

STUDENT LEARNING OUTCOMES

At the end of this unit, students should be able to:

- Identify and demonstrate improvement in the critical skills they need to become more effective speakers.
- Define and differentiate the characteristics and contexts of *presentation speaking* and *public speaking*.
- Discuss the ways in which classical rhetoric impacts the contemporary study of presentation speaking.
- Name the seven elements and guiding principles of presentation speaking and explain why the seven elements are interdependent
- Design and defend an original presentation speaking model that includes, at a minimum, communicators, message, feedback, noise, and context.
- Assess a situation to determine whether an oral or written message is more appropriate.
- Select appropriate strategies and skills to use when speaking to a diverse audience.
- Analyze how well a speaker upholds the principles of ethical communication and honors the audience's bill of rights.

KEY TERMS

channels	message	source
communication models	noise	strategies
context	physical noise	theories
decoding	presentation speaking	
encoding	psychological noise	
external noise	public speaking	
feedback	receiver	
internal noise	rhetoric	
Media Richness Theory	skills	

UNIT TEACHING OUTLINE: PRESENTATION SPEAKING

I. Critical Speaking Skills

- E. Conduct Activity 1.1: *Public Speaking Survey*.
 - 1. Follow the step-by-step procedures for the activity.
 - 2. After completing Activity 1.1, present the results from national survey of college students and public speaking book-buyers.
 - 3. Use Slides 1.3 and 1.4.
- F. Discuss the class's results compared to the results reported in the textbook. How and why are the results similar and/or different? Use Slides 1.5 and 1.7.
- G. Explain that the course will cover all of these topics—and a few more.

II. What Is Presentation Speaking?

- A. Define and explain the differences between *presentation speaking* and *public speaking* using Slides 1.8 and 1.9.
- B. What kinds of presentations do you expect to give in the next few years? Where will you give them? What kinds of audience will you address?

III. The Seven Key Elements and Guiding Principles of Presentation Speaking

- A. Display the graphic of the Key Elements and Guiding Principles of Presentation Speaking on Slide 1.13.
 - 1. Explain that the graphic depicts an easy-to-remember framework for strategic decision making about the complex process of presentation speaking.
 - 2. Guiding Principle: Strategies for making critical decisions as you plan, prepare, and deliver a presentation.
 - 3. Key Elements: A single word that represents each guiding principle.
 - 4. Emphasize the importance as Purpose as the first among the seven key elements. Slide 1.14.
 - 5. Quiz students with Slides 1.15 and 1.16.
 - 6. Ask and then explain “Why are the Seven Elements depicted as gears?” Use Slide 1.17.
- B. Select *one* of the following activities to help students remember and apply the Seven Key Elements and Guiding Principles of Presentation Speaking. Unused activities can be changed into home assignments or test question.
 - 1. Activity 1.4: *P-A-C-L-C-O-P Forever*
 - 2. Activity 1.5: *Presentation Speaking Elements in Action*

IV. The Dynamic Presentation Model

- A. Explain that models help us understand complex processes.
 - 1. Models identify basic communication components.
 - 2. Models show how components relate to and interact with one another.
 - 3. Models can explain and predict why presentations succeed or fail.
- B. Display Slide 1.18 and highlight the models' major components: encoding and decoding, message, context, channel, noise, and feedback.

C. Quiz students with Slide 1.19.

V. Speaker Ethics and Audience Rights

A. Quiz students with Slide 1.23.

B. Briefly explain the importance and value of an Audience's Bill of Rights.

Option 1: Review each right and ask students to provide examples of speakers who did not honor this right.

Option 2: Conduct Activity 1.5: *Defending the Audience's Bill of Rights*.

VI. ADDITIONAL TOPICS AND ACTIVITIES (if time permits)

Classical Rhetoric

1. Discuss ancient roots of rhetoric and communication studies
2. Use Slides 1.10, 1.11, and 1.12

[NOTE: The Unit Outline does *not* include every topic in the chapter. Students should be expected to read the entire chapter and be responsible for answering related questions in class and written exams.]

MATERIALS AND EQUIPMENT

- Prepare Activity 1.1: *Public Speaking Survey*. This could include, for example, bringing copies to class, posting the information online, or having students bring their textbooks to class so they can use the survey at the end of Chapter 1.
- If you have time to conduct a second activity, prepare and distribute Activity 1.3: *P-A-C-L-C-O-P Forever!* and/or Activity 1.4: *Presentation Speaking Elements in Action*
- Prepare and distribute materials for any other activities you decide to include.
- Secure the necessary equipment needed to present PowerPoint slides (e.g., computer and LCD projector).

ASSIGNMENTS

If class time is limited, you can assign Activity 1.2: *Speaking versus Writing* as a hand-in homework assignment.

ASSESSMENT

- Test Bank questions as quizzes or in exams.
- Administer the Activity 1.1: *Presentation Speaking Survey* at the end of the course. Examine the extent to which students' choices change or remain the same.

UNIT EVALUATION

1. In what ways did the unit succeed or fail?
2. To what extent did students find the unit meaningful and stimulating?
3. How would you improve or change the way you teaching this unit?

CHAPTER 1: PRINCIPLES OF EFFECTIVE SPEAKING ASSIGNMENTS, ACTIVITIES, AND ASSESSMENTS

ACTIVITY 1.1 PUBLIC SPEAKING SURVEY

Goals

- To identify and compare student interests, concerns, and goals.
- To demonstrate how the course will cover topics that students and speakers view as important.

Procedure

This activity is also in the *Presentation Assessment* section of Chapter 1.

1. Tell students to complete *The Effective Speaking Survey*.
2. When everyone has completed the survey, create small groups of five to seven students. Ask each group to identify the five or six items that, in their collective opinion, are the most important speaking skills.
3. When groups have identified their top items, ask a representative to write them on the board or share them verbally while you or a student writes them on the board.

Discussion Questions

Which items were selected by more than one group? Why are these items important?

How and why are student and group selections different from the top ten items selected by the two groups of survey respondents—college students and public speaking book buyers?

Why are there differences among the classroom group results, the college students, and the public speaking book buyers?

Teaching Tips

The *Public Speaking Survey* introduces students to the many topics covered in the course. In addition to identifying items that are important to students, the survey gives you the opportunity to explain why other topics are equally important. For example, students may not rate “Convincing/influencing your audience” highly because they believe this kind of speaking is often manipulative and deceitful. In such cases, you have the opportunity to explain why learning more about persuasion is critical for both speakers and listeners.

Pay particular attention to the differences between the college student survey results and the book-buyer respondents. Why, for example, did the only the book buyers identify “Enhancing your credibility/believability” as an important skill? Why did only the students choose “Overcoming/reducing nervousness/stage fright”? At the end of the course, you may want to revisit the survey to see whether students have changed their minds about the most important presentation speaking skills and to assess whether they think they have learned or improved these skills.

PUBLIC SPEAKING SURVEY

Directions: On a 5-point scale, where 5 is Extremely Important, and 1 is Not at All Important, how would you rate the following topics/areas as important to you in becoming a better public speaker? **(Please circle one number for each item.)**

Item	Extremely Important	Very Important	Somewhat Important	Not very Important	Not at all Important
1. Selecting ideas and information for your presentation	5	4	3	2	1
2. Overcoming/reducing nervousness/stage fright	5	4	3	2	1
3. Understanding and adapting to your audience	5	4	3	2	1
4. Adapting to the location/occasion of your presentation	5	4	3	2	1
5. Determining the purpose of your presentation	5	4	3	2	1
6. Deciding what to say; choosing a topic or approach to your presentation	5	4	3	2	1
7. Organizing your presentation	5	4	3	2	1
8. Beginning and ending your presentation	5	4	3	2	1
9. Using your voice effectively	5	4	3	2	1
10. Using gestures, body language, and eye contact effectively.	5	4	3	2	1
11. Speaking with or without notes	5	4	3	2	1
12. Answering audience questions	5	4	3	2	1
13. Using humor in your presentation	5	4	3	2	1
14. Enhancing your credibility/believability	5	4	3	2	1
15. Using visual aids and technology effectively	5	4	3	2	1
16. Choosing appropriate and effective words	5	4	3	2	1
17. Convincing/influencing your audience	5	4	3	2	1
18. Keeping your audience interested	5	4	3	2	1
19. Practicing/rehearsing your presentation	5	4	3	2	1
20. Telling stories effectively	5	4	3	2	1
21. Outlining your presentation	5	4	3	2	1
22. Making special types of presentations (toasts, welcomes, eulogies, awards)	5	4	3	2	1
23. Presenting to/in small groups/teams	5	4	3	2	1
24. Speaking impromptu/off-the-cuff	5	4	3	2	1

ACTIVITY 1.2

SPEAKING versus WRITING

Goals

- To help students decide whether a message should be spoken or written.
- To understand the advantages and disadvantages of relying on written and oral messages.

Procedure

1. Distribute the *Should I Speak or Write?* Worksheet. A variation of this activity appears in the *Think Critical* feature in Chapter 1.
2. Tell students to decide for each situation on the worksheet whether the message is best delivered in an oral presentation or delivered in written form.
3. After students have completed the worksheet, discuss the responses. If necessary, review the guidelines about speaking or writing in Chapter 1.

Discussion Questions

Which situations are best suited to written communication? Why?

Which situations require an oral presentation? Why?

Do any require communication both written and oral communication? If so, which ones and why?

In general, what types of messages are best presented in writing?

In general, what types of messages are best suited for oral presentations?

Teaching Tips

This activity is a variation of the Think Critically feature in Chapter 1. The first situation is the most obvious one requiring oral communication. However, student answers to these situations will vary, depending on individual interpretations. Furthermore, students may argue that both written and spoken messages are often required. For example, in addition to providing the details of the grant process in writing, the director of the nonprofit organization also may need to explain the procedures and answer questions.

SHOULD I SPEAK OR WRITE?

Speak

Write

- | | | |
|-------|-------|---|
| _____ | _____ | 1. You have been asked to deliver the commencement address at your local high school's graduation ceremony. |
| _____ | _____ | 2. The employees of a marketing firm have worked hard for months on an advertising campaign for an important client. The 15 employees of the firm who worked on this project are pleased with their work. The clients are displeased with the results and are taking their business elsewhere. You must inform your employees of the situation. |
| _____ | _____ | 3. You are the director of a nonprofit organization that receives most of its funds from government grants. It's time to reapply for funding. Your group has approximately three months to prepare your funding proposals. The grant proposals must follow strict application guidelines. You must explain these procedures to your group. |
| _____ | _____ | 4. A teacher at a local high school was arrested last night and charged with child molestation. The arrest was the lead story in this morning's news. Rumors and speculation are running rampant among students and teachers. You are the school's principal and must explain the school's position and clarify some facts for teachers so they can better respond to students. |
| _____ | _____ | 5. You are the founder of a company specializing in providing customized health insurance information via the Internet. The company has experienced great success in a very short period of time. As a result, you have decided to offer stock in your company to the public. You need to convince potential investors that they should buy the stock. |

ACTIVITY 1.3

P-A-C-L-C-O-P Forever!

Goals

- To help students learn and remember the seven basic elements of presentation speaking.
- To familiarize students with the value of using pneumonic devices for study purposes.
- To demonstrate how a pneumonic device can serve as an organizational format for presentation.

Procedure

1. Tell students that they need to memorize the seven basic elements of presentation speaking.
2. Form groups of three to five students.
3. Tell each group to use the first letter of each of the seven basic elements to begin the words of a seven-word sentence. Tell them the sentence must be grammatically correct and easy to remember, but may be nonsensical. Sometimes strange sentences are the easiest to remember. The letter A may be used as the word “and” or the group may insert short articles such as “the,” “and,” “for,” “to,” “or,” “a” or “at” into the sentence for free. Make sure students understand that the words have to be in the exact order of the elements (PACLCO).
4. When the groups are satisfied with their sentence, a spokesperson from each group should write the sentence on the board or orally present the sentence to the rest of the class. If time permits, the class can choose the official pneumonic device for the course or group members can use the sentence they developed as a way of recalling the seven basic elements.

Discussion Questions

Do you know any other pneumonic devices that have helped you remember words or concepts?

How does a pneumonic device help you learn and remember important words? Would a pneumonic device be useful when organizing the content of a presentation? If yes, how?

Teaching Tips

If students do not understand your instructions, provide some examples such as:

- **P**rinces **A**nd **C**ommoners **L**ike **C**ooing **O**ver **P**igeons.
- **P**assengers **A**ct **C**almly when **L**ions **C**ome **O**nto **P**lanes.
- **P**ractical **A**dvice (for) **C**ommunicators **L**earning (to) **C**reate **O**ral **P**resentations

After you have done this activity several times, you will be able to share sentences developed by groups in other classes. In some cases, a class may conclude that one of their examples would be best. In other cases, save some of the best examples from other classes for occasions when students are having trouble developing memorable sentences. Finally, ask the students to recite what the letters stand for. Some groups get so excited about making up wild and crazy sentences, they forget that they will be using the sentence to recall the seven letters to the seven elements of presentation speaking.

ACTIVITY 1.4

PRESENTATION SPEAKING ELEMENTS IN ACTION

Goals

- To help students learn and apply the seven elements and basic principles of presentation speaking.
- To demonstrate how the seven elements and guiding principles function in a variety of communication contexts.

Procedure

1. Distribute the *Presentation Speaking Elements in Action* Worksheet to all students.
2. Review the directions and instruct students to complete the worksheet individually.
3. In groups of five to seven students, ask members to compare their answers and discuss any discrepancies.
4. Conclude the activity with a discussion of the seven elements and guiding principles of presentation speaking.

Discussion Questions

Were the elements distinct and clear?

Which elements were the most difficult to identify correctly?

Why are these elements important? How can they help you become a more effective communicator?

Teaching Tips

The Seven Elements and Guiding Principles of Presentation Speaking offer a new way of looking at the communication process. Encourage students to memorize the seven elements because they will be used to discuss a wide range of speaking strategies and skills in the textbook.

Answers: 1-D and/or G; 2-C; 3-D; 4-E; 5-F; 6-G; 7-B; 8-B; 9-E; 10-A, B and/or C.

In several situations, students may identify and justify their choice of several key elements. Rather than suggesting that their answers are right or wrong, emphasize the interdependence of the elements.

PRESENTATION SPEAKING ELEMENTS IN ACTION

Directions: Use the following alphabet letters to identify the *primary* communication element operating in the twelve scenarios that follow:

- | | | |
|----------------|--------------|-----------------|
| A. Purpose | D. Logistics | F. Organization |
| B. Audience | E. Content | G. Performance |
| C. Credibility | | |

- _____ 1. Although Evelyn would prefer to read her speech from a well-prepared manuscript, she knows that, given the topic, audience, and setting, it would be more appropriate to use an outline or a limited set of notes.
- _____ 2. Because Yu worked as a senior engineer on the new dam, he feels confident and qualified to explain its features to a public audience.
- _____ 3. Leanna schedules a staff meeting at 10:30 a.m. on Tuesday because she wants to make sure that her colleagues are alert and focused when she explains the company's new hiring policy.
- _____ 4. In order to develop a set of standards for redesigning the company's web site, Jessie downloads key pages from six award-winning web sites and conducts phone interviews with the web masters of those sites. Jessie prepares a chart that focuses on the common features of these web sites and presents those finding at a staff meeting.
- _____ 5. Cheryce spends several hours arranging the key ideas and information in an oral report she must present at an upcoming meeting. Although she has many other things to do, she wants everyone to be able to understand and follow the key ideas in her report.
- _____ 6. Lawrence knows that he will have difficulty pronouncing some of the French words in his classroom book report. He stops by the French department and asks one of the instructors to sound out the pronunciation of the difficult words.
- _____ 7. Nicki knows that most audience members won't change their minds about gun control after hearing her presentation. Instead, she decides to talk about why she and her colleagues changed *their* minds about gun control. She will consider her speech a success if the audience leaves respecting her position.
- _____ 8. Uzoma understands that his listeners may misunderstand the way people conduct business in Nigeria. He consults with two of his American colleagues before making a presentation to an important group of potential clients.
- _____ 9. Eric knows that his audience won't be very interested in listening to his logical arguments about recycling. Instead of sharing statistics on the need for and benefits of recycling, he decides to tell a funny story about his first research "dumpster dives" and then to describe well-known communities that transformed their neighborhoods—physically and socially—by joining forces to recycle.
- _____ 10. Grace is expected to make a toast at the retirement dinner of her boss. Most of the people attending the dinner do not know that—despite public appearances that all is well—she and her boss have not gotten along for many years. Grace hopes she can craft a toast that highlights the best qualities of her boss and does not let their interpersonal problems dishonor or tarnish the retirement celebration.

ACTIVITY 1.5

DEFENDING THE AUDIENCE'S BILL OF RIGHTS

Goals

- To demonstrate the applicability of the *Audience's Bill of Rights* to a variety of presentation speaking contexts.
- To assess the extent to which students understand and can apply audience rights to various presentation speaking contexts.

Procedure

1. Distribute copies of *Audience's Bill of Rights Worksheet*—or refer to it in the textbook..
1. Form groups of five to seven students. Tell each group to provide an example that demonstrates their understanding of the *Audience's Bill of Rights*.
3. After groups have completed the worksheet, discuss their answers with the entire class and try to answer any questions they may have.

Discussion Questions

- Provide examples of speakers (people you know, people in the news, or historical figures) who have violated the *Audience's Bill of Rights*?
- List at least three Dos and Don'ts for ethical speakers who seek to follow the *Audience's Bill of Rights*.
- Which principle, in your opinion, is the most important?

Teaching Tips

This activity asks students to apply the principles embodied in the *Audience's Bill of Rights*. You may give students time to think about their responses before they begin working in groups. Group examples can be shared with the entire class and lead to a discussion of communication ethics. Please note that many of the questions posed for discussion do not have a right or wrong answer.

THE AUDIENCE'S BILL OF RIGHTS

Directions. Review the *Audience's Bill of Rights*. The follow table lists the ways in which the seven key principles of presentation speaking focus these rights. Work individually or with your group to provide an example that demonstrates your understanding of each principle. The example can be personal or taken from the news or history.

The Audience's Bill of Rights	
Audience Rights	Example
1. Purpose: The right to know what the speaker wants you to do or think as a result of a presentation. The right to see the reasons for your involvement and receive value for the time you devote to attending a presentation.	
2. Audience: The right to be spoken to with respect for your experience, intelligence, knowledge, and culture. The right to ask questions and expects answers.	
3. Credibility: The right to know enough information about the speaker's personal background and expertise to decide whether the speaker is competent and of good character.	
4. Logistics: The right to have a presentation start and stop on time and to know, in advance, how much time it will take. The right to understand the circumstances and occasion for the presentation.	

The Audience's Bill of Rights	
Audience Rights	Example
5. Content: The right to know the speaker's position, the rationale for that position, and the quality of evidence that supports the position. The right to have complex charts explained.	
6. Organization: The right to know where the speaker is going and how the presentation will progress.	
7. Performance: The right to see and hear a speaker from anywhere in a room. The right to be able to read every word on every visual no matter where you sit.	

Questions:

- Which speakers (people you know, people in the news, or historical figures) have violated the *Audience's Bill of Rights*?
- What Dos and Don'ts are suggested for ethical speakers who seek to follow the *Audience's Bill of Rights*.
- Which principle, in your opinion, is the most important? Be prepared to justify your answer.

CHAPTER 1: PRINCIPLES OF EFFECTIVE SPEAKING

TEST BANK

1.1 True-False Questions

- T A famous speech delivered by former U.S. resident John F. Kennedy was named the second best political speech of the twentieth century.
Page reference: 3
Difficulty: 1
- F The survey of top-ranked speaking skills conducted by your textbook's authors found that *both* working professionals *and* student respondents rated "overcoming/reducing nervousness/stage fright" among the top-ten important speaking skills.

Page reference: 4
Difficulty: 2
- T According to those who responded to the survey of, working professionals and college students, learning how to generate audience interest is a more important than overcoming speech anxiety.

Page reference: 4
Difficulty: 2
- T Presentation speaking refers to any time speakers use verbal and nonverbal messages to generate meanings and establish relationships with audience members, who are usually present at the delivery of the presentation.

Page reference: 5
Difficulty: 2
- T Cicero classified three kinds of speaking style: the plain (for proving), the moderate (for pleasing), and the grand (for persuading).

Page reference: 7
Difficulty: 1
- F Quintilian divided rhetorical proof into logical arguments (*logos*), emotional arguments (*pathos*), and arguments based on speaker character (*ethos*).

Page reference: 6-7
Difficulty: 2

T According to Aristotle, rhetoric is the art of discovering the best available means for persuasion in a particular case.

Page reference: 6
Difficulty: 3

F According to Aristotle, rhetoric is the use of elaborate, pretentious, and insincere messages to achieve a political goal.

Page reference: 7
Difficulty: 2

F Plato wrote the *Rhetoric* in the late fourth century B.C.E. and set forth many of the public speaking strategies we use today.

Page reference: 7
Difficulty: 2

T *Dispositio* refers to classical rhetoric's term for speech organization.

Page reference: 7
Difficulty: 2

T *Presentation speaking* is a broader term than *public speaking*.

Page reference: 5
Difficulty: 1

T Today, both men and women are citizens in a much larger world than the citizens of ancient Greece or Rome.

Page reference: 7
Difficulty: 1

F *Public speaking* is more common than *presentation speaking*.

Page reference: 4 5
Difficulty: 2

T Public speaking is usually when a speaker addresses public audiences in community, government and/or organizational settings.

Page reference: 5

Difficulty: 1

F Public speaking is more common than presentations.

Page reference: 5

Difficulty: 1

F The Dynamic Presentation Model includes a source who decodes a message in a form that can be transmitted to a receiver who encodes and reacts to the message.

Page reference: 9-10

Difficulty: 3

F The seven key elements of presentation speaking are audience, voice, gestures, visual aids, words, outlining, and practice.

Page reference: 9-11

Difficulty: 2

T The key element of credibility is expressed in the guiding principle: Enhance your believability.

Page reference: 8

Difficulty: 3

F According to the authors of your textbook, "selecting appropriate ideas and information" is the first and most crucial step in developing an effective presentation.

Page reference: 8-9

Difficulty: 2

- T According to the authors of your textbook, “determining your presentation’s purpose” is the first and most critical step in developing an effective presentation.
- Page reference: 8
Difficulty: 1
- T The seven key elements and guiding principles are represented by gears because they are interdependent and affect each other.
- Page reference: 7
Difficulty: 2
- F Effective speakers rarely need to practice or rehearse their presentations.
- Page reference: 9
Difficulty: 1
- T A dynamic, transactional communication model can help predict and explain why speakers do or do not achieve their intended purpose.
- Page reference: 9
Difficulty: 2
- T Communication problems occur when encoding and decoding do not match.
- Page reference: 9
Difficulty: 1
- F Decoding is the decision-making process we use to create and send messages.
- Page reference: 9
Difficulty: 3
- T Feedback is any verbal or nonverbal response from your audience that you can see or hear.
- Page reference: 10
Difficulty: 1

- T Audience yawns are a form of feedback.
Page reference: 10
Difficulty: 2
- F Feedback-induced adaptation has little to do with speaker success.
Page reference: 11
Difficulty: 1
- F Once you have begun speaking to an audience, it is too late to adjust your presentation to their feedback.
Page reference: 11
Difficulty: 1
- T Noise is a communication term used to describe inhibiting factors that come in two forms.
Page reference: 11
Difficulty: 1
- T A soft speaking voice can create noise in the communication setting.
Page reference: 11
Difficulty: 2
- F The context of a presentation is physical, not psychological.
Page reference: 11
Difficulty: 1
- F A fire engine passing by, siren on full blast, might be a form of psychological noise.
Page reference: 11
Difficulty: 2
- F Private thoughts that prevent a message from achieving its intended purpose are a form of physical noise.
Page references: 11
Difficulty: 3
- F Some speeches take place in a context while others do not.

Page reference: 11
Difficulty: 3

T Theories are statements or general principles that explain why and how the world works.

Page reference: 12
Difficulty: 1

F Effective speaking requires an understanding of communication theory rather than an understanding of communication strategies and skills.

Page reference: 12
Difficulty: 2

T Today, the American businessperson cannot readily predict the gender, race, average age, and religion of most audience members.

Page reference: 13
Difficulty: 2

T Speakers and audience members from different cultures tend to communicate differently.

Page reference: 13
Difficulty: 2

T Cultural sensitivity is the best practice for being an effective and ethical speaker.

Page reference: 13
Difficulty: 2

F When you make decisions about how to develop your speech, you should focus on the similarities among audience members.

Page reference: 13
Difficulty: 3

- T Culturally sensitive speakers develop effective strategies when communicating with diverse audiences within and outside their home community and country.
Page reference: 13
Difficulty: 2
- T According to the NCA Credo for Ethical Communication, questions of right and wrong arise whenever people communicate.

Page reference: 13
Difficulty: 2
- T Ethical speakers accept responsibility for the short and long-term consequences of their communication.

Page reference: 13
Difficulty: 1
- F Ethical speakers advocate sharing information, opinions, and feelings when facing significant choices even if it requires disregarding someone's privacy and confidentiality.

Page reference: 13
Difficulty: 2
- F When audience members seem ignorant or intolerant of others, you are not ethically obligated to speak to them with respect for their experiences, intelligence, knowledge, and culture.

Page reference: 14
Difficulty: 3
- T Audience member have the right to see and hear a speaker from anywhere in a room as well as the right to be able to read every word on every visual no matter where they sit or stand.

Page reference: 14
Difficulty: 1

1.2 Multiple-Choice Questions

- d
1. Which of the following skills was rated as *most important* in the survey of speaking skills conducted by the textbook's authors?
 - a. Overcoming/reducing nervousness/stage fright
 - b. Understanding and adapting to your audience
 - c. Organizing your presentation
 - d. Keeping your audience interested
 - e. Beginning and ending your presentation

Page reference: 4

Difficulty: 2

- c
2. In the study of important speaking skills described in your textbook, which skill was missing from the top-ten list rated by *college students*?
 - a. Overcoming/reducing nervousness/stage fright
 - b. Understanding and adapting to your audience
 - c. Enhancing your credibility/believability
 - d. Determining the purpose of your presentation
 - e. Using your voice effectively

Page reference: 4

Difficulty: 2

- a
3. In the study of important speaking described in your textbook, which skill was missing from the top-ten list rated by people who were working professionals?
 - a. Overcoming/reducing nervousness/stage fright
 - b. Understanding and adapting to your audience
 - c. Organizing your presentation
 - d. Beginning and ending your presentation
 - e. Selecting ideas and information for your presentation

Page reference: 4

Difficulty: 2

- a
4. Who wrote the *Rhetoric*, a late fourth century BC book that established many of the public speaking strategies we use today?
- a. Aristotle
 - b. Cicero
 - c. Corax and Tisias
 - d. Plato
 - e. Quintilian

Page reference: 6

Difficulty: 2

- b
5. Which of the ancient five canons of rhetoric describes the arrangement of ideas and information for a presentation?
- a. *Inventio*
 - b. *Dispositio*
 - c. *Eloquotio*
 - d. *Memoria*
 - e. *Pronuntiatio*

Page reference: 7

Difficulty: 3

- e
6. Who wrote: "[T]he orator must above all things study morality, and must obtain a thorough knowledge of all that is just and honorable, without which no one can either be a good man or an able speaker."
- a. Aristotle
 - b. Cicero
 - c. Corax and Tisias
 - d. Plato
 - e. Quintilian

Page reference: 7

Difficulty: 3

- a
7. Which classical rhetorician divided persuasive proof into logical arguments (*logos*), emotional arguments (*pathos*), and arguments based on speaker character (*ethos*)?
- a. Aristotle
 - b. Cicero
 - c. Corax and Tisias
 - d. Plato
 - e. Quintilian

Page reference: 6-7

Difficulty: 2

- e
8. Presentation speaking occurs
- a. primarily in the college classroom.
 - b. primarily in community meetings.
 - c. primarily in business settings.
 - d. primarily in political settings.
 - e. in all walks of life.

Page reference:- 5

Difficulty: 1

- d
9. Presentation speaking
- a. uses verbal and nonverbal messages.
 - b. generates meaning.
 - c. establishes relationships with audience members.
 - d. All of the above
 - e. None of the above

Page reference: -5

Difficulty: 1

- d
10. The textbook authors propose _____ key elements and guiding principles of presentation speaking.
- a. three
 - b. five
 - c. six
 - d. seven
 - e. eight

Page reference: 7

Difficulty: 1

- b
11. The Guiding Principles of Presentation Speaking are
- a. verbal and nonverbal messages that generate meaning.
 - b. strategies that describe *how* to speak effectively.
 - c. self-evident or universally recognized truths or beliefs.
 - d. rules proving that communication is personal, relational, and intentional.
 - e. theories, strategies, and skills.

Page reference: 7

Difficulty: 2

- c
12. Which of the following answers is *not* one of the textbook's key elements of presentation speaking?
- a. Purpose
 - b. Organization
 - c. Attitude
 - d. Delivery
 - e. Content

Page reference: 7

Difficulty: 1

- b
13. Which of the seven basic principles of presentation speaking refers to enhancing your believability among audience members?
- a. Purpose
 - b. Credibility
 - c. Logistics
 - d. Content
 - e. Performance

Page reference: 7

Difficulty: 1

- b
14. Which key element of presentation speaking asks "What do I want my audience to know, think, believe, or do as a result of my presentation?"
- a. Performance
 - b. Purpose
 - c. Audience
 - d. Content
 - e. Organization

Page reference: 8

Difficulty: 2

- a
15. Applying the principle of *logistics* suggests that speakers should adapt
- a. to the setting and occasion.
 - b. to the audience.
 - c. their delivery style.
 - d. content to the audience.
 - e. organization to content.

Page reference: 8

Difficulty: 2

- c
16. Practicing a presentation is related to which one of the key elements of presentation speaking?
- a. Credibility
 - b. Organization
 - c. Delivery
 - d. Audience
 - e. Logistics

Page reference: 9

Difficulty: 2

- b
17. A communication _____ identifies and describes the components involved in the communication process.
- a. encoding
 - b. model
 - c. context
 - d. effectiveness
 - e. decoding

Page reference: 9-11

Difficulty: 1

- c
18. A corporate CEO relates that when he fumbled his way through a speech and started to ramble, he noticed that he was losing listeners and then became even more unnerved. The CEO was reacting to
- a. encoding.
 - b. the channel.
 - c. feedback.
 - d. noise.
 - e. the context.

Page reference: 10-11

Difficulty: 2

- e
19. The encoding process refers to
- a. the way you feel about others.
 - b. the process of minimizing internal noise.
 - c. effective listening.
 - d. converting a "code" sent by someone else into a meaningful message.
 - e. the decision-making process you use to create and send messages.

Page reference: 9

Difficulty: 2

- c 20. Michon wonders whether she should send everyone an email describing the company's new security procedures or make a presentation on the topic at the next staff meeting. Michon is trying to make a decision about
- a. encoding and decoding.
 - b. message.
 - c. channel.
 - d. feedback.
 - e. noise.
- Page reference: 9
Difficulty: 3
- a 21. Psychological context does *not* include the
- a. size of the room.
 - b. temperament of the speaker.
 - c. mood of the audience.
 - d. attitudes of the audience.
 - e. values of the speaker.
- Page reference: 11
Difficulty: 2
- c 22. The term _____ signifies that presentation speaking is a complex, compelling, and even a chaotic process.
- a. dramatic
 - b. denotative
 - c. dynamic
 - d. descriptive
 - e. disruptive
- Page reference: 9
Difficulty: 1

- d
23. As you are making a presentation, you notice that audience members are becoming restless and frequently checking their watches. What components of the communication model are you noticing?
- a. Encoding
 - b. Decoding
 - c. Channel
 - d. Feedback
 - e. Noise

Page reference: 10-11

Difficulty: 2

- b
24. Randy watches the presidential debate on television with a group of his friends. Lucky attends the debate in person. When they see each other the next day, Randy complains that it was “dull” and “nasty” while Lucky thinks the debate was thrilling. What is the most likely communication-related reason why Randy and Lucky experienced the game differently?
- a. They supported different candidates.
 - b. They “received” the debate through different channels.
 - c. There was more “noise” at Randy’s house.
 - d. Supporter “feedback” was missing at Randy’s house.
 - e. Randy and Lucky always disagree about politics.

Page reference: 9

Difficulty: 3

- c
25. Alonzo was experiencing some internal noise as he prepared to deliver his speech. Which of the following would Alonzo NOT have experienced?
- a. A headache
 - b. Sweaty palm.
 - c. Hearing the audience rustling papers before he begins speaking.
 - d. A sore right knee
 - e. Discomfort about the shirt he wore without a necktie

Page reference: 11

Difficulty: 3

- d
26. All presentations take place in a context—a surrounding and often unpredictable environment that can affect every aspect of the communication process. Which of the following answers is a component of context?
- a. The audience's comfort in the setting
 - b. The attractiveness and comfort of the setting
 - c. The mood of the audience
 - d. The unsettling effects of a recent event.
 - e. all of the above

Page reference: 11

Difficulty: 3

- e
27. Laquanda was considering the context of her upcoming speech. Which of the following was a PHYSICAL context Laquanda might have thought about?
- a. The mood of the audience
 - b. The temperament of the audience
 - c. The unsettling effects of a recent event
 - d. The audience's feelings toward the topic
 - e. The relatively small room for the occasion

Page reference: 11

Difficulty: 2

- a
28. After reading the textbook, Rob realized that his speech required as much preparation as which of the following, noted as an example in the textbook?
- a. giving a royal banquet
 - b. Writing a letter
 - c. Texting a friend about a party
 - d. A trip on a city bus
 - e. Setting the clock on a DVR

Page reference: 12

Difficulty: 2

- e
29. Theories
- a. are statements or general principles that explain why and how the world works.
 - b. help you understand why some speakers succeed and others fail.
 - c. do not necessarily tell you what to do or say in a presentation.
 - d. help you understand why or how to use a particular strategy or skill.
 - e. do all of the above.

Page reference: 12

Difficulty: 2

- c
30. According to your textbook, the “tools” you use to prepare and deliver a presentation are called
- a. theories.
 - b. strategies.
 - c. skills.
 - d. principles.
 - e. tactics.

Page reference: 12

Difficulty: 1

- b
31. The specific plans of action you select to help you achieve your speech's purpose are represented by which of the following?
- a. Context
 - b. Strategies
 - c. Skills
 - d. Theories
 - e. Feedback

Page reference: 12

Difficulty: 2

- e 32. After studying the textbook, Zoe learned that statements or general principles that explain why and how the world works are known as:
- a. Skills
 - b. Strategies
 - c. Context
 - d. Ethics
 - e. Theories

Page reference: 12

Difficulty: 3

- b 33. According to the textbook, which of the following jobs might a 35-year-old woman from India NOT do in a hospital today?
- a. Orderly
 - b. Deck-hand
 - c. Nurse practitioner
 - d. Doctor
 - e. CEO

Page reference: 13

Difficulty: 2

- e 34. In which of the following do we live?
- a. A unilateral world
 - b. A stereotypical world
 - c. A monocultural world
 - d. A semicultural world
 - e. A multicultural

Page reference: 13

Difficulty: 2

- b
35. Which organization represents the largest professional association of communication scholars, educators, students, and practitioners?
- a. The Eastern Communication Association
 - b. The National Communication Association
 - c. The International Communication Society
 - d. The Speech Communication Association of America
 - e. The American Communication Association

Page reference: 14

Difficulty: 1

- a
36. In Latin, the word *credo* means
- a. "I believe."
 - b. "I mean."
 - c. "I am."
 - d. "I create."
 - e. "I accuse."

Page reference: 14

Difficulty: 2

- d
37. Which of the key elements of presentation speaking is representing in the following principle from the Audience's Bill of Rights: The right to know the speaker's position, the rationale for that position, the quality of evidence that supports that position, as well as the right to have complex charts explained.
- a. Purpose
 - b. Audience
 - c. Credibility
 - d. Content
 - e. Performance

Page reference: 14

Difficulty: 2

- c
38. Which of the key elements of presentation speaking is representing in the following principle from the Audience's Bill of Rights: The right to have a presentation start and stop on time, the right to know in advance, how much time it will take, and the right to understand the circumstances and occasion for the presentation.
- a. Purpose
 - b. Audience
 - c. Logistics
 - d. Content
 - e. Organization

Page reference: 14

Difficulty: 2

- c
39. Effective presentation speaking requires
- a. an understanding of the content of books that offer "recipes" and "tips" for success.
 - b. listening to popular advice about effective communication strategies.
 - c. an understanding of communication theory, strategies, and skills.
 - d. developing a checklist of effective speaking tips.
 - e. a very high level of confidence.

Page reference: 12

Difficulty: 3

1.3 Short-Answer/Essay Questions

1. List three of the top-ranked speaking skills reported in the textbook survey of college students and working professionals . Describe why each of the three skills is important. How are they different?

Page reference: 4

Difficulty: 2

2. At this particular point in time, what do *you* think are the top five speaking skills? Why do you believe these five skills are the most important?

Page reference: 4

Difficulty: 3

3. How does the ranking of speaking skills by college students differ from the ranking by working professionals? How are they the same? In your opinion, why are there differences in the two lists?

Page reference: 4

Difficulty: 2

4. The top-ten speaking skills chosen by both college students and working professionals are the same with one exception. Identify that of the exception and explain why you believe the college students and working professionals differed on this item.

Page reference: 4

Difficulty: 3

5. Identify three speaking skills that *you* want to improve in this course. Why are these three skills important to *you*?

Page reference: n/a

Difficulty: 1

6. Explain why the authors of your textbook prefer the term *presentation speaking* over the term *public speaking*.

Page reference: 5

Difficulty: 2

7. Identify two of the men living in ancient Greece and Rome and of these men and briefly describe their contributions.

Page reference: 6-7

Difficulty: 2

8. What are the Key Elements of Presentation Speaking? In your own words, state the Guiding Principle that accompanies each key element.

Page reference: 7-9

Difficulty: 3

9. The graphic of the Key Elements and Guiding Principles of Presentation Speaking depicts each element as a gear. Why do you think the authors choose a gear as the image for each key element? How does the operation of gears explain the relationship among the seven key elements?

Page reference: 7-8

Difficulty: 3

10. Explain why the textbook authors put Purpose first on the list of key elements of presentation speaking.

Page reference: 8
Difficulty: 2
11. Define and discuss some of the questions you would ask yourself when considering the Key Element of logistics.”

Page reference: 8
Difficulty: 3
12. Draw a rough sketch and briefly explain the components of the Dynamic Presentation Model.

Page reference: 9-11
Difficulty: 2
13. Explain the basic differences between encoding and decoding.

Page reference: 9
Difficulty: 2
14. Explain how different types of noise can affect a presentation. Provide a personal example of how some kind of noise affected a presentation where you were the speaker or an audience member.

Page reference: 11
Difficulty: 2
15. How are theories, strategies, and skills different from one another? Why is each important in learning how to improve your ability to become an effective speaker?

Page reference: 12
Difficulty: 3
16. Discuss how you might demonstrate cultural sensitivity when delivering a presentation in a multicultural classroom.

Page reference: 13
Difficulty: 2
17. Bai has arrived to deliver a speech to a group of children at the local elementary school. What cultural differences might Bai encounter with today's audience that might have been encountered if the speech had been given many years ago?

Page reference: 13

Difficulty: 3

18. Allan and Meg went to hear a person speak at a local auditorium about making money in the stock market. It was not long before they determined that this person was unscrupulous and was trying to mislead the audience members to buy stock only through HIS company. The amounts of money Allan and Meg were told they could earn did not make sense. Discuss the ethics of the speaker in this scenario.

Page reference: 13-14

Difficulty: 3

19. While listening to a speaker at a local gathering, Paolo felt that he did not know where the speaker was going nor how the presentation would progress. Discuss which one of the Audience Bill of Rights was being violated and how that was the case.

Page reference: 14

Difficulty: 3

20. Identify two of the principles included in the NCA Credo for Ethical Communication and explain why those two principles are important to *both* speakers *and* audience members.

Page reference: 13

Difficulty: 2

21. The NCA Credo for Ethical Communication endorses nine principles of ethical communication that should be practiced by effective and ethical speakers. In your own words, summarize the central ideas of three principles in the NCA Credo.

Page reference: 13

Difficulty: 2

22. The NCA Credo for Ethical Communication includes the following principle: We are committed to the courageous expression of personal convictions in pursuit of fairness and justice. Under what circumstances might this principle be difficult for you to uphold? Are there situations in which speakers should not express their personal convictions in pursuit of fairness and justice? Justify your response to these questions.

Page reference: 13

Difficulty: 3

23. The Audience's Bill of Rights endorses seven audience rights linked to the seven key elements of presentation speaking. In your own words, summarize the central ideas of three of these rights and identify the related key element. You do not have to recall the exact wording of the rights.

Page reference: 7-8, 13

Difficulty: 2

CHAPTER 2: SPEAKING WITH CONFIDENCE

TEACHING PLAN UNIT TWO

UNIT TITLE

Speaking with Confidence

UNIT DURATION

Number of minutes: 75-120 minutes

OVERALL GOAL (Concepts and Competencies)

1. To help students reduce their level of presentation anxiety by recognizing its commonality, causes, and effects.
2. To practice anxiety-reduction techniques.

STUDENT LEARNING OUTCOMES

At the end of this class session, students should be able to:

- Define the characteristics and symptoms of presentation anxiety.
- Identify the multiple causes and effects of presentation anxiety.
- Assess their level of presentation anxiety and compare their results with national norms.
- Describe and demonstrate anxiety-reduction techniques.
- Describe and demonstrate way to build presentation confidence.

KEY TERMS

affirmations

visualization

cognitive restructuring

communication apprehension

presentation anxiety

Personal Report of Public Speaking Anxiety (PRPSA)

systematic desensitization

UNIT TEACHING OUTLINE: SPEAKING CONFIDENCE

I. Introduction

- A. How many of you would *not* have taken this class if it were not required or highly recommended? Does your reason have anything to do with fear of speaking?
- B. What is the Number One fear of Americans when presented with a list of common phobias such as fear of flying, fear of snakes, fear of dying, fear of heights, fear of public speaking, fear of financial difficulties, etc? The answer: #1 Snakes; #2 Fear of speaking.
- C. Approximately 75-85 percent of the population experiences fairly high levels of speaking anxiety. The issue is not whether you experience presentation anxiety but rather how you label it and transform it.

II. How Anxious Are You about Presentation Speaking?

- A. Conduct Activity 2.1: *Giving a Presentation Makes Me Feel . . .*

- B. If you have limited time, you can ask students to complete the sentence
“Giving a presentation makes me feel”
 - C. Ask for volunteers or select students randomly to share their feelings. Be
Cautious: Highly apprehensive students may not want to share their feelings
or speaking about their anxieties.
- III. How Anxious Are You Compared to Other Others?
- A. Conduct Activity 2.2: *The Personal Report of Public Speaking Anxiety*.
 - B. If there is enough time, conduct Activity 2.3: *Sort the Symptoms*.
- IV. What Is Presentation Anxiety?
- A. Definition: A speaker's individual level of fear or anxiety associated with
either real or anticipation communication to a group of people or an audience.
Use Slide 2-3.
 - B. Sources and Characteristics of Presentation Anxiety
 - 1. Question: *Why* are you anxious about presentation speaking?
 - 2. Remember: Presentation Anxiety is shared by your audience and usually
invisible. Use Slide 2-5.
 - 3. Present and discuss some of the common misconceptions about
presentation anxiety on Slide 2-6. Ask students to answer the multiple
choice question on Slide 2-7.
- V. Reducing Presentation Anxiety: Discuss techniques on Slides 2.8-2.13.
- A. Emphasize the importance of effective preparation. Use Slide 2.9.
 - B. Review the four relaxation techniques and urge students to use at least one to
help them reduce their level of apprehension. See Slides 2.10-2.12.
- VI. Building Presentation Confidence
- If time permits, conduct Activity 2.4: *Cognitive Restructuring*

[NOTE: This Unit Outline does *not* include every topic in the chapter. Students should be expected to read the entire chapter and be responsible for answering related questions in class and written exams.]

MATERIALS AND EQUIPMENT

- Prepare Activity 2.1: *Giving a Presentation Makes Me Feel*. This could include, for example, bringing copies to class, posting the information online, or writing the question “Giving a presentation makes me feel...” on the board.
- Prepare Activity 2.2: *Personal Report of Public Speaking Anxiety* (make sure you include the scoring procedure). This could include, for example, bringing copies to class or posting the information online.
- If you have time to conduct additional activities, prepare Activity 2.3: *Sort the Symptoms*, 2.4: *Cognitive Restructuring* and/or Activity 2.5: *What's the Worst That Can Happen?*
- Secure the equipment needed to present PowerPoint slides (e.g., computer and LCD projector).

ASSIGNMENTS

Activity 2.5 *What's the Worst That Can Happen?* can be used in class or as a written homework assignment to be discussed in class and turned in to the instructor.

ASSESSMENT

- Test Bank questions as quizzes or in exams
- Administer the Activity 2.2: *Personal Report of Public Speaking Anxiety* at the end of the course. Examine the extent to which students' scores have changed.

UNIT EVALUATION

1. In what ways did the unit succeed or fail?
2. To what extent did students find the unit meaningful and stimulating?
3. How would you improve or change the way you teaching this unit?

CHAPTER 2: SPEAKING WITH CONFIDENCE ACTIVITIES, ASSIGNMENTS, AND ASSESSMENTS

ACTIVITY 2.1

GIVING A PRESENTATION MAKES ME FEEL . . .

Goals

- To identify common symptoms of presentation anxiety.
- To help students realize that others share their concerns and fears or their eagerness and confidence about presentation speaking.
- To sensitize students to the positive and negative effects of presentation anxiety.

Procedure

1. Tell students to complete the sentence on the *Giving a Presentation Makes Me Feel . . .* Worksheet and to continue writing for five to ten minutes about their thoughts and feelings when confronted with the prospect of making a presentation.
2. As students finish their written comments, collect the worksheets.
3. Review the worksheets and place them into one of three piles: (1) students who are very confident speakers, (2) students who are very anxious and fearful, and (3) students who are in the middle.
4. When all students have finished writing and you have sorted their comments into three piles, read selected comments from first and second pile. Never identify a student by name or read a comment that would identify the student.

Discussion Questions

- What have you learned about speakers who experience high levels of fear and anxiety when confronted with the prospecting of making a presentation?
- Are confident presenters necessarily better speakers than those who experience high levels of fear and anxiety? Emphasize that well-trained speakers can be just as effective as—or even more effective than—speakers who have low levels of anxiety.
- Do some speaking situations create more anxiety than others? Provide examples.

Teaching Tips

This activity works very well at the beginning of a unit on presentation anxiety. Students who are very anxious and fearful learn that they are not alone. Confident students learn that their positive feelings are somewhat unique. Consequently, they should try to understand, respect, and adapt to those who experience high levels of presentation anxiety.

After using this activity in several classes, you should have a good collection of student comments. As a result, you create a handout of contrasting comments to illustrate the enormous range of student feelings about speaking to an audience.

ACTIVITY 2.2

PERSONAL REPORT OF PUBLIC SPEAKING ANXIETY (PRPSA)

Goals

- To identify each student's level of speaking anxiety.
- To demonstrate that anxiety is normal and experienced by most speakers.

Procedure

This activity is also in the *Presentation Assessment* section of Chapter 2.

1. Distribute the *Personal Report of Public Speaking Anxiety* (PRPSA) questionnaire.
2. Read the directions out loud. Students should indicate the degree to which each statement in the questionnaire applies to them using a scale of 1 to 5.
3. After students have completed the questionnaire, tell them to determine their scores by following the directions on the PRPSA handout.

Discussion Questions

- Do class results reflect McCroskey's claim that about 70 percent of the population falls into the moderately high and very high level of speaking anxiety. If not, why don't the class results conform to these norms?
- If students are willing, ask the students in the moderately and very high levels to describe how they feel when faced with the prospect of making a presentation. Point out that these feelings are both normal and experienced by most other people. You also may ask students with low and high levels of speaking anxiety to contrast how they at the prospect of making a presentation.

Teaching Tips

Student scores should range between 34 and 170. If a student's score is below 34 or above 170, he or she has made a mistake in calculating the score. Students often find the scoring method for this questionnaire confusing and may need extra help calculating their scores. The scores equate to the following levels of anxiety:

<u>Score</u>	<u>Level of Speaking Anxiety</u>	<u>% of Speakers</u>
34–84	Low level of anxiety	5 percent
85–92	Moderately low anxiety	5 percent
93–110	Moderate anxiety	20 percent
111–119	Moderately high anxiety	30 percent
120–170	Very high level of anxiety	40 percent

Please note that students who score between 120 and 170 on the PRPSA have very high anxiety levels in almost all speaking situations. These students often go to great lengths to avoid any situation in which they have to speak in front of groups.

Note: Don't confuse the PRPSA with the better-known Personal Report of Communication Apprehension (PRCA). The PRCA measures four types of communication apprehension: Group Discussions, Meetings, Conversations, and Public Speaking. The PRPSA only measures public speaking anxiety.

PERSONAL REPORT OF PUBLIC SPEAKING ANXIETY (PRPSA)

Directions: This instrument is composed of thirty-four statements concerning feelings about communicating with other people. Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree. Work quickly; just record your first reaction.

- ___ 1. While preparing for giving a speech I feel tense and nervous.
- ___ 2. I feel tense when I see the words *speech* and *public speaking* on a course outline when studying.
- ___ 3. My thoughts become confused and jumbled when I am giving a speech.
- ___ 4. Right after giving a speech I feel that I have had a pleasant experience.
- ___ 5. I feel anxious when I think about a speech coming up.
- ___ 6. I have no fear of giving a speech.
- ___ 7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
- ___ 8. I look forward to giving a speech.
- ___ 9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
- ___ 10. My hands tremble when I am giving a speech.
- ___ 11. I feel relaxed while giving a speech.
- ___ 12. I enjoy preparing for a speech.
- ___ 13. I am in constant fear of forgetting what I prepared to say.
- ___ 14. I get anxious if someone asks me something about my topic that I do not know.
- ___ 15. I face the prospect of giving a speech with confidence.
- ___ 16. I am in complete possession of myself while giving a speech.
- ___ 17. My mind is clear when giving a speech.
- ___ 18. I do not dread giving a speech.
- ___ 19. I perspire just before starting a speech.
- ___ 20. My heart beats very fast just as I start a speech.
- ___ 21. I experience considerable anxiety while sitting in the room just before my speech starts.
- ___ 22. Certain parts of my body feel very tense and rigid while giving a speech.

- ___ 23. Realizing that only a little time remains in a speech makes me very tense and nervous.
- ___ 24. While giving a speech I know I can control my feelings of tension and stress.
- ___ 25. I breathe faster just before starting a speech.
- ___ 26. I feel comfortable and relaxed in the hour or so just before giving a speech.
- ___ 27. I do poorly giving speeches because I am anxious.
- ___ 28. I feel anxious when the teacher announces the date of a speaking assignment.
- ___ 29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
- ___ 30. During an important speech I experience a feeling of helplessness building up inside of me.
- ___ 31. I have trouble falling asleep the night before a speech.
- ___ 32. My heart beats very fast while I present a speech.
- ___ 33. I feel anxious while waiting to give my speech.
- ___ 34. While giving a speech I get so nervous I forget facts I really know.

Scoring the PRPSA

Step 1: Add the scores together for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34.

Step 2: Subtract the total for step 1 from 132.

Step 3: Add the scores together for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26.

Step 4: Add the total for step 3 to your total for step 2.

Scores should range between 34 and 170. If your score is below 34 or above 170, you have made a mistake in calculating the score.

Score	Level of Speaking Anxiety	Percentage of Speakers
34–84	Low level of anxiety	5%
85–92	Moderately low anxiety	5%
93–110	Moderate anxiety	20%
111–119	Moderately high anxiety	30%
120–170	Very high level of anxiety	40%

Source. PRPSA reprinted with permission from Virginia P. Richmond and James C. McCroskey, *Communication: Apprehension, Avoidance, and Effectiveness*, 5th ed. (Boston: Pearson, 1998).

ACTIVITY 2.3

SORT THE SYMPTOMS

Goals

- To recognize the symptoms of presentation anxiety.
- To accept that audience members do not see most symptoms of speaking anxiety.
- To understand that most speakers experience presentation anxiety.

Procedure

1. Tell students to make a list of the symptoms of presentation anxiety (increased heart rate, forgetting, excessive perspiration, stuttering, etc.) that they have experienced when preparing for or making a presentation.
2. After students have completed their individual lists (and if time permits), divide the class into groups of five to seven members.
3. Tell the groups to create a master list of the symptoms by combining the lists of all group members.
4. The groups should then subdivide the symptoms into two categories:
 - Symptoms the audience will likely see or hear
 - Symptoms the audience is unlikely to see or hear
5. Using the chalkboard, whiteboard, or flip charts, groups should combine their lists. The class should end up with one list of symptoms the audience is likely to notice and a list of symptoms the audience is unlikely to notice.

Discussion Questions

- Which symptoms appeared on most everyone's individual list?
- Should a speaker be concerned about symptoms the audience is unlikely to see or hear? Why or why not?
- Do some speaking situations create more anxiety than others? Provide examples.
- Are there any symptoms that cannot be overcome?
- How can a speaker alleviate some of the causes and symptoms of communication apprehension?

Teaching Tips

This activity works well as an introduction to presentation anxiety. After talking about the symptoms with other group members, students begin to realize that their fears are normal and often experienced by others. After using this activity several times, you will be able to prompt student responses.

ACTIVITY 2.4

COGNITIVE RESTRUCTURING

Goals

- To identify irrational thoughts and sources of presentation anxiety.
- To develop strategies for minimizing presentation anxiety.

Procedure

1. Distribute copies of the *Cognitive Restructuring Worksheet*.
2. Ask students to think about the following questions: What speaking situations make you most nervous? What are you afraid will happen to you during a presentation?
3. Tell students to identify at least three of their worst fears related to making presentations in the first column of the worksheet. For example, "I'm afraid that my audience won't take my ideas seriously."
4. Divide the class into groups of three to five students.
5. Tell the groups to develop a prevention strategy for minimizing the risk of each group member's fears and write that strategy in the second column. For example, "I will think through my ideas and speak confidently when I make my presentation."
6. Finally, tell students to create positive statements to replace their negative thoughts about presentation speaking and write that statement in the third column. For example, "I have good ideas that will be appreciated by others," or "The audience's disagreement with my position does not mean that they dislike or reject me."

Discussion Questions

- What were some of the most common fears the groups identified?
- What did the groups suggest that could minimize these fears?
- Which fears were the most irrational? Why?
- Which fears were the most realistic? Why?
- Which fears will be the most difficult to overcome? Why?

Teaching Tips

Cognitive restructuring assumes that eliminating irrational and negative thoughts can reduce presentation anxiety. In addition, it encourages students to confront their fears and replace them with more positive thoughts.

COGNITIVE RESTRUCTURING

FEAR	PREVENTION STRATEGY	POSITIVE SELF-TALK
<i>Example:</i> “The group won’t agree with me, won’t value my ideas, and as a result, won’t like or respect me.”	<i>Example:</i> “I will carefully research and think through my ideas, plan and practice what I want to say, and will speak confidently when I address the group.”	<i>Example:</i> “I have a good idea that will be appreciated by the group when they hear it,” or “If the group rejects my suggestion, it doesn’t mean that they dislike me and my other ideas.”

ACTIVITY 2.5

WHAT'S THE WORST THAT CAN HAPPEN?

Goals

- To surface students' greatest fears about presentation speaking.
- To learn coping mechanism for dealing with student fears.
- To reinforce textbook content describing ways to reduce presentation anxiety.

Procedure

1. Instruct students to write down their greatest fear about presentation speaking. Some of the frequent comments include: "I'll go blank and forget what I want to say." "The audience won't like what I have to say." "I'll shake so hard or sweat so much, the audience will know I'm terrified."
2. In small groups of three to five students, ask students to identify the top three fears expressed by group members.
3. Ask a spokesperson from each group to write the group's top fears on the board or on a flip chart that resembles the *What's the Worst that Can Happen?* Worksheet on the following page. You may want to consolidate similar fears to avoid repetition.
4. After the top fears are listed, ask students to suggest ways of avoiding these outcomes. Also, use the textbook's suggestions for helping anxious speakers minimize presentation anxiety. Write the suggested method next to the fear.
5. Urge students to read and practice the suggestions generated by the class and textbook.

Discussion Questions

- The more you've learned about presentation speaking, how likely is it that the worst will happen?
- Review the strategies and skills for avoiding the worst that could happen. Which strategies and skills appear most often? Which, if any, of the strategies are worse than "the worst that could happen"?

Teaching Tips

This activity provides an efficient and effective way to review Chapter 2's section on "Becoming a Confident Speaker." By linking the methods to specific student concerns, the material becomes more interesting, relevant, and memorable. Sometimes, students will make some strange suggestions that may work for some but be counterproductive for others. For example, taking tranquilizers and drinking alcohol are *not* good suggestions—and you should explain why. Working out in the gym, however, may calm nerves and relax muscle groups. For some students, prayer can achieve similar results to systematic desensitization.

WHAT'S THE WORST THAT CAN HAPPEN?

The Worst That Could Happen . . .	Avoiding the Worst; Achieving the Best
The Worst: I will become light-headed and faint.	1. This rarely ever happens. 2. Be well prepared in advance; avoid last minute planning and preparation. 3. Learn and practice simple relaxation exercises. 4. Focus on your message. 5. If you feel lightheaded, excuse yourself before it becomes serious and dangerous.
The Worst:	
The Worst:	
The Worst:	
The Worst:	

CHAPTER 2: SPEAKING WITH CONFIDENCE

TEST BANK

True-False Questions

- F 1. Knowing that you will definitely make an embarrassing mistake creates anxiety.
Page reference: 20
Difficulty: 2
- T 2. Rafael knows from reading the textbook that his speaking anxiety may be caused by real or anticipated communication to a group of people or an audience.

Page reference: 20-21
Difficulty: 1
- F 3. Speaking anxiety always impairs your ability to make effective presentations.

Page reference: 19-20
Difficulty: 1
- T 4. There is a strong relationship between whether a speaker looks and sounds confident and whether audience members believe the speaker is competent.

Page reference: 24
Difficulty: 1
- T 5. Presentation anxiety can involve both real and anticipated communication.

Page reference: 20
Difficulty: 1
- F 6. The number one cause of speaking anxiety is fear of the spotlight.

Page reference: 21
Difficulty: 2

- T 7. A few *uhs* and *ums* can help a speaker sound thoughtful and spontaneous.
- Page reference: 21
 Difficulty: 2
- T 8. Aloysius learned that a person could build confidence by focusing on his or her message and not on how s/he looks.
- Page reference: 24
 Difficulty: 3
- F 9. Although presentation anxiety is a natural and reasonable apprehension, it is life's biggest fear.
- Page reference: 23
 Difficulty: 2
- T 10. A speaker's presentation anxiety is usually invisible to the audience.
- Page reference: 22
 Difficulty: 1
- T 11. For many speakers, mastering the presentation preparation process helps boost their confidence when speaking in front of an audience.
- Page reference: 25
 Difficulty: 1
- F 12. Reading about speaking anxiety can generally make a person more nervous about speaking.
- Page reference: 23
 Difficulty: 1
- F 13. Speakers should not use relaxation techniques immediately before their presentations.
- Page reference: 26
 Difficulty: 1

- F 14. Cognitive restructuring begins by training speakers to achieve deep muscle relaxation.
- Page reference: 27
Difficulty: 2
- T 15. The desensitization hierarchy asks you to imagine how you feel in a series of increasingly fear-provoking situations.
- Page reference: 27
Difficulty: 2
- F 16. Unlike athletes, speakers cannot use visualization as an ineffective technique for building speaking confidence.
- Page reference: 28
Difficulty: 2
- F 17. Xander found out that he experienced very high levels of communication apprehension, making him like approximately 50% of the U.S. population.
- Page reference: 22
Difficulty: 2
- F 18. Avoiding eye contact is a very effective technique for reducing presentation anxiety.
- Page reference: 26
Reference: 2
- F 19. Speakers can rarely anticipate or address unexpected problems when making a presentation.
- Page reference: 26
Difficulty: 1
- T 20. Most speakers are more nervous right before making a presentation than they are in the middle of a presentation.
- Page reference: 26
Difficulty: 2

- T 21. Masking your anxiety can make the physical symptoms of anxiety less apparent.
- Page reference: 26
Difficulty: 2
- F 22. A speaker should never break the basic rules of effective speaking.
- Page reference: 29
Difficulty: 1
- T 23. Many American are actually less afraid of public speaking than they are afraid of heights.
- Page reference: 23
Difficulty: 2
- F 24. Presentation anxiety is natural. Therefore, you don't need to be concerned about it.
- Page reference: 21-22, 24
Difficulty: 1
- T 25. Many of the physical sensations of anxiety are the same as for positive experiences.
- Page reference: 21
Difficulty: 1
- T 26. Thomas Mira, author of *Speak Smart*, suggests that practice sessions should be used to practice only five to ten minutes at a time.
- Page reference: 30
Difficulty: 2
- F 27. Most audience members are highly critical of a speaker's mistakes.
- Page reference: 23
Difficulty: 1

- F 28. You can reduce your level of presentation anxiety by telling an audience that you're nervous and asking them to pardon and tolerate any signs of nervousness.
- Page reference: 28
Difficulty: 1
- F 29. In order to reduce your level of presentation anxiety, concentrate on yourself—how you sound and look—rather than on the audience and your message.
- Page reference: 24-25
Difficulty: 1
- F 30. Personal statements that describe your motivation, focus and positive thoughts about yourself are known as visualizations.
- Page reference: 28
Difficulty: 2

Multiple-Choice Questions

- c 1. What percentage of the U.S. population experiences anxiety when faced with making a presentation?
- a. 50–65 percent
 - b. 65–75 percent
 - c. 75–85 percent
 - d. 85–95 percent
 - e. 99 percent
- Page reference: 22
Difficulty: 2
- b 2. After Joe's class presentation and without prior notice, the instructor asks Tasha to share her observations about Joe's claims and conclusion in an oral critique. The anxiety she experiences can best be described as fear of
- a. criticism.
 - b. the unknown.
 - c. the spotlight.
 - d. the audience.
 - e. answers b and c.
- Page reference:
Difficulty: 3

- c
3. In order to overcome fear of the spotlight, the best strategy is to
- a. focus your attention on your notes.
 - b. focus your attention on the walls at the back of the room.
 - c. focus your attention on a few friendly audience faces.
 - d. imagine your audience members naked.
 - e. speak quickly and briefly.

Page reference: 25

Difficulty: 1

- e
4. Highly apprehensive people
- f. are less intelligent than confident speakers.
 - g. are less hard working than confident speakers.
 - h. are more intelligent than other speakers.
 - i. are more likely to become leaders.
 - j. may communicate very effectively.

Page reference: 19

Difficulty: 1

- a
5. One inventive approach to overcome presentation anxiety is to
- a. think of the presentation as a positive experience .
 - b. break speaking rules.
 - c. focus on your notes.
 - d. use a word-for-for manuscript rather than notes.
 - e. memorize your presentation.

Page reference: 21

Difficulty: 3

- b. 6. f. Rather than thinking, “I know I’ll mess up doing my presentation,” Olga has learned to substitute a more positive thought—“My audience will like and value what I have to say.” What method is Olga using to minimize her presentation speaking anxiety?
- a. Preparation
 - b. Cognitive restructuring
 - c. Systematic desensitization
 - d. Visualization
 - e. Skill building

Page reference: 27-28

Difficulty: 2

g.

- d
7. Audience members
 - a. can usually see or hear a speaker's fear.
 - b. rarely forget honest mistakes.
 - c. know how anxious a speaker is feeling and quickly form negative impressions of the speaker.
 - d. report noticing far less anxiety than the speaker experiences.
 - e. rarely forgive mistakes by nervous speakers.

Page reference: 22

Difficulty: 2

h.

- c
8. Before she was scheduled to speak, Kate arrived at the room where she was to speak, made sure there was a place for her notes where she could see them, made sure the lectern was the appropriate height, and practiced a few lines of her presentation. Kate was engaging in which of the following?
- a. Focusing on her message
 - b. Mastering the preparation process
 - c. Checking out the place
 - d. Memorizing the first minute
 - e. Affirming

Page reference: 24-26

Difficulty: 1

- b 9. Visualization is closely related to which of the following anxiety-reducing methods?
- a. systematic desensitization

- b. cognitive restructuring
- c. rhetoritherapy.
- d. skill building.
- e. cognitive desensitization.

Page reference: 28

Difficulty: 2

- c
10. An especially effective relaxation technique for reducing performance anxiety is
- a. getting extra sleep.
 - b. cognitive redistributing.
 - c. systematic desensitization.
 - d. skill building.
 - e. rhetoritherapy.

Page reference: 26-29

Difficulty: 3

- b
11. A relaxation technique that helps speakers reduce fears related to worrisome and nonproductive thoughts is known as
- a. visualization.
 - b. cognitive restructuring.
 - c. systematic desensitization.
 - d. cognitive desensitization.
 - e. skill building.

Page reference: 27

Difficulty: 2

- e
12. Which of the following is NOT on the Desensitization Hierarchy for Speaking Anxiety?
- a. You are talking to your best friend in person.
 - b. You are beginning to speak.
 - c. You are practicing your speech in private.
 - d. You have to introduce yourself to a new acquaintance.
 - e. You are in the audience as your friend begins a speech.

Page reference: 27

Difficulty: 3

- c
13. What attitude is best for anxious speakers when they try to apply recommended speaking rules?
- a. Do not abandon the safety of the rules.
 - b. Follow presentation speaking rules religiously.
 - c. Bend or break the rules if they don't produce the desired results.

- d. Make up your own rules.
- e. Only a and b are correct.

Page reference: 29

Difficulty: 2

- a
14. Confident, experienced speakers focus primarily on the
- a. message and the audience.
 - b. message and themselves.
 - c. audience and themselves.
 - d. performance.
 - e. presentation's context.

Page reference: 24

Difficulty: 2

- a
15. In order to achieve a lower tension level while making a presentation, you should focus primarily on
- a. achieving your purpose.
 - b. how you look.
 - c. how you sound.
 - d. whether your audience respects you.
 - e. creating effective PowerPoint slides.

Page reference: 24

Difficulty: 1

- b
16. Angelica is nervous about her upcoming presentation to a group of senior managers about the status of a product development project in her department. She doesn't feel confident about her presentation skills. She worries that the managers will find her boring. Angelica's primary source of presentation anxiety is fear of
- a. fear.
 - b. the unknown.
 - c. the spotlight.
 - d. the audience.
 - e. breaking the rules.

Page reference: 21

Difficulty: 2

- a
17. Children who grow up being told that they are losers and not very good at anything may experience speaking anxiety based on the fear of
- failure.
 - the unknown.
 - the spotlight.
 - the audience.
 - breaking the rules.

Page reference: 21

Difficulty: 2

- b
18. Jeremiah is going to the corporate offices of a group of potential investors in his company. He wonders if there will be many people listening to his presentation or just a few. He worries whether they will have a good projection system in order to make his presentation. He wonders whether he has brought enough copies of the investment report. What source of presentation anxiety is most likely making Jeremiah so nervous?
- negative criticism.
 - the unknown.
 - the spotlight.
 - the audience.
 - breaking the rules.

Page reference: 21

Difficulty: 2

- b
19. _____ is a therapy involving both relaxation and imagining a series of anxiety-provoking situations.
- Cognitive restructuring
 - Systematic desensitization
 - The Silent Reeee-laaaax
 - Feedback-induced adaptation
 - Apprehension acceptance

Page reference: 27

Difficulty: 2

- a 20. _____ is a therapy aimed at changing a speaker's unrealistic beliefs about making presentations.
- a. Cognitive restructuring
 - b. Systematic desensitization
 - c. The Silent Reeee-laaaax
 - d. Feedback-induced adaptation
 - e. Apprehension acceptance

Page reference: 27

Difficulty: 2

- e 21. When using systematic desensitization as a method of reducing presentation anxiety, you begin by trying to relax while visualizing a series of anxiety-provoking situations . Which of the following situations would be a good choice for your initial visualization?
- a. You are introducing yourself at a meeting in which you are the only new member.
 - b. You are introducing a new employee to a group of strangers at a staff meeting.
 - c. You are introducing a guest speaker to an audience that is likely to ask difficult questions after the presentation.
 - d. You must answer a potentially divisive question by an audience member highly critical of your position.
 - e. Any of the above situations

Page reference: 27

Difficulty: 3

- b 22. A friend of yours experiences very high levels of presentation anxiety. You know this is true because you hear her say things like "I know the audience will hate this" or "I am going to look so stupid up there . . . I always do." Which of the following strategies should you recommend to help your friend reduce her communication apprehension?
- a. Relax
 - b. Cognitive restructuring
 - c. Visualization
 - d. Systematic Desensitization
 - e. Practice

Page reference: 27

Difficulty: 3

- d
23. Carlos is about to make an important presentation. He admits he is very nervous and hopes that he remembers to avoid saying “and uh” or “um” so often. Which of the following fears probably underlies his communication apprehension?
- a. Fear of failure
 - b. Fear of the unknown
 - c. Fear of others
 - d. Fear of breaking the rules
 - e. Fear of the spotlight

Page reference: 21

Difficulty: 2

- e
24. When the National Speakers Association asked its 4,000 professional members to identify their top tips for a successful speech, which method came in first?
- a. Spend one hour preparing for every minute of a presentation.
 - b. Visualize success.
 - c. Use a clear and well-written manuscript.
 - d. Anticipate potential problems.
 - e. Practice.

Page reference: 29

Difficulty: 2

Short-Answer/Essay Questions

24. Singer Barbra Streisand forgot the words to a song early in her career and could not sing in public for some 27 years after that event. Discuss what specific fears Streisand may have experienced after that event and explain why you chose as you did.

Page reference: 21

Difficulty: 2

25. How does the textbook's definition of speaking anxiety help explain the different levels of fear and anxiety experienced by speakers?

Page reference: 20

Difficulty: 2

26. Your textbook describes several sources of speaking anxiety. Identify three of those sources and explain why and how those three factors contribute to a person's individual level of presentation anxiety.

Page reference: 21

Difficulty: 3

27. The textbook discusses three common misconceptions about speaking anxiety. Discuss each and explain why each is a "misconceptions."

Page reference: 22-23

Difficulty: 2

28. Name three ways to increase presentation confidence based on your own level of apprehension and describe your strategies for overcoming these fears.

Page reference: 24-26

Difficulty: 3

29. According to your textbook authors, why will *reading* a chapter on Presentation Confidence probably make you less anxious about presentation speaking?

Page reference: 23

Difficulty: 2

30. Explain the underlying assumptions that make systemic desensitization and cognitive restructuring effective in reducing presentation anxiety.

Page reference: 27-28

Difficulty: 3

31. Describe how a speaker can anticipate or address potential presentation problems.

Page reference: 26

Difficulty: 1

32. Explain how you would use visualization to help overcome speaking anxiety.

Page reference: 28

Difficulty: 2

33. Explain the purpose and implications of the *Personal Report of Public Speaking Anxiety* (PRPSA) Survey. What was your score and what does that score tell you about your level of public speaking anxiety?

Page reference: 20, 32

Difficulty: 3

34. How can breaking the rules help you become a more confident speaker?

Page reference: 21, 29

Difficulty: 2

35. A friend asks you for advice: "In two weeks, I have to give an oral report in my management class and I'm feeling extremely self-conscious and anxious. I know that my hands will shake and my tongue will get tied over the easiest words. To make it worse, I'm afraid the class will start talking about me and laugh when I have problems expressing myself. Giving a presentation makes me feel like a kid in elementary school and the teacher is embarrassing me in front of the class. It makes me feel really, really small. Do you have any suggestions about how I can approach this upcoming ordeal like a calm and grown-up adult?" What advice and suggestions would you give your apprehensive friend?

Page reference: Chapter 2

Difficulty: 3

36. Should you practice your presentations in front of a mirror? Why or why not?

Page reference: 30

Difficulty: 2

37. Given what you have learned about speaking anxiety, present your own theory to explain why people identify public speaking as their number one fear. How does your theory explain why it outranks other items such as the fear of dying or fear of heights or fear of loneliness?

Page reference: 23

Difficulty: 3

38. Using examples, explain what is meant by the following statements about speaking anxiety: (1) its natural, (2) it's associated with real or anticipated communication, and (3) a group of people or an audience.

Page reference: 20

Difficulty: 2

39. A classmate pulls you aside before class and says, “What if I forget what I’m going to say? What if I mispronounce a word? What if someone in the class asks a question I can’t answer? What if the instructor looks bored? Even worse, what if the audience knows more than I do about this topic?” What advice would you give this student?

Page reference: 21

Difficulty: 3

40. Describe three ways in which you can help anxious communicators feel more confident. In your opinion, which of these three strategies is the most effective? Justify your choice.

Page reference: 24-26

Difficulty: 3

41. Your textbook authors emphasize the importance of practicing a presentation as a way of reducing speaking anxiety. They provide four “best practices” for practicing a speech. Name each “best practice” and discuss how you might benefit from each.

Page reference: 29-30

Difficulty: 2

CHAPTER 3: LISTENING AND CRITICAL THINKING

TEACHING PLAN UNIT THREE (1 OF 2)

UNIT TITLE

Listening

UNIT DURATION

Number of minutes: 75-120 minutes

OVERALL GOAL (Concepts and Competencies)

To assess and strengthen student abilities to select and engage appropriate listening styles, strategies, and skills as both presentation speakers and audience members.

STUDENT LEARNING OUTCOMES

At the end of this unit, students should be able to:

- Define the characteristics and types of effective listening.
- Listen effectively as a responsible audience member by using extra thought speed productively and following the Golden Listening Rule.
- Listen effectively as a responsible speaker by adapting to audience feedback and different ways of listening among diverse audience members.
- Demonstrate critical listening skills such including the ability to listen to big ideas and nonverbal behavior, to listen considerately, to ask relevant questions, and overcome distractions.
- To accurately paraphrase a speaker's message.

KEY TERMS

analytical listening

comprehensive listening

critical thinking

discriminative listening

empathetic listening

golden listening rule

listening

nonverbal communication

thought speed

UNIT TEACHING OUTLINE: LISTENING

- I. Introduction to Listening
 - A. Introduce the topic of listening and briefly explain why it is important for both speakers and audience members.
 - B. Define listening and its ranking as our #1 communication activity. Use Slide 3.3
- II. How Well Do We Listen?
 - A. Conduct Activity 3.1: *War of the Worlds (WOW) Listening Test* by following the step-by-step procedures in the *Instructor's Manual*.

- B. This is a very effective way to begin a unit on listening because the content includes important listening information. Students usually remember this test and its results.
- III. Types of Listening
 - A. Introduce the different types of listening with Slide 3.4.
 - B. Quiz students with Slide 3.5.
- IV. Basic Listening Principles and Skills
 - B. Review listening responsibilities. Use Slides 3.6-3.9.
 - C. Ask students about their listening skills. Use slide 3.7.
- V. ADDITIONAL TOPICS AND ACTIVITIES (if time permits)
 - A. Activity 3.2: *Tell a Message*
 - B. Activity 3.6: *Student Listening Inventory*
 - C. If not used in for Chapter 16, Activity 16.6: *Finding Fallacies*

[**NOTE:** The Unit Outline does *not* include every topic in the chapter. Students should be expected to read the entire chapter and be responsible for answering related questions in class and written exams.]

MATERIALS AND EQUIPMENT

- Prepare Activity 3.2: *War of the Worlds (WOW) Listening Test*. This could include, for example, bringing copies to class or posting the information online. Don't forget to include the answer sheet and the correct answers. If conducting the activity in class, you can read the correct answers and their explanations so students can score their own tests.
- Prepare any additional activities you plan to use.
- Secure the equipment needed to present PowerPoint slides (e.g., computer and LCD projector).

ASSIGNMENTS

If class time is limited, you can assign Activity 3.6: *Student Listening Inventory* as a hand-in homework assignment.

ASSESSMENT

- Test Bank questions as quizzes or in exams
- Administer Activity 3.1: *War of the Worlds Listening Test* at the end of the course. Examine the extent to which students choices change or remain the same.

UNIT EVALUATION

1. In what ways did the unit succeed or fail?
2. To what extent did students find the unit meaningful and stimulating?
3. How would you improve or change the way you teaching this unit?

CHAPTER 3: LISTENING AND CRITICAL THINKING TEACHING PLAN UNIT THREE (2 OF 2)

UNIT TITLE

Critical Thinking

UNIT DURATION

Number of minutes: 75-120 minutes

OVERALL GOAL (Concepts and Competencies)

To assess and strengthen critical thinking skills in order to arrive at justified conclusions, opinions, or behavior as speakers and audience members.

STUDENT LEARNING OUTCOMES

At the end of this unit, students should be able to:

- Explain the differences between critical thinking and criticizing.
- Identify and define the six elements in the Toulmin Model of an Argument.
- Identify and define four different types of claims.
- Explain the differences between facts and inferences.
- Demonstrate the ability to think critically as both a speaker and audience member.
- Identify and explain the different levels of thinking in Bloom's taxonomy.
- Justify the relationships of emotional intelligence to critical thinking competencies.

KEY TERMS

argument	critical thinking
backing	evidence
biases	inference
claim	qualifier
claims of conjecture	reservation
claims of fact	Toulmin Model of Argument
claims of policy	warrant
claims of value	

UNIT TEACHING OUTLINE: CRITICAL THINKING

- I. Introduction to Critical Thinking
 - A. Review Slide 3.11
 - B. Reinforce the differences between facts and inferences.
- II. What is an Argument? [You may skip this section if you would prefer to address argumentation in the Unit on Persuasive Presentations OR do not want to cover the Toulmin Model in your course.]

- A. Explain the two meanings of the word *argument*.
 - 1. A claim supported by evidence and reasons for accepting it.
 - 2. A quarrel or dispute between two people.
- B. Introduce Toulmin's Model of Argument
 - 1. Use Slides 3.13-3.20.
 - 2. Stephen Toulmin (philosopher and author of *The Uses of Argument*) developed a model that describes how people reason.
 - 3. Toulmin's components help speakers and listeners determine whether an argument is worth of belief
- C. Spend extra time explaining the nature and importance of the warrant.
 - 1. It explains why the evidence is relevant and why it supports the claim.
 - 2. It answers the question: What gives me the right to draw that conclusion?
- D. If time permits, conduct Activity 3.5: *Constructing an Argument*.
 - 1. Follow the step-by-step procedures in the *Instructor's Manual*.
 - 2. If time does not permit or you want a written assignment, assign Activity 3.5: *Constructing an Argument* as a homework assignment. Use the students' examples to demonstrate correctly and incorrectly constructed arguments.

III. Clarify Your Claims

- A. Claims of Fact, Value, Conjecture, and Policy
- B. Use Slides 3.14 and 3.15.
- C. Conduct Activity 3.3: *Claims about Claims*.
 - 1. Follow the procedures in the *Instructor's Manual*.
 - 2. Emphasize the importance of using all four types of claims.

[NOTE: The Unit Outline does *not* include every topic in the chapter. Students should be expected to read the entire chapter and be responsible for answering related questions in class and written exams.]

MATERIALS AND EQUIPMENT

- Prepare and distribute any activities you plan to use for this unit. This could include, for example, bringing copies to class or posting the information online.
- Secure the equipment needed to present PowerPoint slides (e.g., computer and LCD projector).

ASSIGNMENTS

- In addition to (or in place of) using Activity 3.3: *Claims About Claims*, you can ask students to generate the four types claims related to a particular topic or topics.
- If class time is limited, you can assign several of the activities as hand-in homework assignments:
 - Activity 3.3: *Claims about Claims*
 - Activity 3.4: *Analyzing an Argument*
 - Activity 3.5: *Constructing an Argument*