

Reedley College
SPEECH 1 / FALL 1999
Introduction To Public Speaking

COURSE DESCRIPTION: You will learn presentational skills and strategies designed to help you prepare and deliver informative and persuasive speeches. Special consideration will be given to adapting communication styles and content to diverse co-cultural speakers and audiences. Additionally, you will have several opportunities to practice speaking in front of others.

INSTRUCTOR: Jennifer Graber-Peters

OFFICE HOURS: by appt **PHONE:** 638-3641, leave voice mail

E-MAIL ADDRESS: jmgpeters@jps.net

Drop w/refund: August 27 **FINAL DROP DATE:** October 15

TEXT: Metcalfe, S. (1998). Building a speech, 3rd. ed. Orlando, Florida: Harcourt Brace.

COURSE REQUIREMENTS:

Attendance is required. Excused absences require a physician's verified medical excuse. There will be NO exceptions. ****More than a week of unexcused absences will result in a reduction of five attendance points for each additional absence.** In other words, if your class meets once a week, you may only have one unexcused absence, if your class meets twice a week, you may only have two unexcused absences, etc. Any student who misses more than **6** classes will be dropped from the course.

Do not be late. Excessive tardiness will result in a reduction of points from your final grade. If you are late on a speech day, please wait outside until the speaker has finished. Failure to do so will result in a reduction of points from your speech that day.

Participation: In addition to attending class, you are expected to actively participate in all classroom activities and group discussions. Therefore, plan on arriving to class on time and remaining until class is dismissed.

Readings: You will be responsible for all the readings assigned from the text. Weekly reading assignments are posted on the class schedule and should be **read before class.**

Quizzes: There will be ten multiple-choice, true/false, short answer quizzes. Each quiz will cover information from the readings and lectures and will focus on the two or three previous lessons. Quizzes will be given at the beginning of class. **You must be in class on time in order to take the quiz.**
No make-ups will be granted for any reason.

Speeches: There will be 2 major and 4 minor speeches. The major speeches will consist of an informative speech and a persuasive speech and will be 5-8 minutes long. The minor speeches will include a toast, accepting an award, a eulogy, and a persuasive impromptu and will be 1 minute in length. Minor speeches will be graded by your peers; further details will be given in class. A grade of "0" will be assigned if you miss a scheduled speech day. **There are NO make-ups** for assignments without a physician's verified medical excuse.

Celebration of Culture: In addition, you will have the opportunity to participate in a short (2 min.) speech informing the class about one of your co-cultures. Further details will be given in class.

FINAL IMPROMPTU: Your final exam will be an impromptu speech. It will be cumulative in the sense that you will utilize all of the skills you have learned during the semester. Further details will be given in class.

Abstracts: You will be required to turn in a typed abstract for each of the major speeches. Briefly, abstracts are a summary of your research materials. Further details will be given in class.

Chapter Overview: Each of you will be part of a group. Each group will "creatively" present (1) chapter from the text. Further details will be handed out in class.

ADDITIONAL NOTES:

Extra Credit: There are three extra credit assignments, worth a total of 30 points (one letter grade). Further details will be given in class. Remember, extra credit means "extra effort, extra work, and extra care". *Late assignments will not be accepted.*

Maternity Leave Schedule: I have worked in to the schedule a plan for when I am gone on maternity leave. You will find this at the bottom of your class schedule. As you will see, I have left the last two weeks of class open in order to adjust the schedule accordingly when I return.

GRADES:

<u>Quizzes</u> (1-4 & 6-9 = 10 pts each) (5 & 10 = 15 pts each)	110 points	A = 270-300 B = 240-269 C = 210-239 D = 180-211 F = 179 -
<u>Major speeches</u> (How To = 30 pts) (Persuasive = 40 pts)	70 points	
<u>Abstracts</u> (10 pts each)	20 points	
<u>Minor speeches</u> (5pts each)	20 points	
<u>Celebration of Culture</u>	20 points	
<u>Chapter Overview</u>	30 points	
<u>Final Impromptu</u>	30 points	

Total points = 300

Special Notes:

1. If you have a physical challenge or condition that could impair your participation and/or performance in this course, it is your responsibility to notify me immediately.
2. Disagreements over grades should be resolved on the date the grade is assigned. NO grade changes or adjustments will be made after this time. There are no exceptions to this policy.
3. The schools policy on plagiarism will be strictly enforced. Plagiarism and/or cheating will not be tolerated and will result in an "F" in the course.
4. Let's make this class a positive experience. This means NO PUT-DOWNS or PERSONALITY ATTACKS. Honest disagreements yes — challenge an idea, but never a person. Profane, obscene, or derogatory language will not be tolerated.
5. Keep an open mind, relax and make some new friends!

Things to live by in Speech Communication:
PREPARATION, THOUGHT, CREATIVITY, and ENTHUSIASM!!!

GRADE TRACKING SHEET

I have provided you with this sheet so that you can keep track of your grades as the semester progresses. By recording your grades on this sheet, you will always know what grade you are currently achieving. To figure out your grade, add up the total points possible at any given time and then multiply that number by 90, 80, 70, and so on. Then add up your actual points and see where it falls in the scale. For example, if by midsemester there are 50 points possible, 90% (A) would be 45-50; 80% (B) would be 40-44; 70% (C) would be 35-39; etc. If you had 42 points, you would be in the "B" range.

<u>Assignment/points</u>	<u>Your Grade</u>
minor 1 (5)	_____
minor 2 (5)	_____
minor 3 (5)	_____
minor 4 (5)	_____
Cel of Culture (20)	_____
Chapter Overview (30)	_____
Major 1 (30)	_____
Major 2 (40)	_____
Abstract 1 (10)	_____
Abstract 2 (10)	_____
Quiz 1 (10)	_____
Quiz 2 (10)	_____
Quiz 3 (10)	_____
Quiz 4 (10)	_____
Quiz 5 (15)	_____
Quiz 6 (10)	_____
Quiz 7 (10)	_____
Quiz 8 (10)	_____
Quiz 9 (10)	_____
Quiz 10 (15)	_____
Final Impromptu (30)	_____

Reedley College

TENTATIVE COURSE OUTLINE - PUBLIC SPEAKING - SPRING 99

TTh (12:45-2:00) / #81491/HUM-59

TTh (2:30-3:45) / #81496/HUM-59

WEEK	TOPIC	READINGS
1 (8/17-19)	(T) Icebreaker/syllabus (Th) Intro. To Communication/How To Study & Critique	1
2 (8/24-26)	(T) Building A Speech/Activity (Th) QUIZ 1 (1,2) / E.C. 1 Due / Conferences	2
3 (8/31-9/2)	(T) Culture (Th) Speaking In Groups	20
4 (9/7-9)	(T) Groups contd. (Th) <u>Celebration of Culture</u>	
5 (9/14-16)	(T) QUIZ 2 (20,C) / <u>C.O.C.</u> (Th) <u>GROUP 1</u> (Audience)	<u>3</u>
6 (9/21-23)	(T) <u>GROUP 2</u> (Listening) (Th) Communication Apprehension/ QUIZ 3 (3,4)	<u>4</u> <u>5</u>
7 (9/28-30)	(T) <u>GROUP 3</u> (Ethics) (Th) <u>QUIZ 4</u> (5,6) / Topic selection/Research	<u>6</u> <u>7,8,9</u>
8 (10/5-7)	(T) <u>QUIZ 5</u> (7,8,Rev) / Organization & Outlining (Th) <u>QUIZ 6</u> (9,10) / Intro's & Conclusions	10 11
9 (10/12-14)	(T) Visual Aids/ E.C. 2 Due (Th) <u>QUIZ 7</u> (11,12) / <u>GROUP 4</u> (Language)	12 <u>13</u>
10 (10/19-21)	(T) <u>GROUP 5</u> (Delivery) (Th) <u>QUIZ 8</u> (13,14) / Speaking to Inform	<u>14</u> 15,16
11 (10/26-28)	(T) <u>QUIZ 9</u> (15,16) / Abstract 1 Due (Th) minor 4 due	
12 (11/2-4)	(T) <u>MAJOR SPEECH 1</u> (Th) <u>MAJOR SPEECH 1</u>	
13 (11/9-11)	(T) Abstract 2 Due / Speaking To Persuade (Th) NO CLASS-Veteran's Day	17,18
14 (11/16-18)	(T) E.C. 3 Due / <u>QUIZ 10</u> (17,18,Rev) (Th) <u>MAJOR SPEECH 2</u>	
15 (11/23-25)	(T) <u>MAJOR SPEECH 2</u> (Th) <u>NO CLASS-THANKSGIVING</u>	
16 (11/30-12/2)	OPEN FOR MATERNITY CHANGES	
17 (12/7-9)		

18 **FINAL IMPROMPTU:** (12:45) Thursday, Decemeber 16 @ 1:00
(2:30) Monday, December 13 @ 1:00

*****MATERNITY LEAVE SCHEDULE*****

Day 1 () Groupwork	Day 2 () minor 1 / Activity
Day 3 () minor 2 / Activity	Day 4 () minor 3 / Groupwork

Major Speech 1
 "How To" (30 points)

Name: _____

INTRODUCTION (10)

AGREE

DISAGREE

Captures audience attention	5	4	3	2	1
Provides clear preview	5	4	3	2	1

BODY (15)

Uses transitions & signposts	5	4	3	2	1
Points supported with both facts & personal experiences	5	4	3	2	1
Organization "makes sense"	5	4	3	2	1

CONCLUSION (10)

Reviews the main points	5	4	3	2	1
Provides balance w/intro.	5	4	3	2	1

DELIVERY (10)

YES

NOT YET

Appears confident	2	1	0
Smiles & gives eye contact	2	1	0
Uses purposeful gestures	2	1	0
Vocally expressive	2	1	0
Is truly "extemporaneous"	2	1	0

VISUAL AIDS (10)

Communicates idea visually	2	1	0
Simple and uncomplicated	2	1	0
Professional quality	2	1	0
Large enough to see	2	1	0
Displayed when appropriate (and then removed)	2	1	0

OUTLINE (5)

YES

NO

Typed	1	0
In correct outline form	1	0
At least 3 references	3	2

TIME LIMIT (5 MIN.) _____

PENALTY POINTS: _____ (+/- 30 seconds)

TOTAL POINTS (60 POSS.) _____
 Divide by 2 = _____
 Minus penalty points _____
YOUR SCORE = _____

Major Speech 2 - Persuasive w/Q & A (40 pts.)

Name _____

	AGREE		DISAGREE		
GAINS AUDIENCE ATTENTION (5) Creative attention getter	5	4	3	2	1
IDENTIFIES UNFULFILLED NEEDS (15) States need/problem explicitly	5	4	3	2	1
Documents extent of the problem w/research	5	4	3	2	1
Creates tension in the audience (the need to know)	5	4	3	2	1
OFFERS A SOLUTION (15) Waits to provide solution	5	4	3	2	1
Explains solution/tells how solution solves the problem	5	4	3	2	1
Overcomes any objections	5	4	3	2	1
VISUALIZES WHAT SATISFACTION WILL MEAN (5) Visualization is concrete, vivid, and personal	5	4	3	2	1
DEFINES SPECIFIC ACTIONS (5) Steps are specific and ask us to take some action today	5	4	3	2	1
DELIVERY					
Verbal Communication: (5)	YES			NOT	YET
Verbally immediate	1				0
Uses metaphors/similes	1				0
Uses intense, animated language	1				0
Employs inclusive language	1				0
Avoids vocal fillers ("uhm")	1				0
Nonverbal Communication: (5)					
Clothing establishes credibility	1				0
Varies speech rate and volume	1				0
Purposeful gestures/movements	1				0
Uses exaggerated illustrators	1				0
Nonverbally immediate	1				0
VISUAL AIDS (5)	YES			NOT	YET
Communicates idea visually	1				0
Simple and uncomplicated	1				0
Professional quality	1				0
Large enough to see	1				0
Displayed when appropriate (and then removed)	1				0
QUESTION & ANSWER (20)	AGREE		DISAGREE		
Leaves time/asks for 2-3 questions	5	4	3	2	1
"Actively" listens to questions	5	4	3	2	1
Clearly answers the question	5	4	3	2	1
Wraps up the question-answer session with final comments	5	4	3	2	1

OUTLINE: PENALTY POINTS = _____

Outlines must be typed, in correct format, and include at least four references. Speeches presented without meeting these requirements will result in a loss of up to 4 points.

TIME LIMIT (8 minutes) _____ PENALTY POINTS = _____

Presentations which do not conform to the time constraint of 8 minutes (+/- 1 minute) will result in a penalty of up to 4 points.

TOTAL POINTS (80 poss.) _____

Divide by 2 = _____

Minus penalty points _____

YOUR SCORE = _____

Minor Speech 1
Accepting An Award (5 pts.)

Name _____

	AGREE		DISAGREE		
SPEECH CONTENT:					
Accepted the award graciously	5	4	3	2	1
Gave credit to others	5	4	3	2	1
Humble, but no false modesty	5	4	3	2	1
Thanked those who bestowed the award	5	4	3	2	1
Complimented the competition	5	4	3	2	1
Total _____	divided by 5 = _____				

***SPEECH DELIVERY:**

Gives eye contact to the entire audience	5	4	3	2	1
Smiles at the audience	5	4	3	2	1
Avoids nervous mannerisms	5	4	3	2	1
Conversational style	5	4	3	2	1
Vocally expressive	5	4	3	2	1

* Points are assigned for the content criteria only -- not for your speech delivery. Add total points for content, divide by 5, and round to the nearest whole number. (The speech delivery information is used for feedback purposes only. However, a perfect delivery score of 25 will result in an extra point for this speech.)

TIME LIMIT (60 seconds): _____

Content Points: _____
Bonus Points: _____
TOTAL POINTS: _____

GRADED BY: _____

Minor Speech 2
Eulogy (5 pts.)

Name _____

SPEECH CONTENT:

AGREE **DISAGREE**

Points out what was significant and good about the person	5	4	3	2	1
Praises the individual's deeds	5	4	3	2	1
Expresses sorrow or deep regret	5	4	3	2	1
Attempts to comfort the group	5	4	3	2	1
Makes the person memorable by relating a personal story or anecdote	5	4	3	2	1

Total _____ divided by 5 = _____

***SPEECH DELIVERY:**

Sets a respectful tone	5	4	3	2	1
Gives eye contact to entire audience	5	4	3	2	1
Vocally expressive	5	4	3	2	1
Maintains appropriate decorum/control	5	4	3	2	1
Responsive to the audience	5	4	3	2	1

* Points are assigned for the content criteria only -- not for your speech delivery. Add total points for content, divide by 5, and round to the nearest whole number. (The speech delivery information is used for feedback purposes only. However, a perfect delivery score of 25 will result in an extra point for this speech.)

TIME LIMIT (60 seconds) : _____

Content Points: _____
Bonus Points: _____
TOTAL POINTS: _____

GRADED BY: _____

Minor Speech 3

Giving A Toast (5 pts.)

Name _____

SPEECH CONTENT:

AGREE **DISAGREE**

Focused on some positive attribute or characteristic of the person 5 4 3 2 1

Relied on a personal story or anecdote that demonstrated the point 5 4 3 2 1

Creates a vivid, memorable image of the person(s) being honored 5 4 3 2 1

Came across as sincere and genuine 5 4 3 2 1

Set the tone (humorous, congratulatory, etc.) 5 4 3 2 1

Total _____ divided by 5 = _____

***SPEECH DELIVERY:**

Gives eye contact to entire audience 5 4 3 2 1

Smiles at the audience 5 4 3 2 1

Avoids nervous mannerisms 5 4 3 2 1

Conversational style 5 4 3 2 1

Vocally expressive 5 4 3 2 1

* Points are assigned for the content criteria only -- not for your speech delivery. Add total points for content, divide by 5, and round to the nearest whole number. (The speech delivery information is used for feedback purposes only. However, a perfect delivery score of 25 will result in an extra point for this speech.)

TIME LIMIT (60 seconds) : _____

Content Points: _____

Bonus Points: _____

TOTAL POINTS: _____

GRADED BY: _____

Minor Speech 4
 Persuasive Impromptu (5 pts.)

Name: _____

	AGREE		DISAGREE		
SPEECH CONTENT					
Provides an appropriate attention getter	5	4	3	2	1
Establishes a need for BOTH X and Y	5	4	3	2	1
Explicit statement of claim: "X is better than Y"	5	4	3	2	1
Cites reasons why X is better than Y	5	4	3	2	1
Concludes by reiterating claim: X is better than Y	5	4	3	2	1
*SPEECH DELIVERY					
Uses verbal immediacy (humor, inclusive language, etc.)	5	4	3	2	1
Uses nonverbal immediacy (smiling, eye contact, gestures, etc.)	5	4	3	2	1
Content flows easily (uses transitions & signposts)	5	4	3	2	1
Ending is not abrupt	5	4	3	2	1
Is truly persuasive	5	4	3	2	1

* Points are assigned for the content criteria only -- not for your speech delivery. Add total points for content, divide by 5, and round to the nearest whole number. (The speech delivery information is used for feedback purposes only. However, a perfect delivery score of 25 will result in an extra point for this speech.)

TIME LIMIT (60 seconds) : _____
Content Points: _____
Bonus Points: _____
TOTAL POINTS: _____

CELEBRATION OF CULTURE - 20 points

Name _____

SPEECH CONTENT: (10)

AGREE

DISAGREE

Co-culture presentation is introduced
in a clear and creative way

2

1

0

Explanation of co-cultural significance
is thorough and includes references

2

1

0

Presentation is well prepared
and organized

2

1

0

Presentation includes final remarks
and does not end abruptly

2

1

0

Presentation conforms to the
time limit of 2 minutes

2

1

0

SPEECH DELIVERY: (10)

Smiles and gives eye contact
to entire audience

2

1

0

Handles visual aids well

2

1

0

Avoids nervous mannerisms

2

1

0

Uses purposeful gestures

2

1

0

Vocally expressive

2

1

0

TIME LIMIT: _____ **PENALTY POINTS:** _____

TOTAL POINTS: _____

CHAPTER OVERVIEWS - Public Speaking

GROUP #

1. Includes a planned introduction and conclusion/Overview of the main points/Key concepts explained/Examples given (3 pts)
2. Group activity is relevant/clarifies concepts in the chapter/members facilitate discussion and ask relevant questions (3 pts)
3. Class handouts are distributed/provide a reference and/or study guide of the chapter (3 pts)
4. Visual Aids are utilized/help to explain the chapter concepts under discussion (3 pts)
5. Description of group format/individual summaries are typed and handed in on time (3 pts)

DELIVERY:

All Group members:

1. appeared confident and prepared (3 pts)
2. maintained eye contact with the class (3 pts)
3. avoided nervous mannerisms (3 pts)
4. were vocally expressive (3 pts)
5. used purposeful gestures (3 pts)

FINAL - PERSUASIVE IMPROMPTU

30 points

NAME: _____

SPEECH CONTENT:

	Agree		Disagree		
Provides an appropriate attention getter	5	4	3	2	1
Establishes a need for BOTH X and Y	5	4	3	2	1
Explicit statement of claim: X is better than Y	5	4	3	2	1
Cites reasons WHY X is better than Y	5	4	3	2	1
Concludes by reiterating claim: X is better than Y	5	4	3	2	1
Conclusion balances with introduction	5	4	3	2	1

SPEECH DELIVERY:

Uses verbal immediacy (inclusive language, humor, etc.)	5	4	3	2	1
Uses nonverbal immediacy (eye contact, gestures, etc.)	5	4	3	2	1
Good voice quality (volume rate, pitch, and pause)	5	4	3	2	1
Is truly persuasive	5	4	3	2	1
Content flows easily (signposts and transitions)	5	4	3	2	1
Ending is not abrupt	5	4	3	2	1

TIME LIMIT: (2 min.) _____

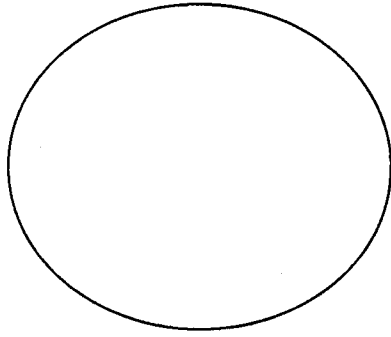
Penalty points _____

TOTAL POINTS (60 POSS.) _____
 Divide by 2 = _____
 Minus penalty points - _____
YOUR SCORE = _____

CELEBRATION OF CULTURE
(Exercise and guidelines)

Exercise

1. Divide the circle into your various co-cultures.



2. Choose one of your co-cultures that you would like to share with the class and list it here _____

3. List as many topics as you can think of which are related to your co-culture listed above. In other words, "brainstorm"

4. Discuss with your group ways that you can present your "non-traditional" cultural speech with the class. Write your ideas here.

Guidelines

1. You are to present a "non-traditional" speech to the class which is related to one of your co-cultures. You may choose to "perform" a piece of poetry or literature, perform a skit or role-play which illustrates that co-culture, sing or play an instrument if music is part of your co-culture, or share a cultural food.

2. Your presentation should be thorough and well prepared.

3. You should explain how your presentation is related to one of your co-cultures.

4. If you choose to share a cultural food, in addition to explaining how this is part of your culture, you must also discuss the history/significance of the food that you are sharing with the class. In other words, do some research! It is not acceptable just to bring a pizza and say that it is part of your culture because you work in a pizza place!

5. Your presentation should be 2 minutes and **must include 2 references** included on your typed outline.

Be creative and have fun!!!

ABSTRACT ASSIGNMENT

This exercise serves several purposes. First, this assignment is related to your chapters on topic selection and research. Second, you will learn how to use the library. Third, you will be able to prepare, in advance, for your informative and persuasive speeches.

You will turn in abstracts for each major speech - 2 total. Due dates are listed on your course outline. Each abstract is worth 10 points. No late assignments will be accepted.

You are to find a minimum of 3 references for Major Speech 1 and 4 references for Major Speech 2. Your references must be from "credible" sources and you must have different types of references (i.e. a journal article, a newspaper article, a book, etc.).

You will turn in a reference card/paper and a copy of the article/information. The reference card/paper should contain the following information: subject, author/book info., and a brief summary (in your own words).

EXAMPLE:

How To Get Extra Credit

Graber, J.M. (1996). Student extra credit assignments. The Journal of Extra Credit, 13, 9-27.

This article explain the requirements for extra credit work...blah, blah, blah... (you get the idea - this should be a **full paragraph** in length - that means at least three sentences).

EXTRA CREDIT #1-Disclosing Your Self Concept DUE DATE: _____

Remember, extra credit means "extra work and extra effort." Absolutely NO late assignments will be accepted. There will be NO exceptions.

Instructions: Your task is to compose a visual image of your self-concept by constructing a poster board. Peruse magazines, newspapers, flyers and other written materials. From these sources, cut out letters, symbols and pictures that answer the questions below. There are no limitations on size, color, or shape of the poster board, so be creative and have fun. Be prepared to present this board to the class on the due date. You must answer all questions to receive full credit.

1. What is your first and last name?
2. What are some descriptive words that depict the social roles with which you identify?
3. What are your goals and dreams?
4. What are your strengths?
5. What are your weaknesses?
6. What animal do you most identify with and why?
7. What was your most embarrassing moment?
8. What was the best day of your life so far?
9. What has been the worst day of your life so far?
10. What are some of your hobbies?
11. When were you born and what else happened on that day?
12. What is the subject of your recurring daydreams?
13. Who is in your family and what are they like?
14. What is your religious affiliation and how important is it in your life?
15. What is the central moral principle that guides your life?

CHAPTER OVERVIEWS – Public Speaking

You are the teacher!!! Each group will have the opportunity to present information from the text in a fun, creative presentation. Use your imagination and make the learning experience fun and informative. Remember that your fellow classmates will be tested on the information you present.

Requirements for presentations:

1. Each group will present one chapter from the text.
2. Each group will lead the class in at least one exercise/activity.
3. Each presentation should be approximately 45 minutes in length.
4. **Every group member must participate equally.**
5. Chapter presentations must include:
 - A. a planned introduction and conclusion.
 - B. an overview of the main points in the chapter.
 - C. definitions and examples of the key terms.
 - D. class handouts.
 - E. visual aids.
 - F. A typed description of your format/agenda – In other words, tell me what you are going to do for 45 minutes (i.e., How you will introduce the subject, who will do what, game rules, questions, etc.).
6. Presentations should be creative, informative, and well organized.
7. Presentation suggestions include, but are not limited to:
 - A. role plays.
 - B. trial and jury.
 - C. a game show.
 - D. an advertising campaign.
 - E. job interviews.
 - F. mock political campaigns.

*****BEFORE your presentation, each group must provide me with the following:**

- A. one typed description of your group presentation, including the main points to be discussed, key terms to be defined, etc. In other words, “summarize” in a paragraph or two, what your presentation will be like (see 5F above).
- B. copies of all class handouts given to the class.
- C. a 1-2 paragraph summary of each members participation and anticipated grade (****NOTE:** Each member will submit their own summary describing each members participation - in other words, grade your group members and yourself. Also, you should indicate what grade you think your group has earned as a whole). This too must be turned in before your presentation. It is not an evaluation of your “speaking” performance, rather an evaluation of how you have worked together as a group.

So, let's review: You should turn in to me a packet which contains one typed description of your group's presentation, any handouts you give to the class, and one critique from each member which indicates the grade you think each member should receive.

Remember, extra credit means "extra work and extra effort." Absolutely NO late assignments will be accepted. There will be NO exceptions

Directions:

The goal of this exercise is to assist each of you in appreciating cultural diversity. You are to interview someone who is a member of a culture different than yours. Remember, culture includes more than ethnicity and religion. We are also members of certain cultures based on our sex, nationality, age, etc.

Try to make this experience as comfortable as you can for both you and your "interviewee." You may want to invite them to lunch or suggest a meeting place where the two of you will not be disturbed by others. Explain to them the purpose of this exercise. Do not judge them or criticize anything they say. Remember, we are not ethnocentric and this exercise is an opportunity to learn and expand our horizons. Have fun, be open and honest, and encourage them to do the same. You may even make a new friend!

Below are a list of questions to ask during your interview. In order to receive full credit you must discuss all of them. Feel free to add to them if you wish. Let this experience be as natural as possible.

If your friend wishes to elaborate on a question, listen and "go with the flow."

Questions to ask your "friend":

1. What is the nature of your culture? (i.e., ethnicity, sex, age, origin of birth, length of residency in the U.S. - if relevant, etc.).
2. How do you think you are perceived by others outside of your culture? How do others "see" you? Do these perceptions differ from how you perceives yourself?
3. What are some misperceptions and stereotypes you have had to cope with or counteract when interacting with members of other cultures?
4. What values are held in high regard in your culture? (i.e., family, religion, aspirations, sex roles, etc.).
5. Are there set sex-roles in your culture? Explain why you think this occurs/doesn't occur.
6. What are some typical communication "rituals"/rules in your culture? (i.e., can everyone speak in group settings?, Are there rules regarding eye contact?, etc.).
7. Are there any rituals/traditions in regards to marriage, bearing children, etc.?

Interviews are due _____ You will turn in a 1-2 page typed summary of your interview. Each question above should be discussed in a paragraph; no yes or no answers. Be as complete as possible in order to receive full credit. Additionally, you will include a final paragraph which discusses your reaction to this assignment: What did you learn? Did you enjoy this exercise? Has this activity helped you to better understand another's culture and gain any new insights? Did you notice any similarities and/or differences between you and your new friend while conducting the interview?

If time allows, you will informally discuss your interview in class so that others may learn from your experience.

EXTRA CREDIT #3 - Persuasive Advertising Critique DUE DATE: _____

Remember, extra credit means "extra work and extra effort." Absolutely NO late assignments will be accepted. There will be NO exceptions.

Directions:

Choose an advertisement in a magazine or on television and discuss the criteria below. Your critique must be typed and include the magazine ad or video of the commercial. You will present this to the class.

1. Identify all five steps of Monroes Motivated Sequence in the advertisement.
2. Which step(s) does the ad focus on and why do you think this is?
3. Who is the target audience? How would the ad change if the audience changed? Give an example.
4. Pretend you are a communication expert who has been hired to evaluate this advertisement. Do you believe this ad is persuasive? Why or why not? Is the ad using ethical means of communication? Why or why not? What other comments would you suggest for this company?

USING SPEECH NOTES

Some notes are generally necessary in extemporaneous speaking to insure accurate and complete statements of fact and opinion, but they should be used unobtrusively. Improperly used notes distract from the importance of the speech. If they become a barrier between the speaker and the audience, encouraging him/her to speak to his/her notes rather than to communicate directly with the audience, then notes will seriously impede the efficiency of the speech.

Notes may also facilitate spotty and/or jerky eye contact and in this way also become a barrier to communication. A common sense rule is to use notes not as a crutch, but as an aid to facilitate the understanding of what you are saying. The speaker who has carefully prepared, who knows what he/she is talking about, can use them in this advantageous way.

Each speaker should develop his/her own method of using notes. However, several general suggestions can be made:

- (1) Make sure the notes are easily readable.
Otherwise they are more hindrance than help.
Type them if you can; write them legibly in ink if you do not type.
- (2) Many speakers find it helpful to underline or capitalize or write in a different color ink the key words and ideas so that they stand out clearly.
- (3) Most speakers find it more helpful to put their notes on small note cards when they are giving an extemporaneous speech. They are less conspicuous and easier to handle than large sheets of paper.
- (4) Make sure you include only necessary information in your notes. Either a sentence or a topic outline is helpful. Generally, materials quoted verbatim should be included in your notes, unless they are very short quotes which are easily remembered.
- (5) When you practice, practice with your notes. Be very familiar with them before you give your speech.
- (6) Never direct most of your eye contact at your notes. You are not speaking to them, but to your audience.
- (7) Speaker may use skeleton outline as notes.
- (8) If you must read a quote (for example) be sure to work independently with me for helpful hints! Don't get buried in your notes!
- (9) A flipboard can be used as your notes! - OR in addition to...
- (10) Never hide behind notes, tables or podium!

MINI-LECTURE: "HOW TO STUDY"

Source:

Staton, T. F. (1977). How to study (6th ed.). Montgomery, AL: How to Study.

FIRST:

Preview the assignment before reading it.

Question what it may include.

Read it.

State in your own words what you have read.

Test your memory of it a few hours or days later.

Preview:

- 1.) Read the outline at the beginning of the chapter, if one is provided.
- 2.) Read the subtopics contained within the chapter.
- 3.) Read the key sentences at the first or the last paragraphs.
- 4.) Read the summary at the end of the chapter.
- 5.) Scan the chapter, picking out key words and phrases. Takes practice in order to do quickly and efficiently.

Question:

- 1.) Think about what should/might be included in a chapter with this title.
- 2.) Think of some questions which you think might be answered with a careful reading of the material.

Read:

- 1.) Besides reading with your eyes, read with your brain. React and think about what you are reading.
- 2.) Read energetically and enthusiastically in order to retain and understand what you have read.
- 3.) Attempt to answer the questions you formulated in the questioning step.
- 4.) Identify the subtopics or outline points found at the beginning of the chapter or in the summary you read in the preview step.

State:

- 1.) After each paragraph, page, section, or chapter (whichever you are most comfortable with), stop and restate what you have read.
- 2.) Use your own words to summarize the contents of the material.
- 3.) Refer to the book for topic headings in order to make this step easier. If there are no topic headings or if they don't help, underline while you are reading and refer to that.

- 4.) You could also outline the chapter, using topics and subtopics as your main points and subpoints of the outline.
- 5.) Another helpful method for summarizing material effectively is making marginal notes while reading. Next to each paragraph, jot down key words and main ideas.

It is not enough to glance at a paragraph and think... "Oh, yeah, I know what that's about..." You must be able to restate the complete idea, no matter how basic it seems. This is the only way you will have enough specific info. about a topic in order to answer a tough test question about it!!

Test:

- 1.) Look over the notes you took in class and try to reconstruct what the instructor said about a topic.
- 2.) Check your class notes against the text. Ask questions if there are inconsistencies.
- 3.) Get what the instructor says and the what the text says organized into a solid body of facts and ideas.