

Introduction to

Speech Communication

(SPCH 2713)

Honors Course Handbook

Spring 2015

Introduction to Speech Communication Honors Course Handbook

Spring 2015

Table of Contents

	Page Number
Introduction to Speech Communication Headlines	3
Important Dates	4
Course Planner	5
Course Syllabus	6
Course Description	6
Course Objectives	7
Classroom Climate	7
Course Policies (<i>read attendance policy and makeup/late work policies carefully!</i>)	7
Course Responsibilities/Requirements	8
Class Participation Assignments	8
Relationship Analysis Paper	8
Small Group Problem-Solving Presentation	8
Persuasive Presentation	8
Penalties for Presentation Time Violations	9
Quizzes	9
Exams	9
Research Participation Requirement	10
Videotaping of Presentations	10
University Syllabus Attachment	10
Calculate Your Grade	11
Appendix A: Insert for Syllabus Outlining Research Participation Requirement	12
Course Calendar	13
Complete Assignment Descriptions and Evaluation Forms	
Class Participation Assignment Descriptions: Individual Presentations	14
Class Participation Assignment Descriptions: Individual Presentations	19
Class Participation Evaluation Form	20
Relationship Analysis Paper Assignment Description	21
Relationship Analysis Paper Conceptual/Theoretical Approaches	21
Relationship Analysis Paper Grading Criteria	23
Relationship Analysis Paper Evaluation Form	24
Small Group Problem-Solving Presentation Assignment Description	25
Small Group Problem-Solving Presentation Planning Report Evaluation Form	27
Small Group Problem-Solving Presentation Evaluation Form	28
Small Group Problem-Solving Presentation Individual Group Member Evaluation Form	29
Small Group Problem-Solving Presentation Self and Peer Evaluation Guidelines	30
Small Group Problem-Solving Presentation Self and Peer Evaluation Form	31
Individual Persuasive Presentation Assignment Description	32
Individual Persuasive Presentation Motivated Sequence Template	33
Individual Persuasive Presentation Persuasive Presentation Planning Report Evaluation Form	34
Individual Persuasive Presentation Persuasive Presentation Evaluation Form	35

Note. The course coordinator reserves the right to correct any errors in this handbook.

SPCH 2713 Headlines

(Stuff You [Really] Need To Know)

Register on the Textbook Website

<http://www.pearsonmylabs.com>

Get the Right Textbook: See Page 6 for The Textbook Policy

Know the Attendance Policy: See Page 7 For the Procedure for Excused Absences

Want to Know Where You Stand in the Course? See the Calculate Your Grade Table on Page 11

Research Participation Credits Required for SPCH 2713, Register and Complete Your Obligation Early: See Page 12 For Details

Important Dates: Get 'Em on Your Calendar!!!

Now!	<i>Website Registration</i>
Now!	<i>Sona Registration</i>
1/19	<i>University Holiday: No Class</i>
1/30	<i>Sona Prescreener Due @ 5pm for one unit of credit</i>
2/10	<i>Completion of Quiz 1 Due @ 11:59pm</i>
2/13	<i>Three-source reference lists due</i>
2/19	<i>Completion of Quiz 2 Due @ 11:59pm</i>
2/20	<i>Midterm Exam During Regular Class Period</i>
2/24	<i>Six Week Grades Due From Faculty</i>
3/2	<i>Relationship Analysis Papers Due</i>
3/6	<i>Small group draft reference lists due</i>
3/13	<i>Completion of Quiz 3 Due @ 11:59pm</i>
3/16-3/20	<i>Spring Break: No Class</i>
4/10	<i>Completion of Quiz 4 Due @ 11:59pm</i>
4/10	<i>W Drop/Withdrawal Deadline</i>
4/24	<i>W/F Withdrawal Deadline</i>
5/1	<i>Research Participation Requirement Deadline</i>
5/6	<i>Final Exam @ 10:00am</i>

Introduction to Speech Communication Planner

Week	Reading	Exams	Quizzes	Relationship Analysis Paper	Small Group Presentation	Persuasive Presentation	SONA
1	Chapter 1				Topic Selection Process for Small Group Presentation and Persuasive Presentation		
2	Chapter 2						Prescreener Due End of Third Week
3	Chapter 3	Study for Midterm Exam		Select Relationship			
4	Chapter 4 Chapter 5		Quiz 1 Due				
5	Chapter 5 Chapter 6			Complete First Draft		Complete SONA Requirement As Early As Possible (Check the SONA website for available studies)	
6	Chapter 7	Midterm Exam	Quiz 2 Due				
7	Chapter 8 Chapter 9			Prepare Final Draft			
8	Chapter 9 Chapter 10			Relationship Analysis Paper Due	Prepare for Small Group Presentations (Planning Report)		Prepare for Persuasive Presentations (Planning Report)
9	Chapter 11 Chapter 12 Chapter 13		Quiz 3 Due				
10	Chapter 13 Chapter 14						
11	Chapter 15 Chapter 16				Small Group Presentations		
12			Quiz 4 Due				
13					Small Group Presentations		
14		Study for Final Exam					Complete SONA Credit
15							
16						Persuasive Presentations	
17		Final Exam May 6 @ 10:00am					

INTRODUCTION TO SPEECH COMMUNICATION HONORS SPRING 2015 SYLLABUS

Instructor _____ Section # _____ Office _____

Email _____ Phone _____ Office Hours _____

Required Textbook: DeVito, J.A. (2014). *Human communication: The basic course*. Sixth Custom Edition for Oklahoma State. Boston: Pearson Education.

Textbook Policy: The custom edition of the required textbook for this course includes numerous benefits designed to enhance the academic performance of students. **The textbook must be purchased NEW every semester and will not be resalable.** The textbook comes with an access code that enables students to access a free edition of the eBook for the course and to MyCommunicationLab, which provides a variety of academic support features. Your instructor will review those features with you during the second week of class, but you are encouraged to use the access code to set up your account as soon as possible. The access code also enables students to access the four REQUIRED online quizzes for the course. These quizzes are designed to enhance students' performances on the midterm and final exams. Please direct any questions you have about the textbook policy to the course director, whose contact information is listed below.

Course Director: Dr. David C. Schrader, 214 North Murray; Phone: 744-2387; Email: david.schrader@okstate.edu

Course Description and Rationale: Why Communication is Important

A recent article citing nearly 100 articles, commentaries, and publications calls attention to the importance of the study of communication in contemporary society. The findings provide support for the importance of communication education in fostering the following outcomes:

- The development of the whole person
- Becoming a responsible citizen of the world, both socially and culturally
- Succeeding in one's career and in the business enterprise

This course acquaints students with theories and research related to human communication in a variety of contexts, including interpersonal relationships, small group interactions, and public presentations. Instructional strategies used in the course include lecture, discussions, group activities, reflection papers and oral presentations. The successful completion of this course will help students become competent, ethical, critical, and confident practitioners and consumers of messages which will facilitate the fulfillment of life personal, social, and professional goals.

(Source: Morreale, S.P., Osborn, M.M., & Pearson, J.C. (2001). Why communication is important: A rationale for the centrality of the study of communication. *Journal of the Association for Communication Administration*, 29, 1-25.)

Course Objectives: What You Will Learn in Introduction to Speech Communication

This course will enable students to meet the following instructional goals:

- Define the term communication by explaining elements of the communication process and describing the characteristics of four general communication contexts: Intrapersonal, interpersonal, small group, and public.
- Understand how cultural differences can improve intercultural communication.
- Understand how the self and perception shape our interactions with others
- Learn the task and relationship benefits of effective listening styles as well as the barriers to effective listening.
- Understand the principles of verbal messages and how to apply those principles to generate effective verbal messages.
- Learn the functions and channels of nonverbal communication and the role culture plays in the interpretation of nonverbal messages.
- Understand the process of interpersonal communication, including conversational skills, relationship stages and theories, and types of relationships, and apply these concepts in an analysis of an interpersonal relationship.
- Understand the process of small group communication, including member roles, group norms, leadership, and cohesiveness, and apply these concepts in the preparation for and presentation of a small group persuasive presentation.
- Plan, prepare, and deliver informative and persuasive presentations illustrating a working knowledge of audience analysis, research, critical reasoning skills, organization, outlining, natural delivery, and visual aids.

Classroom Climate/Expectations: Be Here, Completely

- Learning happens most effectively and enjoyably when all of the students and the instructor work together in a positive, productive, and hostile-free atmosphere. Therefore, please remember to be considerate and sensitive toward one another's cultures, experiences and viewpoints. Courtesy remains an important social and communicative skill. Therefore, you are expected to be alert and participate positively during class meetings.
- Verbal or nonverbal behaviors that disrupt the class, distract the teacher and/or students from teaching and learning, or negatively impact classroom climate will be considered inappropriate behavior. These behaviors include, but are not limited to, overt rudeness, use of inappropriate language (e.g., profanity), heckling other students during speeches, disparaging personal remarks about other students or the teacher, talking on cell phones, text messaging, sleeping, chatting, reading, or working on non-course related materials.
- *Students who act inappropriately may be asked to leave the class for the day and will receive an unexcused absence.*

Course Policies: Absences and Tardiness Can Lower Your Grade! Please Read This Section of the Syllabus Carefully!

Attendance: Your presence and involvement during class sessions is both a valued and necessary commodity for an optimal education experience for you and your classmates. In addition, much of the class work for this course has a highly interdependent component. *Others are relying on you to be present in class.* Therefore, **attendance for this course is mandatory.**

EACH UNEXCUSED ABSENCE WILL RESULT IN A 10-POINT PENALTY.

Obtaining an Excused Absence. Absences will be excused only for documented emergencies and for university-excused activities (e.g., illness, death in the family). **An excused absence requires students to fulfill the following TWO conditions:**

- **Notification.** First, notify your instructor by phone and/or email (s/he will provide you with this information the first week of class) as soon as you know you will not be able to attend class on a given day. You should attempt to notify your instructor prior to the class period on the day you will not be present. This will enable your instructor to plan for your absence if necessary. If you cannot notify your instructor prior to the class period, notify him/her as soon as possible thereafter. **If you need to miss multiple, consecutive classes for any reason, it is critical that you notify your instructor on each of the days you are absent.** Doing so will let your instructor know that you are still enrolled in the class and enable her/him to keep you up-to-date on course assignments.
- **In sum, in order for your absence to be excused you must maintain timely and consistent communication with your instructor.**
- **Documentation.** Your instructor will let you know what kind of documentation s/he needs in order to excuse your absence. **Students must provide documentation for excused absences immediately upon returning to class.** If there are mitigating circumstances that prevent a student from providing immediate documentation, students may request an extension from their instructor.

Tardiness: Please come to class on time. Arriving late interrupts the flow of the class and creates unnecessary distractions. Tardiness is defined as arriving after the roll has been taken or after the lecture or activity for a given class period has begun. **Students who are tardy can be marked absent.** If you anticipate having difficulty getting to class on time due to the location of a class the previous hour, contact your instructor.

Class Format/Participation: This class is a combination of lecture, discussion, and experiential activity. Your instructor will determine the specific combination of these approaches to learning for your section. Each student in the class needs to be committed to participating fully in each class session to maximize their educational experience. Your cooperation and willingness to share your insights is essential, and you are expected to come to class prepared to discuss assigned readings in a meaningful way. **In addition, it is critical that students understand that they are responsible for all the reading material, whether or not it is covered in lectures.**

Make-Up/Late Assignments: This course has two make-up/late assignment policies. **Read both carefully.**

- **Make-Up Assignments for Full Credit.** Make-up assignments for full credit will be permitted only in documented emergencies and university-excused absences and must be completed under conditions established by the instructor. **Note: Providing false documentation regarding an absence is considered a serious breach of the OSU academic misconduct policy and will incur the appropriate penalty.**
- **Make-Up Assignments for Partial Credit.** Make-up assignments for partial credit will be permitted in cases where students do not have a documented excuse **only at the discretion of the instructor.** **Make-up assignments for partial credit will incur a 20% penalty on each part of the assignment.**

Academic Misconduct: Penalties for intellectual misconduct or dishonesty are severe. For a complete explanation see Sections III, IV, and VII in OSU Student Rights and Responsibilities Governing Student Behavior.

Incompletes: A grade of “I” may be assigned only in cases that meet university requirements. Those requirements are presented in the which students satisfactorily complete two-thirds of the course requirements and only in cases in which students are unable to complete the remaining coursework during the semester **due to circumstances beyond their control**. Petitions for an “I” must be made to the course director as soon as possible, and must be submitted **prior** to the deadline for withdrawing from the university. Conditions for removing the “incomplete” will be made upon the approval of a request.

Passing the Course: *Students must complete all assignments to pass the course.*

Withdrawing from the Course: Students wishing to withdraw from SPCH 2713 must comply with university regulations for dropping a course. To receive a “W” you must be passing the course at the time of withdrawal.

Submission of Course Work for General Education Review: SPCH 2713 carries an “S” designation, enabling students to earn credit toward their Social and Behavioral Sciences general education hours. To maintain this designation, students in the course must meet a minimum writing requirement and submit their writing for review by the university. Your instructor will provide you with details on when and how to submit selected course writing assignments.

Revisions to the Course Handbook: The course director reserves the right to correct any errors in the course handbook.

Course Responsibilities/Requirements: Assignments for Intro to Speech Communication

Class Participation Assignments (Individual and Interpersonal)

Objectives: The Class Participation Assignments have at least three objectives:

1. To maximize student involvement in the learning process.
2. To enhance comprehension of textbook material that will appear on exams and quizzes.
3. To provide students with an opportunity to get public speaking experience and feedback.

For a Detailed Description of this Assignment and the Grading Criteria/Form See Pages 14-20

The Relationship Analysis Paper

Objective: To conduct an in-depth analysis of an interpersonal relationship.

For a Detailed Description of this Assignment and the Grading Criteria/Form See Pages 21-24

Small Group Problem-Solving Presentation

Objective: To experience the process of small group communication. In small groups students will select a significant social issue and, using the problem-solving sequence described in Chapter 10 in the textbook, will define and analyze that issue, identify possible solutions to the issue, evaluate those possible solutions, and select the best solution(s).

For a Detailed Description of this Assignment and the Grading Criteria/Form See Pages 25-31

The Persuasive Presentation

Objective: To persuade your audience to take specific action regarding a significant social issue.

For a Detailed Description of this Assignment and the Grading Criteria/Form See Pages 32-36

Penalties for Presentation Time Violations

Students will be penalized for presentations that violate the established time limits for this assignment. Specific penalties for each oral presentation are listed below. **Penalties for presentation time violations will be deducted from your delivery grade.**

Small Group Discussion	Penalty	Persuasive Presentation	Penalty
Less than 20:00	15 points	Less than 3:45	15 points
20:00-22:29	10 points	3:46-4:14	10 points
22:30-24:59	5 points	4:15-4:44	5 points
25:00-30:00	No Penalty	4:45-7:15	No Penalty
30:01-32:30	5 points	7:16-7:45	5 points
32:31-35:00	10 points	7:46-8:15	10 points
All presentations will be STOPPED at 35:00		All presentations will be STOPPED at 8:15	

Quizzes

There will be four (4) **ONLINE** quizzes. **Please read carefully the instructions below to complete them.**

1. You will need the **access code** you received with the textbook. Each access code may be used just ONCE for each quiz.
2. You may use your textbook for all of the quizzes. Read the assigned chapters BEFORE the quiz, because...
3. The quizzes will be timed. **You will have 40 minutes to complete the 30-item quizzes**, so...
4. Be sure you have a quiet and private setting to complete the quiz where you can complete the quiz in the allotted time. Once you've begun the quiz, the time limit begins and you will not be able to access the quiz a second time.
5. Access to the quizzes will be limited. See your course calendar for the dates the quizzes open and close. **No extensions will be given for ANY reason**, so you are encouraged to complete the quiz as early as possible in the allotted time period.
6. Complete the quiz ALONE.
7. **Recording the quiz items through any medium is strictly prohibited. Violation of this policy will result in a failing grade for the course.**

<i>Opening and Closing Dates and Times for Quizzes</i>			
Quiz #	Chapters Covered	Open Date/Time	Closing Date/Time
1	1-3	Wednesday, February 4 @ 7:00am	Tuesday, February, 10 @ 11:59pm
2	4-7	Monday, February 16 @ 7:00am	Thursday, February 19 @ 11:59pm
3	8-11	Monday, March 9 @ 7:00am	Friday, March 13 @ 11:59pm
4	12-16	Monday, April 6 @ 7:00am	Friday, April 10 @ 11:59pm

Exams

Please Bring GREEN scantrons for both exams.

Midterm. There will be a 60-item midterm exam that covers Chapters 1-7. This will be an objective test (multiple-choice, true-false, matching items). Each item on the exam will be worth 2 points. Multiply the number of correct answers by 2 to obtain your score.

Final. There will be a 60-item final exam that covers Chapters 8-16. This will be an objective test (multiple-choice, true-false, matching items). Each item on the exam will be worth 2 points. Multiply the number of correct answers by 2 to obtain your score.

Maximizing Exam Performance. Students can maximize their performance on exams by (1) reading the Chapters thoroughly on the assigned date, (2), defining the key terms at the end of each Chapter, and (3) completing the self-quizzes for each Chapter on the textbook website (see page 3 of this handbook for the link).

Students With Disabilities. Students with disabilities who need to take the exam at University Testing Services must submit the appropriate paperwork to his/her instructor at **least two weeks in advance of final exam week.**

Exam Security. Copying or recording the exam through any medium is strictly prohibited (e.g., cell phone cameras). Violation of this policy will result in a failing grade for the course.

Research Participation Requirement

Introduction to Speech Communication (SPCH 2713) *requires* each student to achieve *two units* of research experience. This may be fulfilled on one of two ways: 1) serving as a human participant in current research projects, or 2) researching and writing two 5- page papers on designated research topics. Paper topics must be approved by your instructor. ***Failure to complete this requirement will result in a deduction of 20 points for each unfulfilled unit (or 10 points for each unfulfilled half-unit) from your total grade.*** See the **Appendix A** for more information on this assignment.

You must complete your research participation requirement by Friday, May 1.

Videotaping of Presentations

For educational and research purposes some or all of the presentations in this course will be videotaped. Videotaped presentations may be used for educational and research purposes. Your instructor will provide you with further details on this practice.

University Syllabus Attachment

Below is the University syllabus attachment from the Division of Academic Affairs. The attachment contains policies regarding general academic issues at OSU: <http://osu.okstate.edu/acadaffr/aa/syllabus.htm>.

Calculate Your Grade

Assignment	Points Possible	Points Earned
Class Participation Assignments <ul style="list-style-type: none"> • Assignment 1 • Assignment 2 • Assignment 3 	25 25 25	_____ _____ _____
Midterm Exam (60 items; score multiplied by 2)	120	_____
Quizzes <ul style="list-style-type: none"> • Quiz 1 (due 9/12) • Quiz 2 (due 9/24) • Quiz 3 (due 10/13) • Quiz 4 (due 11/4) 	30 30 30 30	_____ _____ _____ _____
Relationship Analysis Paper	100	_____
Small Group Problem-Solving Presentation <ul style="list-style-type: none"> • Written Planning Report • Oral Presentation Phase <ul style="list-style-type: none"> ○ Group Grade _____ ○ Peer Evaluation Deduction - _____ ○ Group Grade Total _____ ○ Individual Grade _____ 	50 100 70	_____ _____ _____
Persuasive Presentation <ul style="list-style-type: none"> • Oral Presentation <ul style="list-style-type: none"> ○ Content (140) _____ ○ Delivery (105) _____ ○ Points Deducted for Time Penalty - _____ ○ Oral Presentation Total _____ • Written Planning Report (full-sentence outline and bibliography) _____ 	245 50	_____ _____
Final Exam (60 items; score multiplied by 2)	120	_____
<u>Minus Points Deducted for Failure to Complete Research Participation Requirement (must be completed by 5/1)</u> <ul style="list-style-type: none"> • Chapter 1 (20 points deducted for failure to complete) • Chapter 2 (20 points deducted for failure to complete) 		- _____ - _____
<u>Minus Points Deducted for Unexcused Absences</u>		- _____
Total	1050	_____

Grading Scale

945-1050 = A; 840-945.99 = B; 735-839.99 = C; 630-734.99 = D; Below 630 = F

A note on final grades: Final grades are determined by the point values above. Given the number of points available in the course, your percentage grade can be somewhat misleading and cause you to think you are closer to a higher grade than you actually are. For instance, while raising an 89% to an A seems like a small step, it would require adding 11 POINTS to your grade. As a consequence the point values are firm and grades will not be “rounded up.”

Appendix A Insert for Syllabus Outlining Research Participation Requirement

RESEARCH EXPERIENCE

Introduction to Speech Communication (SPCH 2713) *requires* each student to achieve *two units* of research experience. Units of research experience may be fulfilled on one of two ways: 1) serving as a human participant in current research project or 2) researching and writing 5-page papers on designated research topics. Paper topics must be approved by your instructor. **You must complete your research participation requirement by Friday, May 1.**

Failure to complete this requirement will result in a deduction of 20 points for each unfulfilled unit (or 10 points for each unfulfilled half-unit) from your total grade.

The Human Participant Option

First, you may volunteer to participate in an on-going research project. In this role you will serve as a human participant. These participation opportunities are posted on Sona, and are usually announced in class, and may be posted on the calendar on course website. The research projects have been reviewed by an independent ethical committee (University Institutional Review Board) whose members are drawn from across the entire academic community, and they are supervised by a faculty member from the Department of Psychology. Instructions for signing up for an experiment are as follows:

Students must register at <http://okstate.sona-systems.com>

- Click on **new participant** link.
- Enter your name, student ID number, and email address.
- A log-in and password will be sent to the email address entered.
- Once they have their log-in and password, students will go to the same website and complete a prescreening questionnaire before signing up for experiments.
- They would also go to this site to cancel.
- An email confirmation will be sent to the student whenever an appointment is established or cancelled.
- An email reminder will be sent to the student in the early evening prior to each appointment.

For your convenience, once you have established a username and password, write them in the spaces below:

Username _____ Password _____

When you register for an experiment, the time and place for your appearance are designated. **MAKE SURE YOU WRITE DOWN THIS INFORMATION AND THEN APPEAR! DON'T STAND THE EXPERIMENTER UP!**

A brief description of each experiment will appear in the Sona system or in the course announcements section as well as appearing on the class calendar. Students who show up at their scheduled time and place will receive credit for research participation. **Some experiments are worth .5 unit, others are worth 1 unit of research participation credit. It is your responsibility to appear at the designated time and place if you sign up as a participant.**

Receiving Credit for Completing the Prescreener

Students who complete the prescreener by Friday, January 30 will receive one unit of research participation credit.

Research Paper Option

A second means of satisfying the RESEARCH EXPERIENCE REQUIREMENT is to submit two, 5-page papers over designated research topics (each paper equals one unit of research participation credit). Your instructor **MUST APPROVE THE TOPIC**. You will prepare these typed, double-spaced papers and submit them to your instructor **on or before Friday, May 1.** Your instructor may establish specific writing or other requirements in regard to submitting these papers. Seek clarification from your instructor in a timely manner. The points you earn for the research paper(s) will depend upon their quality.

Of course, your Research Experience may come from any combination of the two options available.

Introduction to Speech Communication (SPCH 2713)—Course Calendar Spring 2015: Honors Section

	Date	Reading Assignment	Topic	Class Activity/Project/Assignments
1	1/12 1/14 1/16	Chapter 1 Chapter 1 Workshop: RAPs	Preliminaries to Communication Preliminaries to Communication The Relationship Analysis Paper	RAP guidelines, worksheet
2	1/19 1/21 1/23	MLK Day: No Class Chapter 2 Chapter 2	MLK Day: No Class The Self and Perception The Self and Perception	MLK Day: No Class
3	1/26 1/28 1/30	Meet in Small Groups Group Presentations Chapter 3	Meet in Small Groups Group Presentations Listening in Human Communication	Informative presentation preparation Informative presentations Individual CPAs 1-4, Interpersonal CPAs 1-4
4	2/2 2/4 2/6	Chapter 4 Chapter 4 Chapter 5	Verbal Messages Verbal Messages Nonverbal Messages	Individual CPAs 5-7 Individual CPAs 8-11, Interpersonal CPAs 5-7
5	2/9 2/11 2/13	Chapter 5 Chapter 6 Chapter 6	Nonverbal Messages Conversation Conversation	RAP worksheet due Interpersonal CPAs 8-11 Three-source reference lists due Individual CPAs 12-16
6	2/16 2/18 2/20	Chapter 7 Chapter 7 Midterm Exam	Interpersonal Relationships Interpersonal Relationships Midterm Exam	Individual CPAs 17-22 Individual CPAs 23-25 Midterm Exam
7	2/23 2/25 2/27	Chapter 8 Chapter 8 Chapter 9	Friends, Lovers, and Families Friends, Lovers, and Families Interpersonal, Group Conflict	Submit persuasive presentation topic Individual CPAs 26-33 Individual CPAs 34-39
8	3/2 3/4 3/6	Chapter 10 Chapter 11 Chapter 11	Small Group Communication Members and Leaders Members and Leaders	Relationship Analysis Paper due Individual CPAs 40-44 Individual CPAs 45-50 Small group reference lists due
9	3/9 3/11 3/13	Chapter 12 Chapter 12 Chapter 13	Topics, Audiences, and Research Topics, Audiences, and Research Supporting, Organizing the Speech	Preview persuasive presentation Source quality; APA style Individual CPAs 51-54
10	3/16- 3/20	Spring Break	Spring Break	Spring Break
11	3/23 3/25 3/27	Chapter 13 Chapter 13 Chapter 14	Supporting, Organizing the Speech Supporting, Organizing the Speech Style and Presentation in Public Speaking	Outline evaluation Outline evaluation Presentation evaluation Present PowerPoint samples
12	3/30 4/1 4/3	Chapter 14 Chapter 15 Chapter 16	Style and Presentation in Public Speaking Informative Speaking Persuasive Speaking	Individual CPAs 55-58 Individual CPAs 59-64 Individual CPAs 65-66
13	4/6 4/8 4/10	Chapter 16 Small Group Presentation Small Group Presentation	Persuasive Speaking Small Group Presentation Small Group Presentation	Self and Peer Evaluations Due Class Session Following Your Group Presentation
14	4/13 4/15 4/17	Small Group Presentation Small Group Presentation Small Group Presentation	Small Group Presentation Small Group Presentation Small Group Presentation	Planning Reports Due On the Date Of Your Presentation
15	4/20 4/22 4/24	Preparation Day Persuasive Presentations Persuasive Presentations	Preparation Day Persuasive Presentations Persuasive Presentations	Planning Reports Due On the Date Of Your Presentation
16	4/27 4/29 5/1	Persuasive Presentations Persuasive Presentations Persuasive Presentations	Persuasive Presentations Persuasive Presentations Persuasive Presentations	Planning Reports Due On the Date Of Your Presentations
17	5/6	Final Exam @ 10:00	Final Exam @ 10:00	Final Exam @ 10:00

Class Participation Assignment Descriptions: Individual Presentations

Assignment Description: For this assignment students will prepare three 3-minute presentations. Please read the descriptions provided below carefully and ask the instructor questions if you are not sure what you are supposed to do.

Assignment Guidelines

- The presentations involve providing summaries of and examples of textbook material. Presentations must have an introduction, body, and conclusion.
- Presentations will follow the protocol below:
 - Go to the front of the room and wait on my signal to begin.
 - Presentations must contain three parts:
 - Introduction
 - Body (with transitions)
 - Conclusion (your conclusion should let us know you're finished—no need to say “that’s all folks”!)
 - Wait in the front of the room for questions, comments after your conclusion; I’ll let you know when you can return to your seat.

Grading Criteria

- The grading criteria for these 25-point assignments are presented in the grading form on page 20. Read them carefully and ask questions if you need clarification.

Specific Assignment Descriptions

Chapter 3

Barriers to Listening

- **Assignment 1:** Provide a 3-minute overview of barriers to listening caused by physical and mental distractions. Include a detailed personal experience that incorporates one or more of these listening barriers.
- **Assignment 2:** Provide a 3-minute overview of barriers to listening caused by biases and prejudices. Include a detailed personal experience that incorporates one or more of these listening barriers.
- **Assignment 3:** Provide a 3-minute overview of barriers to listening caused by lack of appropriate focus. Include a detailed personal experience that incorporates one or more of these listening barriers.
- **Assignment 4:** Provide a 3-minute overview of barriers to listening caused by premature judgment. Include a detailed personal experience that incorporates one or more of these listening barriers.

Chapter 4

Principles of verbal communication

- **Assignment 5:** Make a 3-minute presentation of the principle of cooperation and discuss how the four maxims have played a role in social situations you’ve experienced.
- **Assignment 6:** Make a 3-minute presentation of the principles of peaceful relations, face-saving, and self-denigration, and discuss how each principle has played a role in social situations you’ve experienced.
- **Assignment 7:** Make a 3-minute presentation of the principles of directness, politeness, and assertiveness, and discuss how each principle has played a role in social situations you’ve experienced.

Deception

- **Assignment 8:** In a 3-minute presentation give a specific example of when you or someone you know told a pro- social lie. Discuss the outcome of the lie.
- **Assignment 9:** In a 3-minute presentation give a specific example of when you or someone you know told a self-enhancement lie. Discuss the outcome of the lie.
- **Assignment 10:** In a 3-minute presentation give a specific example of when you or someone you know told a selfish lie. Discuss the outcome of the lie.
- **Assignment 11:** In a 3-minute presentation give a specific example of when you or someone you know told an anti-social lie. Discuss the outcome of the lie.

Chapter 6

Excuses

- **Assignment 12:** In a 3-minute presentation discuss a situation when you gave an “**I didn’t do it**” **excuse** to someone for some indiscretion (or someone had to give you an excuse for something they did). Discuss the effectiveness of the excuse and the effect it had on your relationship.
- **Assignment 13:** In a 3-minute presentation discuss a situation when you gave an “**It wasn’t so bad**” **excuse** to someone for some indiscretion (or someone had to give you an excuse for something they did). Discuss the effectiveness of the excuse and the effect it had on your relationship.
- **Assignment 14:** In a 3-minute presentation discuss a situation when you gave a “**Yes, but...**” **excuse** to someone for some indiscretion (or someone had to give you an excuse for something they did). Discuss the effectiveness of the excuse and the effect it had on your relationship.

Apologies

- **Assignment 15:** In a 3-minute presentation discuss two situations in which someone **apologized** to you for some indiscretion, one in which the apology was effective, the other in which the apology was ineffective.

Advice giving

- **Assignment 16:** In a 3-minute presentation discuss two instances when you sought **advice from your parents**, one in which the advice turned out to be good, the other in which the advice turned out to be bad; and two instances when you sought **advice from your friends**, one in which the advice turned out to be good, the other in which the advice turned out to be bad.

Chapter 7

Stages in relationships in song

Assignment 17: Select a song that references the Contact stage of relationships. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Contact stage.

Assignment 18: Select a song that references the Involvement stage of relationships. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Involvement stage.

Assignment 19: Select a song that references the Intimacy stage of relationships. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Intimacy stage.

Assignment 20: Select a song that references the Deterioration stage of relationships. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Deterioration stage.

Assignment 21: Select a song that references the Repair stage of relationships. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Repair stage.

Assignment 22: Select a song that references the Dissolution stage of relationships. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Dissolution stage.

Relationship Theories

Assignment 23: In a 3-minute presentation discuss the key provisions of attraction theory and relationship rules theory and how they apply to relationships you’ve participated in or observed.

Assignment 24: In a 3-minute presentation discuss the key provisions of relationship dialectics theory and social penetration theory and how they apply to relationships you’ve participated in or observed.

Assignment 25: In a 3-minute presentation discuss the key provisions of social exchange theory and equity theory and how they apply to relationships you’ve participated in or observed.

Chapter 8

Friendship

- **Assignment 26:** Select a song that references the values we look for in friendship. Play about one minute of the song, and then discuss what specific values of friendship it represents.

- **Assignment 27:** Select a song that references the values we look for in friendship. Play about one minute of the song, and then discuss what specific values of friendship it represents.

Love types in song

- **Assignment 28:** Select a song that references the Eros love type. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Eros love type.
- **Assignment 29:** Select a song that references the Ludus love type. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Ludus love type.
- **Assignment 30:** Select a song that references the Storge love type. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Storge love type.
- **Assignment 31:** Select a song that references the Pragma love type. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Pragma love type.
- **Assignment 32:** Select a song that references the Mania love type. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Mania love type.
- **Assignment 33:** Select a song that references the Agape love type. Play about one minute of the song, and then discuss how specific lyrics of the entire song represent the Agape love type.

Chapter 9

Conflict is a natural part of all relationships. The manner in which is handled often determines the health and length of a given relationship. Research indicates that conflict involves one of six general issues. To help the class obtain a better understanding of conflict, describe a conflict you have experienced that was based on the issue assigned to you (see below). In your description, address Questions 1-8 below. **Important: Don't simply respond to the questions below—weave them into your narrative.**

Conflict Issues:

- Intimacy issues: **Assignment 34**
- Power issues: **Assignment 35**
- Personal flaws: **Assignment 36**
- Personal distance: **Assignment 37**
- Social issues: **Assignment 38**
- Distrust issues: **Assignment 39**

In your description, address (but don't merely respond to) the following **8** questions:

1. Did your conflict involve content, relationship issues or a combination of the two?
2. What were the physical, sociopsychological, temporal factors, and cultural aspects of the conflict?
3. To what extent did you and the other person follow the suggested pre-conflict guidelines?
4. What factors influenced your choice of conflict strategies?
5. What conflict style(s) did you and the other person use?
6. What productive and unproductive conflict management strategies did you and the other person use?
7. What were the positive and negative consequences of the conflict? To what factors would you attribute these consequences?
8. What did you and the other person learn about conflict in general from this conflict?

Chapter 10

Types of groups

- **Assignment 40:** Make a 3-minute presentation on the types and specific nature of **idea generation groups** and discuss your specific experience in them.
- **Assignment 41:** Make a 3-minute presentation on the types and specific nature of **personal growth groups** and discuss your specific experience in them.
- **Assignment 42:** Make a 3-minute presentation on the types and specific nature of **information-sharing groups** and discuss your specific experience in them.
- **Assignment 43:** Make a 3-minute presentation that describes the **problem-solving sequence for groups** and discuss your specific experience in them.
- **Assignment 44:** Make a 3-minute presentation on the types and specific nature of **problem-solving groups at work** and discuss your specific experience in them.

Chapter 11

Group member roles

- **Assignment 45:** Make a 3-minute presentation on three **Group Task roles** that includes examples of how these roles have been enacted in your group.
- **Assignment 46:** Make a 3-minute presentation on three **Group Maintenance roles** that includes examples of how these roles have been enacted in your group.
- **Assignment 47:** Make a 3-minute presentation on three **Individual roles** that includes examples of how these roles were enacted in past groups in which you've participated.

Interaction Analysis Process

- **Assignment 48:** Make a 3-minute presentation on **Interaction Process Analysis** and discuss how using IPA might help improve communication in a group (even your own!).

Styles of leadership

- **Assignment 49:** Make a 3-minute presentation on each style of leadership presented in Chapter 11 (see the Understanding Theory and Research box and Table 12.2). Discuss how three of these styles have been enacted by leaders you've encountered.

Approaches to leadership

- **Assignment 50:** Make a 3-minute presentation on each approach to leadership presented in Chapter 11 (there are four). Discuss how three of these styles have been enacted by leaders you've encountered.

Chapter 13

Forms of support

- **Assignment 51:** Make a 3-minute presentation on how a speaker might use examples, illustrations, narratives, and analogies in a presentation.
- **Assignment 52:** Make a 3-minute presentation on how a speaker might use definitions, testimony, and numerical data in a presentation.

Outline patterns

- **Assignment 53:** Make a 3-minute presentation describing the temporal, spatial, and topical outline patterns and discuss when a speaker might use each in a presentation. Provide brief examples of each on PowerPoint slides.
- **Assignment 54:** Make a 3-minute presentation describing the problem-solution, cause-effect/effect-cause, and motivated sequence outline patterns and discuss when a speaker might use each in a presentation. Provide brief examples of each on PowerPoint slides.

Chapter 14

- **Assignment 55:** Make a 3-minute presentation in which you define and give examples of alliteration, antithesis, and hyperbole used in a public presentation (current or past).
- **Assignment 56:** Make a 3-minute presentation in which you define and give example of irony, metaphor, and metonymy used in a public presentation (current or past).
- **Assignment 57:** Make a 3-minute presentation in which you define and give example of personification, rhetorical question, and simile used in a public presentation (current or past).
- **Assignment 58:** Make a 3-minute presentation in which you define and give an example of synecdoche and oxymoron used in a public presentation (current or past).

Chapter 15

Assignment 59: In a 3-minute presentation, describe/explain something to the class. **Visual aids and/or props are required.**

Assignment 60: In a 3-minute presentation, describe/explain something to the class. **Visual aids and/or props are required.**

Assignment 61: In a 3-minute presentation, define a concept or term to the class. **Visual aids and/or props are required.**

Assignment 62: In a 3-minute presentation, define a concept or term to the class. **Visual aids and/or props are required.**

Assignment 63: In a 3-minute presentation, show the class how to do or make something. Visual aids and/or props are required.

Assignment 64: In a 3-minute presentation, show the class how to do or make something. Visual aids and/or props are required.

Chapter 16

Assignment 65: In a 3-minute presentation, describe and give one recent example from the media of the following fallacies of reasoning: Anecdotal evidence, straw man, appeal to tradition.

Assignment 66: In a 3-minute presentation, describe and give one recent example from the media of the following fallacies of reasoning: Bandwagon, testimonial, thin entering wedge.

Class Participation Assignment Descriptions: Interpersonal Assignments

Each student will participate in one interpersonal assignment. These assignments, which are described below, will **not** be graded.

Chapter 3

Styles of Effective Listening

- **Assignment 1:** In front of the class one student will play the role of speaker and the other student will play the role of listener. For this assignment the speaker will **tell his/her partner how to do or make something**. Once the speaker has completed his/her part of the assignment, I will ask the listener to discuss which style(s) of effective listening were most relevant to what the speaker said.
- **Assignment 2:** In front of the class one student will play the role of speaker and the other student will play the role of listener. For this assignment the speaker will **tell his/her partner his/her opinion on a controversial issue that many people he/she knows disagree with**. Once the speaker has completed his/her part of the assignment, I will ask the listener to discuss which style(s) of effective listening were most relevant to what the speaker said.
- **Assignment 3:** In front of the class one student will play the role of speaker and the other student will play the role of listener. For this assignment the speaker will **tell his/her partner about his/her biggest failure**. Once the speaker has completed his/her part of the assignment, I will ask the listener to discuss which style(s) of effective listening were most relevant to what the speaker said.
- **Assignment 4:** In front of the class one student will play the role of speaker and the other student will play the role of listener. For this assignment the speaker will **tell his/her partner about his/her greatest accomplishment**. Once the speaker has completed his/her part of the assignment, I will ask the listener to discuss which style(s) of effective listening were most relevant to what the speaker said.

Chapter 4

Disconfirmation, rejection, and confirmation

- **Assignment 5:** See the practice situations about confirming, rejecting, and disconfirming communication in the chapter. I will ask one student to play Enrique and one student to play Enrique's father/mother. For the situation involving Enrique, Enrique's father/mother will provide a confirming, rejecting, and disconfirming response.
- **Assignment 6:** See the practice situations about confirming, rejecting, and disconfirming communication in the chapter. I will ask one student to play Elizabeth and one student to play Elizabeth's friend. For the situation involving Elizabeth, Elizabeth's friend will provide a confirming, rejecting, and disconfirming response.
- **Assignment 7:** See the practice situations about confirming, rejecting, and disconfirming communication in the chapter. I will ask one student to play Candi's colleague and one student to play Candi. For the situation involving Candi's colleague, Candi will provide a confirming, rejecting, and disconfirming response.

Chapter 6

Initiating and terminating conversations

Assignment 8:

- Instructions for Person A: Imagine you are standing in line at the Student Union box office to buy some concert tickets. Although you don't know the person behind you, you find him/her very interesting and begin a conversation with him/her. After a few exchanges the other person may try to communicate that he/she is not interested in continuing the conversation, but you persist in attempting to engage them.

- Instructions for Person B: You are standing in line at the Student Union box office to buy some concert tickets. The person in front of you, whom you do not know, strikes up a conversation. You do not find this person very interesting, and while you politely take part in the conversation at first, after a couple of exchanges you begin to communicate nonverbally that you do not wish to continue the conversation.

Assignment 9:

- Instructions for Person A: Imagine you are standing in line at the Student Union box office to buy some concert tickets. Although you don't know the person behind you, you begin a conversation with him/her to pass the time. Once you've purchased your tickets you quickly say goodbye and begin to leave. The other person is persistent in trying to keep the conversation going so you communicate nonverbally, politely at first, that you need to go.
- Instructions for Person B: You are standing in line at the Student Union box office to buy some concert tickets. The person in front of you, whom you do not know, strikes up a conversation. You find this person very interesting and even after he/she has purchased his/her ticket, you try subtly at first and then more forcefully to keep the conversation going.

Turn-taking

Assignment 10:

- Instructions for Person A: Talk to your partner about a topic that is very important and interesting to you. After about 30 seconds your partner will indicate that they wish to speak. Do not let them. Continue to talk about your topic, doing everything you can verbally and nonverbally to maintain the floor.
- Instructions for Person B: Your partner will speak to you about a topic they are very interested in. Listen attentively for about 30 seconds, then attempt to let your partner know your opinion about the topic. Use subtle verbal and nonverbal cues at first, but increase their forcefulness if you have difficulty getting a chance to speak.

Assignment 11:

- Instructions for Person A: Talk to your partner about a topic that is very important and interesting to you. After about 30 seconds ask your partner what they think about the topic. Your partner may indicate an unwillingness to take the floor. Use subtle verbal and nonverbal cues to attempt to get your partner to take the floor, but increase the forcefulness of those cues if your partner resists.
- Instructions for Person B: Your partner will speak to you about a topic they are very interested in. Listen attentively for about 30 seconds, he or she will ask you what you think about the topic. Refuse to take the floor. Use subtle verbal and nonverbal cues at first, but increase their forcefulness to indicate that you do not wish to speak.

**Class Participation Assignments
Evaluation Form
(Each criterion is worth 5 points)**

Name _____ Section # _____

<i>Criterion</i>	<i>Points Earned</i>
The speaker covered the material assigned to her/him clearly and completely.	
The speaker used appropriate and creative examples to illustrate the material assigned to her/him.	
The speaker provided a clear introduction, clear transitions, and a clear conclusion in her/his presentation.	
The speaker demonstrated effective facial, vocal, and kinesic expressiveness.	
The speaker demonstrated her/his preparedness by speaking extemporaneously, making consistent and meaningful eye contact and relying minimally on her/his notes.	
<i>Comments:</i>	
<i>Total Points</i>	_____

The Relationship Analysis Paper Assignment Description

Objective: To conduct an in-depth analysis of an interpersonal relationship.

Rationale: Establishing and maintaining satisfying and effective interpersonal relationships can improve the quality of our personal and professional lives. **Textbook Reference:** Chapters 1-9.

Assignment Description: A 5-page, typed (double-spaced, 12-point font, 1-inch margins on all sides) paper that analyzes a **current or past relationship involving you and one other person**. The relationship may be a positive/successful or negative/unsuccessful one (but keep in mind that most relationships are a combination of those dimensions). A one-page worksheet for this assignment is due **February 9** The completed paper is due **March 2**.

Potential relationship partners include, but are not limited to, the following:

- A romantic partner (boyfriend/girlfriend, spouse)
- A close friend (same-sex or cross-sex)
- A roommate
- An immediate family member (parent, step-parent, sibling)
- An extended family member (grandparent, aunt, uncle, niece, nephew)
- A co-worker or boss

Conceptual/Theoretical Approaches

The textbook provides numerous conceptual/theoretical approaches for your analysis, depending on the specific relationship you choose to analyze. Suggestions are presented below:

- **Chapter 1** (preliminaries to human communication)
 - Principles of human communication: Select 2-3 of the principles of human communication and describe how present a challenge for your relationship.
 - The competent communicator: Select 2-3 themes of communication competence and analyze how they hinder your relationship.
- **Chapter 2** (addresses how perceptions of the self, others, and the environment affect communication and relationships):
 - Self-awareness: Analyze how the sizes of the Johari windows affect the communication in your relationship.
 - Self-esteem: Analyze how you and other person support and attack your self-esteem.
 - Self-disclosure. Self-disclosure is discussed at considerable length, including the factors that influence self-disclosure, the rewards and dangers of self-disclosure, and guidelines for self-disclosure.
 - Impression formation processes: Analyze how 2-3 impression formation processes cause problems in your relationship.
- **Chapter 3** (addresses listening)
 - Listening barriers: Analyze how 2-3 listening barriers cause problems in your relationship.
 - Styles of effective and ineffective listening: Analyze how 2-3 dimensions of effective and ineffective listening cause problems in your relationship.
- **Chapter 4:** Verbal Messages.
 - Principles of verbal messages: Analyze how three principles of verbal messages cause problems in your relationship.
 - Disconfirmation and confirmation: Analyze the disconfirming and confirming patterns of communication in your relationship.
 - Using verbal messages effectively: Address how the three of the ineffective uses of verbal messages cause problems in your relationship.
- **Chapter 5:** Nonverbal Messages.
 - Functions of nonverbal communication: Analyze the relative effectiveness of the nonverbal communication in fulfilling three functions of nonverbal communication.
 - Channels of nonverbal communication: Analyze the relative effectiveness of the types of nonverbal communication in your relationship.
 - Nonverbal communication skills: Analyze the decoding and encoding competence of the nonverbal communication in your relationship.
 - Note: These three topics could very easily be intertwined.

- **Chapter 6:** This Chapter addresses the process of conversation, including feedback and feedforward, conversation management, conversational strategies (the disclaimer and the excuse), and critical conversational skills, including, dialogue, mindfulness, flexibility, cultural sensitivity, metacommunication, openness, empathy, positiveness, immediacy, interaction management, and other-orientation. In numerous studies addressing the issue of communication competence, the ability to manage a conversation is best predictor of communication satisfaction.
- **Chapter 7** (focuses primarily on romantic relationships, but can be applied to all types of relationships):
 - Knapp’s model of relationship stages (see Table 8.1): You might analyze how a relationship “came together” and/or “came apart.” You need not analyze every stage—focus on those most critical in the relationship you have chosen to analyze.
 - The six-stage relationship model (see Figure 8.1). This is a condensed version of the Knapp model. Again, you may focus on how the relationship came together during the contact, involvement and intimacy stages, how it came apart in the repair, deterioration, and dissolution stages, or some combination of those stages.
 - If you choose to analyze an online relationship, see Table 8.2 for online relationship stages.
 - Attraction theory: Using attraction theory you might discuss what factors brought and keep you together.
 - Using a rules theory approach, you might analysis the extent to which you and your partner adhere to 3-4 of the eight rules identified by Baxter.
 - Relational dialectics theory argues that people in a relationship experience dynamic tensions between pairs of opposing motives or desires: Closedness-openness, autonomy-connection, and novelty-predictability. Select 2-3 of these dialectics and apply them to your relationship.
 - Social penetration theory (see Figure 8.2): This theory focuses on how communication increases in depth and breadth as the intimacy of a relationship intensifies. Analyze this process in your relationship, explaining why you and your partner felt comfortable with increases in communication depth and breadth.
 - Social exchange theory claims that you develop relationships that will enable you to maximize your profits, which are calculated by subtracting the costs of remaining in a relationship from the rewards of remaining in a relationship. We intuitively assess our relationships in this manner on a consistent basis. An analysis of a relationship using social exchange theory would begin with a general assessment of your satisfaction/dissatisfaction with the relationship, and use the cost-benefit analysis as a means of illustrating why you hold a specific level of satisfaction/dissatisfaction.
 - Equity theory expands on social exchange theory by focusing on the relative rewards and costs of **both** persons in a relationship. Your analysis using equity theory would determine whether you are in an equitable relationship—that is, one in which each person derives rewards that are proportional to his or her costs.
 - The dark side of interpersonal relationships: Relationships sometimes have “dark” sides that are characterized by verbal and emotional abuse, physical abuse, and/or sexual abuse. These behaviors typify an unhealthy relationship; however, people sometimes stay in unhealthy relationships for a variety of reasons. If you choose this theme, we hope that you are describing a **past** relationship. If it describes a current relationship, your analysis may be the impetus for you to terminate that relationship. Keep in mind that if you describe patterns of abuse that threaten your physical well-being, your instructor will be obliged to discuss the relationship with you and refer you to an appropriate professional.
- **Chapter 8** (focuses primarily on friendships but can be applied to all types of relationships):
 - We typically select friends who will help to satisfy our basic growth needs. Using the five values we look for in friends, analyze the extent to which one of your friends meets these values. You need not address all five needs.
 - Friendship and Communication I: Analyze how and why the depth and breadth of your communication has changed during the development of your friendship (see the section on social penetration theory in Chapter 8).
 - Friendship and Communication II: Analyze the relational dialectics in your friendship (see Chapter 8).
 - Friendship and Communication III: Analyze your friendship using social exchange theory (see Chapter 8).
 - Friendship and Communication IV: Analyze your friendship using equity theory (see pages see Chapter 8).
 - Love types: Analyze the extent to which you and your partner conform to the six types of love. What is your predominant love type? Your partner’s? How compatible are they? Stages of friendship: Analyze how your friendship developed from initial contact and acquaintanceship through casual friendship to close and intimate friendship.
 - Families and Communication: The text identifies four general communication patterns that characterize interpersonal relationships within families. To what extent do these different patterns describe your communication with a specific family member?
- **Chapter 9** (focuses on interpersonal conflict)
 - Principles of conflict: How did content and relationship issues affect your conflict? What were the positive and negative aspects of your conflict? How did context affect your conflict? What conflict styles did you and your partner use in your conflict?
 - Preliminaries to conflict: How did you and your partner prepare for the conflict? What did you and your partner do after the conflict? What factors influenced your choice of conflict styles? To what extent did you follow the stages of conflict management?
 - Conflict management strategies: How would you describe you and your partners’ conflict management strategies?

The Relationship Analysis Paper Grading Criteria

The introduction immediately included a clear, definitive, and compelling thesis statement directly related to a selected theoretical/conceptual approach from the textbook that provided direction for the entire paper, a clear preview of the main points of the paper, and contained no extraneous or superfluous information. Excellent introductions begin immediately with a strong thesis statement that is declarative and takes a point of view. Use the theoretical /conceptual framework you select as a frame of reference. Follow your thesis statement with a preview of your main points. **Your thesis statement should be compelling; that is, it should pique the interest of the reader and provoke an enthusiastic response that makes the reader look forward to reading the paper.** This will help keep you focused on the thesis of the paper, and provides the reader with a clear set of expectations for what is to follow. Avoid the temptation to include extraneous, superfluous information to your introduction.

The paper addressed a manageable number of clearly-stated main points, and paragraphs of the paper fully and coherently developed a clearly-stated main idea that was referenced in the preview and was directly related to the thesis statement. Make certain that the first sentence of each paragraph is a clearly stated main point and that you develop each paragraph completely. Make sure that each paragraph is directly related to your thesis statement and reflects one of the main points presented in your preview. In a 4-5-page paper it is possible to cover 2-3 main points thoroughly. The purpose of this paper is not to discuss how a variety of interpersonal communication issues were relevant. The purpose of this paper is to provide an in-depth analysis of a of the 2-3 main ideas that are/were most significant in your relationship.

The paper provided a genuine analysis (rather than a mere description) of the selected interpersonal relationship, and provided specific, contextualized examples of interactions to support claims made about the relationship. While a detailed description of interactions is necessary to characterize a relationship, a critical analysis must go beyond simply describing events by providing explanations (the why), interpretations (the meaning), and/or consequences (the effect/outcome) of those events. To sufficiently support a main idea, evidence must be specific and contextualized. Don't merely say that "Joe spends a lot of time judging me." Such a statement is an inference. Inferences need to be supported with behaviors. Give specific examples of when Joe judged you: "When Mary suggested that we go to a play at the Seratean Center, Joe scoffed and stated 'That's a stupid idea. Plays are boring.'" These examples provide specific behaviors that Joe exhibited in specific circumstances.

The paper demonstrated creative insight about the analyzed relationship and about interpersonal relationships in general. The textbook and the theoretical/conceptual approaches to interpersonal relationships provide you with considerable background on the study of interpersonal relationships. Incorporate key terms from these readings into your paper. This criterion also focuses on the level of insight your paper demonstrates. Your paper should demonstrate that you have engaged in reflective thinking about the interpersonal communication. Readers of a creative paper will find themselves thinking "I hadn't thought about that" or "I never looked at it that way." Creative insight is typically best generated in analyses that examine relationships in their complexity.

The paper was clearly and coherently organized, written in a clear and concise manner, and was free of spelling and grammatical errors. Writing a good preview will help you fulfill this criterion in a competent manner. Each main idea of your paper should follow logically from the preceding main idea so that the paper flows freely and the reader can anticipate what comes next. This criterion focuses on the sentence structure of your paper. Write simple, direct, active sentences, and when you write compound or complex sentences (like this one!), be sure to use appropriate punctuation patterns and connectors (and, or, but). Also make sure you avoid sentence fragments and run-on sentences that often occur when one writes the same way he or she speaks. Proofread. Proofread. Proofread. The most common spelling and grammatical errors often occur when a paper is a first draft written at the last minute.

**Relationship Analysis Paper
Evaluation Form
(Each criterion is worth 5 points)**

Name _____ Section # _____

<u>Criterion</u>	<u>Points Earned</u>
The introduction <u>immediately</u> included a clear, definitive, and compelling thesis statement directly related to a selected theoretical/conceptual approach from the textbook that provided direction for the <u>entire</u> paper, a clear preview of the main points of the paper, and contained no extraneous or superfluous information.	
The paper addressed a manageable number of clearly-stated main points, and paragraphs of the paper fully and coherently developed a clearly-stated main idea that was referenced in the preview and was directly related to the thesis statement.	
The paper provided a genuine <u>analysis</u> (rather than a mere description) of the selected interpersonal relationship, and provided specific, contextualized examples of interactions to support claims made about the relationship.	
The paper demonstrated creative insight about the analyzed relationship and about interpersonal relationships in general.	
The paper was clearly and coherently organized, written in a clear and concise manner, and was free of spelling and grammatical errors.	
<u>Comments:</u>	
<u>Total Points</u> <u>X 4 =RAP Score</u>	_____

Small Group Problem-Solving Presentation Assignment Description

Objective: To experience the process of small group communication. In small groups students will select a significant social issue and, using the problem-solving sequence described in Chapter 10 in the textbook, will define and analyze that issue, identify possible solutions to the issue, evaluate those possible solutions, and select the best solution(s).

Rationale: This assignment provides the opportunity to learn to function effectively in a small group context. According to the textbook, small groups are the basic building blocks of our society. Families, work teams, support groups, religious circles, and study groups are some examples of the groups on which our society is built. Membership in small groups is both common and important. Research has consistently documented teamwork as one of the most important skills for personal and professional success. Working in groups can be very gratifying or very frustrating (or both). The probability of having a positive group experiences is enhanced when every group member makes a significant contribution to the group effort.

Preliminary Assignments: To help you prepare for the small group presentation I am assigning the following tasks:

- **Three-source reference list:** Each individual group member will submit a three-source reference list in APA format. Center the word “References” at the top of the page, then list your references. Put your name in the bottom right hand corner. **This assignment is due February 13.**
- **Draft of reference list:** Each group will submit a draft of its reference list in APA format. The draft will consist of the individual group members’ three-source reference lists and at least two additional references per group member. Note that APA formatting rules require the draft reference list to be alphabetized. **This assignment is due March 6.**

Oral Component: A 25-30 minute in-class persuasive presentation. The problem-solving presentation will be followed by a 10-15 minute forum. Small group presentations must conform to the Problem-Solving Sequence in Chapter 10 in the textbook.

Written Components: An 10-12 page **double-spaced** planning report. The planning report consists of two documents:

- A presentation outline. **Outlines must reflect the principles of parallelism, coordination, subordination, and division presented below and at the following link: <http://owl.english.purdue.edu/owl/resource/544/01/>:**
 - Parallelism: Each main, sub, or subordinate point must be **one** complete sentence.
 - Coordination: Headings with the same notation must represent the same level of significance.
 - Subordination: Ideas in the outline must reflect appropriate levels of subordination.
 - Division: All points in the outline must be divided into at least two subpoints.
- A reference list in APA style containing **a minimum of twelve (12) sources**. All sources in the references must be cited in the presentation and all sources cited in the presentation must be listed in the references.
- **Please submit ONE hard copy by and ONE electronic copy of your planning report. The electronic copy is due by 9:00am the morning of your presentation.**
- **Note: Your instructor may provide you with sample outlines and reference lists to assist you.**

Evaluation: You will receive four (4) grades for this assignment:

- A group grade for your small group persuasive presentation (100 points). **In most cases, all group members will receive one grade for this part of the assignment. However, in cases where specific group member(s) do not contribute sufficiently to the group presentation, the instructor reserves the right to assign a different grade to those group members.**
- An individual grade based on the quality and quantity of your contributions to the presentation and on your delivery skills (70 points).
- An evaluation of the small group problem-solving planning report (50 points). Your instructor will provide you with specific guidelines s/he wishes you to follow for this assignment. **See the course calendar for the due date.**
- **Peer evaluations of your participation in and contribution to the group’s preparation for the in-class presentation. See pages 30 and 31 of this handbook for guidelines and a form to evaluate your group members and yourself. Peer evaluations are due the class period following your group presentation. Late submissions will be penalized five points.**

Use of Multimedia. Given the length of this presentation, groups are encouraged to use multimedia in a judicious manner. Visual aids that enhance the audience’s ability to comprehend material presented orally and that serve to maintain the audience’s ability to attend to that information are encouraged. Various forms of visual information are well suited to this presentation, including but not limited to, pictures, illustrations, graphs, tables, pie charts, and maps. See pages 316-326 for guidelines on visual aids.

Multimedia can also be used to “signpost” your presentation. For instance, you can use PowerPoint slides to announce each section of the Problem-Solving Sequence to help your audience track transitions from one main point to the next. Do not put your entire outline, or even parts of it, on PowerPoint slides. This will tempt you to read the slides and significantly hinder your presentation skills.

Important: Insert “blank” slides before, between, and following all content slides. If you do not know how to do this, ask your instructor.

Penalty for Presentation Time Violations: Students will be penalized for presentations that violate the established time limits for this assignment. **See page 9 in the syllabus for details.**

An Important Note on Working in Groups: Working in groups can be very gratifying or very frustrating (or both). The probability of having a positive group experiences is enhanced when every group member makes a significant contribution to the group effort. **In most cases, all group members will receive one grade for this part of the assignment. However, in cases where specific group member(s) do not contribute sufficiently to the group presentation process, the instructor reserves the right to assign a different grade to those group members. Group members should report any difficulties to their instructor as soon as they develop. In instances where an individual has failed to contribute in any meaningful way to the group’s preparation, he/she may be prohibited from participating in the group project and will receive a zero for the assignment.**

Small Group Problem-Solving Presentation Evaluation Form
Planning Report Evaluation Form
(Each criterion is worth five points)

The persuasive presentation planning report consists of two documents: A **full-sentence outline** of the presentation and a **bibliography**. The grading criteria for these documents are listed below.

Topic _____

<u>Criterion</u>	<u>Points Earned</u>
The outline was a fully developed abstract of the delivered presentation, was appropriate in length given the time constraints, and all items were directly related to the purpose and thesis of the presentation.	
The outline was formatted correctly (indentation, spacing, margins, in-text source citations, cover page, page numbers) and consisted of single, complete, grammatically correct sentences.	
The outline appropriately distinguished main ideas, subpoints, and subordinate points, used proper notation, and was labeled appropriately using the Problem-Solving Sequence.	
All items in the outline were divided appropriately into two or more points of equivalent importance.	
The reference list contained a <u>sufficient number</u> of relevant, accurate, high-quality sources; included various types of sources; and was formatted correctly using APA style. In addition, all sources in the reference list were cited both orally and in the outline, and all sources in the outline were included in the reference list.	
<u>Comments:</u>	
<u>Total Points for Planning Report</u>	_____
<u>Multiplied By 2 = Planning Report Grade</u>	_____

Small Group Problem-Solving Presentation Evaluation Form
(Each criterion is worth five points)

Topic _____ Date _____ Time _____

<u>CRITERIA</u>	Points
<u>Introduction</u> : The group used a unique, creative attention-getting device that truly captured the attention of the audience and flowed easily into the orientation phase , which established the importance of the topic to the audience, established speaker-audience-topic relationships, established speaker credibility, and oriented the audience to the topic by presenting a clear preview of the main points of the presentation.	
<u>Problem Identification and Analysis</u> : The group clearly identified and analyzed the duration, causes, and effects of the problem.	
<u>Establishing Criteria for Evaluating Solutions</u> : The group clearly and thoroughly established practical and value criteria for evaluating potential solutions to the problem.	
<u>Identification of Possible Solutions</u> : The group identified possible solutions in sufficient quantity and quality.	
<u>Evaluation of Solutions</u> : The group systematically evaluated each solution with relevant criteria established earlier in the presentation.	
<u>Selection and Implementation of Best Solution(s)/Conclusion</u> : The group described the process by which it selected the solution to its problem, discussed how that solution would be implemented, and provided an appropriate conclusion to its presentation that included a summary and concluding device.	
<u>Transitions/Internal Summaries/General Organization</u> : The presentation contained clear and interesting transitions among the topic and its main points and subpoints, and was clearly organized.	
<u>Sources/Evidence/Reasoning/Use of Appeals</u> : The group used various forms of <u>valid</u> sources, supporting materials, arguments, and appeals as evidence, and connected each piece of evidence to a specific idea.	
<u>Source Citation</u> : The group cited the required number of sources appropriately and effectively, used various forms of <u>valid</u> sources, supporting materials, arguments, and proofs as evidence, and connected each piece of evidence to a specific idea.	
<u>Use of Language/Visual Aids</u> : The group used vivid, powerful, and appropriate language; concrete, familiar words; proper grammar; and visual aids that complemented the presentation in a creative and appealing manner and met all criteria for effective visual aid use.	
<u>Comments</u> :	
<i>Small Group Problem-Solving Presentation Subtotal</i>	
<i>Multiplied by 2 = Small Group Problem-Solving Grade</i>	_____

Small Group Problem-Solving Presentation
Guidelines for *Self and Peer Evaluations*
Of Contributions To the Group's Preparation and Presentation

General Instructions

On the following page, please evaluate the contribution and performance of each of your group members in each of the categories listed. Descriptions of each category are listed below. For the supportiveness, cooperation, communication, participation, and preparation categories, rate your group members using the following scale (circle your rating):

5	Superior Quality
4	Excellent Quality
3	Average Quality
2	Below Average Quality
1	Poor Quality

For the group roles category, refer to the beginning of Chapter 11 in the textbook. List the primary role each group member fulfilled, and provide an explanation for your choice.

Finally, indicate how much of the small group persuasive presentation grade you believe YOU and your groups members have earned by indicating how many, if any, points should be **deducted from** YOUR or your group members' group grade. Then provide an explanation of your reasoning for assigning the numerical grade in the space provided. **The explanation is required and if you do not provide one, FIVE points will be deducted from your Small Group Persuasive Presentation Grade.**

Important: Self and peer evaluations are due the class period following your group presentation. **Late submissions will be result in a five-point penalty to your Small Group Persuasive Presentation Grade.**

Category Descriptions

Supportiveness: To what extent did the group member provide support for the group members and the group task?

Cooperation: To what extent did the group member carry out his/her carry out assignments in a timely manner, with enthusiasm, and without undue prodding by group members?

Communication: To what extent did the group member help build good interpersonal relationships and contribute to the free exchange of ideas?

Participation: To what extent did the group member contribute significant information and ideas to the development of the group project?

Preparation: To what extent did the group member show up on time and prepared for meetings in and outside of class?

Note. Under most circumstances, your peer evaluation grade will be an average of the evaluations submitted by your group members. However, in cases where students provide inadequate support for their judgments, there is considerable variation among the peer evaluations for a given group member, and/or obvious bias in one group member's evaluation of another group member, your instructor reserves the right to adjust your peer evaluation grade accordingly.

**Small Group Problem-Solving Presentation
Self and Peer Evaluation Form**

Name/Group Roles	Ratings	Comments (Required— Lack of Substantive Comments = 5 Point Deduction)	Points Deducted (Circle One)										
<p align="center"><u>Yourself</u></p> <p>Roles:</p>	<table border="1"> <tr><td>Supportiveness</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Cooperation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Communication</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Participation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Preparation</td></tr> <tr><td>5 4 3 2 1</td></tr> </table>	Supportiveness	5 4 3 2 1	Cooperation	5 4 3 2 1	Communication	5 4 3 2 1	Participation	5 4 3 2 1	Preparation	5 4 3 2 1		<p>Zero 1 2 3 4</p> <p>5 6 7 8 9</p> <p>10 11 12 13</p> <p>14 15 20 25</p> <p>30 35 40 50</p>
Supportiveness													
5 4 3 2 1													
Cooperation													
5 4 3 2 1													
Communication													
5 4 3 2 1													
Participation													
5 4 3 2 1													
Preparation													
5 4 3 2 1													
<p>_____</p> <p>Roles:</p>	<table border="1"> <tr><td>Supportiveness</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Cooperation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Communication</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Participation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Preparation</td></tr> <tr><td>5 4 3 2 1</td></tr> </table>	Supportiveness	5 4 3 2 1	Cooperation	5 4 3 2 1	Communication	5 4 3 2 1	Participation	5 4 3 2 1	Preparation	5 4 3 2 1		<p>Zero 1 2 3 4</p> <p>5 6 7 8 9</p> <p>10 11 12 13</p> <p>14 15 20 25</p> <p>30 35 40 50</p>
Supportiveness													
5 4 3 2 1													
Cooperation													
5 4 3 2 1													
Communication													
5 4 3 2 1													
Participation													
5 4 3 2 1													
Preparation													
5 4 3 2 1													
<p>_____</p> <p>Roles:</p>	<table border="1"> <tr><td>Supportiveness</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Cooperation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Communication</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Participation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Preparation</td></tr> <tr><td>5 4 3 2 1</td></tr> </table>	Supportiveness	5 4 3 2 1	Cooperation	5 4 3 2 1	Communication	5 4 3 2 1	Participation	5 4 3 2 1	Preparation	5 4 3 2 1		<p>Zero 1 2 3 4</p> <p>5 6 7 8 9</p> <p>10 11 12 13</p> <p>14 15 20 25</p> <p>30 35 40 50</p>
Supportiveness													
5 4 3 2 1													
Cooperation													
5 4 3 2 1													
Communication													
5 4 3 2 1													
Participation													
5 4 3 2 1													
Preparation													
5 4 3 2 1													
<p>_____</p> <p>Roles:</p>	<table border="1"> <tr><td>Supportiveness</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Cooperation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Communication</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Participation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Preparation</td></tr> <tr><td>5 4 3 2 1</td></tr> </table>	Supportiveness	5 4 3 2 1	Cooperation	5 4 3 2 1	Communication	5 4 3 2 1	Participation	5 4 3 2 1	Preparation	5 4 3 2 1		<p>Zero 1 2 3 4</p> <p>5 6 7 8 9</p> <p>10 11 12 13</p> <p>14 15 20 25</p> <p>30 35 40 50</p>
Supportiveness													
5 4 3 2 1													
Cooperation													
5 4 3 2 1													
Communication													
5 4 3 2 1													
Participation													
5 4 3 2 1													
Preparation													
5 4 3 2 1													
<p>_____</p> <p>Roles:</p>	<table border="1"> <tr><td>Supportiveness</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Cooperation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Communication</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Participation</td></tr> <tr><td>5 4 3 2 1</td></tr> <tr><td>Preparation</td></tr> <tr><td>5 4 3 2 1</td></tr> </table>	Supportiveness	5 4 3 2 1	Cooperation	5 4 3 2 1	Communication	5 4 3 2 1	Participation	5 4 3 2 1	Preparation	5 4 3 2 1		<p>Zero 1 2 3 4</p> <p>5 6 7 8 9</p> <p>10 11 12 13</p> <p>14 15 20 25</p> <p>30 35 40 50</p>
Supportiveness													
5 4 3 2 1													
Cooperation													
5 4 3 2 1													
Communication													
5 4 3 2 1													
Participation													
5 4 3 2 1													
Preparation													
5 4 3 2 1													

The Persuasive Presentation Assignment Description

Objective: To persuade your audience to take specific action on a significant and current social issue. The issue may be local, national, or international in nature.

Rationale: To construct and present orally a thorough, coherent, and well-supported argument **advocating specific action** regarding a significant social issue. This assignment will enable you to develop reasoning, analytical, organizational, and presentational skills that are considered vital to the success of your personal and professional life. **Textbook Reference:** Chapters 12-16.

Oral Component: A 5-7 minute persuasive presentation. Persuasive presentations must conform to the Motivated Sequence Organizational Pattern (see Chapters 13 and 16 in the textbook for a description of this organizational pattern; a worksheet is provided on page 33 of this handbook).

Selecting a Topic: Selecting a suitable topic is a critical aspect of the presentation process. One of the best ways to select a current topic would be to browse through weekly news magazines or daily newspapers. Another approach would be to use your own experience as a volunteer. Keep in mind that the topic you address must be something we can really **do something about**.

Social issues arise from the problems and needs of specific groups of individuals and/or the collective whole. Our response to these issues is deeply rooted because they trigger our attitudes, values, and beliefs, and they get us off our derrières and motivate us to **do something**, to get involved, to participate in something that transcends our self-interests—that is, they tap into the core of our humanity and inspire us to help others. We can help others by volunteering our time, talent, and money to an organization, movement, cause, benefit, rally, or event. **Keep in that the focus of your presentation is the issue not the specific organization, even though the action you advocate will benefit that organization.**

An example may help. Every summer cyclists participate in the Race Across America. Cyclists are part of teams that raise awareness for a cause or a disease. For instance, teams raised money for melanoma research, the Northwest Arkansas Children's Shelter, Walter Reed Hospital, National MS Society, inner city youth, among other things. These causes or diseases would be the focus of your presentation, and participating in the Race Across America (in any capacity, not just as a cyclist) would be the **action** you would advocate to address that problem. In this case, the Gaining Attention, Establishing Need, and Satisfying Need steps would focus on cancer research or the problems facing veterans or inner city youth. In the Visualizing Solutions and Call to Action steps you would tell us about one or more organizations that are addressing these problems and how we can help.

Submitting a Topic: All students will be required to submit an individual persuasive presentation topic on **February 23**. Students can change their topics at any point by notifying the instructor.

Penalty for Presentation Time Violations: Students will be penalized for presentations that violate the established time limits for this assignment. See page 9 of this handbook for details. **All presentations will be STOPPED at 8:15.**

Written Component: A 8-10 page **double-spaced** presentation planning report. The presentation planning report consists of two documents:

- A presentation outline. **Outlines must reflect the principles of parallelism, coordination, subordination, and division presented below and at the following link <http://owl.english.purdue.edu/owl/resource/544/01/>:**
 - Parallelism: Each main, sub, or subordinate point must be **one** complete sentence.
 - Coordination: Headings with the same notation must represent the same level of significance.
 - Subordination: Ideas in the outline must reflect appropriate levels of subordination.
 - Division: All points in the outline must be divided into at least two subpoints.
- A reference list/bibliography of a minimum of eight (8) sources.
- **Please submit ONE hard copy by and ONE electronic copy of your planning report. The electronic copy is due by 9:00am the morning of your presentation.**

Your instructor may provide you with sample outlines and reference lists to assist you.

Evaluation: You will receive two (2) grades for this assignment:

- An evaluation of the **presentation planning report** (50 points).
- An evaluation of the **content and delivery of the speech** (140 points for content, 105 points for delivery for a total of 245 points).
- **The grading form for this assignment is presented on pages 35-36 of this handbook. In addition, your instructor may provide you with a grading rubric that will help you distinguish the different point values for each criterion.**

Motivated Sequence Organization Pattern: A Template

Presentation Title:

Topic:

Purpose:

Thesis statement:

!!Keep in mind that this is a template. Specific outlines will vary as a function of the presentation topic!!

- I. Introduction (Attention Step)
 - A. Gain Attention: Open your presentation creatively and make your audience want to listen to you.
 - B. Establish Speaker-Audience-Topic Relationship: Tell the audience why the issue is important to them and by YOU are speaking to them about this issue.
 - C. Orientation/Thesis: Provide a preview of the main points of your presentation and tell your audience what you want them to do.

Transition into Body of Presentation:

- II. Body
 - A. Establish Need Step
 - 1. Description of Problem: What is the problem?
 - 2. Importance of Problem: Why should we care about the problem?
 - 3. Extent of Problem: How bad/serious is the problem?
 - 4. Effects of the Problem: What are the ramifications of the problem? Who is affected and how?

Transition into Main Point B:

- B. Satisfying Need Step
 - 1. Description of Solution: A general summary of what needs to be done about the problem.
 - a. How Solution Satisfies Need
 - b. How Solution Can be Implemented
 - 2. Plan of Action: Practical, real-world application of the solution.
 - 3. Steps of Plan: How, exactly, the solution will be implemented.

Transition into Main Point C:

- C. Visualizing Results Step
 - 1. Describe Expected Results of Action: How will things be different if your course of action is adopted/implemented?
 - 2. Describe Consequences of Inaction: What will happen if nothing is done?

Transition into Conclusion:

- III. Conclusion (Action Step)
 - A. Summary: Restate your thesis, importance of topic, main points.
 - B. Motivate (Motivation): Tell the audience specifically what you want them to do.
 - C. Closing: Give your audience something vivid and powerful by which to remember your presentation.
-

**Persuasive Presentation Planning Report
Evaluation Form
(Each criterion is worth five points)**

The persuasive presentation planning report consists of two documents: A **full-sentence outline** of the presentation and a **bibliography**. The grading criteria for these documents are listed below.

Name _____ Section # _____

<u>Criterion</u>	<u>Points Earned</u>
The outline was a fully developed abstract of the delivered presentation, was appropriate in length given the time constraints, and all items were directly related to the purpose and thesis of the presentation.	
The outline was formatted correctly (indentation, spacing, margins, in-text source citations, cover page, page numbers) and consisted of single, complete, grammatically correct sentences.	
The outline appropriately distinguished main ideas, subpoints, and subordinate points, used proper notation, and was labeled appropriately using the Monroe Motivated Sequence Organizational Pattern.	
All items in the outline were divided appropriately into two or more points of equivalent importance.	
The reference list contained a <u>sufficient number</u> of relevant, accurate, high-quality sources; included various types of sources; and was formatted correctly using APA style. In addition, all sources in the reference list were cited both orally and in the outline, and all sources in the outline were included in the reference list.	
<u>Comments:</u>	
<i>Total Points for Planning Report</i>	_____
<i>Multiplied By 2 = Planning Report Grade</i>	_____

<u>CONCLUSION – 20 POINTS POSSIBLE</u>	Points
Summary: All of the main points of the presentation were clearly reviewed in an interesting manner, and the speaker provided strong motivation for the audience to act on his/her request.	
Concluding Device: The speaker used a creative closing device clearly related to the speech that left a powerful and lasting impression on the audience.	
<u>Comments on Conclusion:</u>	
<u>CONCLUSION SCORE</u>	_____
<u>MULTIPLIED BY 2 =</u>	
<u>CONCLUSION GRADE</u>	_____

PERSUASIVE PRESENTATION CONTENT SCORE _____

<u>DELIVERY – 105 POINTS POSSIBLE (MULTIPLY TOTAL BY 3)</u>	Points
Vocal Expressiveness: The speaker used his/her voice effectively, speaking with sufficient volume and force, at an appropriately varied rate, with appropriate pitch variation, and in a pleasant vocal quality that facilitated audience interest and comprehension.	
Vocal Fluency: The speaker spoke smoothly and fluently, and avoided the use of fillers, awkward pauses, hesitations, and mispronunciations.	
Kinesic Expressiveness/Movement: The speaker moved effectively, naturally, and with purpose, used gestures that were a result of the involvement with the topic, and avoided the use of extraneous, distracting movements.	
Facial Expressiveness: The speaker used pleasant and appropriately animated facial expressions.	
Eye Contact: The speaker made effective eye contact that created a meaningful, genuine connection with the audience.	
Extemporaneous Delivery/Language: The speaker spoke extemporaneously, naturally, and conversationally; demonstrated his/her preparation by relying minimally on his/her notes; and used vivid, powerful language; concrete, familiar words; and proper grammar.	
Use of Visual Aid: Visual aids complemented the speech in a creative and appealing manner and met all criteria for effective visual aid use.	
<u>Comments on Delivery:</u>	
<u>DELIVERY SCORE</u>	_____
<u>MULTIPLIED BY 3 =</u>	
<u>DELIVERY GRADE</u>	_____

CONTENT SCORE + DELIVERY SCORE = PERSUASIVE PRESENTATION SCORE _____