

Department of Journalism and Communication Studies

Speech 03 Oral Communications *(no prerequisite)*

Office Hours M404
TBA

donald.bird@liu.edu

Dr. Donald Allport Bird
718-488-1153, 1415
(Mrs. Zena Kennedy)

CATALOG DESCRIPTION

An introduction to communication theory and interpersonal skills. Students develop oral presentation techniques, including public speaking, group discussion and oral readings. Evaluation of individual student speech through analysis of voice and diction. Three credits.

COURSE PHILOSOPHY

Effective communication is essential for quality of life. This course introduces a variety of aspects of human communication through introspection, appreciation for both human diversity and similarity, and the development of presentation necessary both in college and the workplace.

COURSE OBJECTIVES

- ❖ To provide a basic understanding of human communication skills and concepts as discussed in class and as presented in the text and readings.
- ❖ To understand the dynamics of interpersonal, intrapersonal, intercultural and spoken language in communication.
- ❖ To create an awareness of accepted speech patterns and listening skills.
- ❖ To learn skills in working with an audience.

- ❖ To develop confidence, identify personal style and hone both basic oratory and highly articulate skills in each individual student. Also, to provide basic skills in delivering and evaluating public presentations.
- ❖ To increase the ability to retain information and to apply what is learned toward life experience.
- ❖ Also, to develop the expressive tools to critically analyze internet materials, with the assumption that the United States government as it increasingly wants to regulate more aspects of our lives, also desires to regulate the internet. So, in terms of their research, students must develop the critical tools in order to be more discerning, and politically aware of their digital ecology.
- ❖ To learn basic skills in preparing, outlining and presenting various kinds of speeches.
- ❖ To learn basic skills in the delivery and evaluation of public presentations.
- ❖ To introduce various communication theories on intellectual and experimental levels which include understanding of non-verbal communications and their boundaries.
- ❖ To follow the syllabus and the criteria for oral excellence stressed throughout your text.
- ❖ To achieve the criteria for written excellence appended to the syllabus.
- ❖ To overcome shyness in speaking to groups, if this is one of your traits.

READINGS & NECESSITIES

Text: Trenholm, Sara. *Thinking Through Communication: An Introduction to the Study of Human Communication*. Boston: Pearson. Quizzes will examine main points in the chapters and will focus on the key terms at the back of each chapter.

Purchase a black marble notebook and bring it to every class. Or, select one for free from the instructor's collection.

Handouts distributed by instructor.

Be attentive to your LIU e-mail address! Communication, assignments, and many of your handouts may be delivered in your LIU e-mail account and during class.

ATTENDANCE

Since Speech 03 primarily is a performance and participation course, attendance is *mandatory*--unless you have something contagious. All college and department regulations regarding attendance, exclusion from class due to lateness, and absences from final examination will be enforced. All students are advised that *penalties* such as *lower grades or failures* may result from excessive absences, regardless of the cause. (In such cases, rest assured that Speech 03 is offered frequently at LIU.) Excessive absence is defined in the *LIU Bulletin* as that number of times in excess of **two weeks of classes**. *For classes that meet once a week, each class missed equals a missed week of work.*

Your grade will be lowered due to excessive absences. Be on time. You must be in attendance $\frac{3}{4}$ of the class period to be marked present. Three (3) lateness = one (1) absence. If you arrive after attendance has been taken, wait until the class has ended and I shall mark you "late" instead of "absent."

You can't afford to miss class. This is *not* a lecture course in which obtaining a classmate's notes might allow one to catch up. THIS IS A PERFORMANCE CLASS. Portions of the course will be devoted to discussions of class speeches and class readings, to preparation and criticism of assignments and to occasional quizzes. Each member of the class is responsible for taking part in the discussion that develops and defines the work of the course. TO A SIGNIFICANT EXTENT, THE NARRATIVES, DEMONSTRATIONS, and PERSUASIVE SPEECHES THAT STUDENTS SELECT PROVIDE THE COURSE CONTENT.

Therefore, students can't afford to miss. *There is no other way.* Previous analyses of this course consistently demonstrate that those who conscientiously attend class, complete assignments on time, and participate in class activities receive higher grades than students who do not. If you must be absent, you will e-mail me to let me know. Outside of plagiarism, the worst offenses possible in this class are failure to attend class unprepared, or, failure to meet a deadline. If you need to see me for any reason, please speak with me after class to set up an appointment. Or, you may e-mail me at donald.bird@liu.edu. This is superior to playing phone tag.

STUDENT PARTICIPATION

Be on time! In the classroom you will be asked to demonstrate thorough knowledge of the readings. Your participation in class discussions will be judged for factual accuracy, validity of argument and clarity of thought and expression. If adequately supported, strong positions on critical issues will be welcomed both in writing and class discussion.

DECORUM AND BEHAVIOR

Student desks must be cleared with the exception of materials used for the specific class session you are attending. Students must bring self-discipline to the classroom.

KEEP YOUR SOCIAL MEDIA OUTSIDE OF MY CLASSROOM!

Cell phones, I-phones or other hand-held devices are strictly forbidden during class session. *Also, no use of mobile communications will be allowed during class, unless we go to our I-pads to look up a word or solve a problem at hand. No one will be dismissed from the room to answer a mobile phone, I-Phone or SmartPhone or some other technical device. Such behavior on a personal mission this is rude and disrespectful to those speaking. Also, such distracting behavior may be interpreted by those students speaking as disapproval or rejection of what the student is saying. During class time these technologies serve to distract you and cause you to lose focus.* Students who have their phone alert activated or glance at their phones to check their text messages, or even sport headphones while walking into the classroom, are seen as unfocused and *not* concentrating on the academic challenges at hand. In the past, students who hid their cellphones behind their books and book bags have been embarrassed by

the instructor and asked to leave the room. Last semester some student grades suffered because of this. Other student grades suffered due to consistent tardiness. Text messaging or looking at Facebook during class has negatively affected students' final grades. A year ago a student received a lower grade because he used a large portable computer throughout the semester, promising that he was writing critiques of student speeches, but his marble notebook submission contained only handwriting! The instructor concluded that the student had been dishonest with the instructor. Do not use your computers or recording devices while class is in session. This will enable you to focus directly on the face-to-face classroom interaction. Students also are prohibited from entering or leaving the room while another student is presenting. Students who run outside the classroom to answer an "emergency" are showing disrespect, distract and class and the instructor. Such behavior will not be tolerated. If you are **disruptive** while someone is delivering his/her presentation, points will be taken from your presentation grade and given to the person presenting. As mentioned earlier, disruptive behaviors include, but are not limited to, talking to other students, text messaging, cell phones ringing, sleeping, writing or practicing your speech, eating, doing work for another class, etc. No gum chewing in class by anyone at any time! You would not chew gum doing an interview; consider this class as your interview.

ASSIGNMENTS

You must be present in class on the day you are assigned to present your speech! Failure to do so will result in a lower grade. Exceptions will be made only for verified serious illness or emergency with a doctor's note. Each student will give a personal experience speech, a demonstration speech and a persuasion speech. Students also will lead a group discussion, time permitting. Also, quizzes periodically will be administered and a final exam will be taken. No make-ups will be given. You will receive **zero (0) pts.** if you miss them. Quizzes will be given during the first ½ of class. Sometimes attendance is taken at the end of class. So, be on time and stay the entire class

DRESS AND APPEARANCE

Dress in **proper attire** when delivering your presentations. Wear dress pants/skirts, dresses, shirts/blouses, or suits with dress shoes. You should behave and dress during your presentation day as though you are being interviewed for a job position. **Be respectful of others.** Caps for men or scarves or hijabs worn by females for religious purposes, of course, are acceptable.

PRESENTATION REQUIREMENTS

Deliver your extemporaneous presentations, appropriately outlined, on your **assigned date**. Late presentations **without documented proof** of a valid reason for absence will be penalized. However, only one of your presentations about which you provide documented proof will be excused. You may be able to make up all missed presentations, time permitting and given the opportunity at the end of the semester.

PARTICIPANT CLASS MEMBER RESPONSIBILITIES

Write brief critiques of other student work in your medium-sized, marble notebook on all student presentations. Include the name of presenter, title of the speech, and date. You also may be asked in class to provide oral critiques. If you are absent from class, it is your responsibility to get handouts and class notes from another student and to make up all missed assignments or presentations, except quizzes which can not be made up.

Keep a copy of all records, plus, you must be officially registered for this section to receive a grade unless otherwise agreed. If you need assistance or special accommodations, please speak with me. If you have a documented disability/impairment and require accommodations, please provide me with an Accommodation Letter from Student Support Services (SSS). The office is located on the ground floor of the Pharmacy Building, Room B-04, (718) 488-1044. Hours of operation: Monday - Thursday 9-6, & Friday 9-5. Email address: studentsupportservices@brooklyn.liu.edu

COUNSELING AND STUDENT QUESTIONS

The instructor views his role as more than a transmitter or summarizer of information. While he will provide substantive, pertinent information, he also will attempt to facilitate and guide the student's learning as well as to challenge individual expressive capabilities. A high degree of curiosity and willingness to learn is expected from each student.

Feel free to consult the instructor. Complete your assignments conscientiously and don't fall behind. Solve any problems early; don't wait until the end of the semester. (Past procrastinators have been sorry.) The instructor may be reached at the numbers listed at the top of the first page. E-mail is more effective than telephone tag.

ASSIGNMENTS

Complete your information, demonstration, persuasion and group facilitation speeches on the assigned day.

1. Positive attitude, active participation and attendance
2. Personal Experience Speech.....5 minutes
3. Demonstration Speech..... 6 minutes
4. Persuasive Speech..... 5 minutes
5. Group Discussion, Symposium, Forum... 7 minutes for each
6. Quizzes That Prove Mastery of Text, especially key terms and basic chapter points.
7. Students will write a one-page analyses for each of several speeches. Included will be those of President Bill Clinton, Jimmy Valvano, Zach Wahl, Norman Vincent Peale, George Carlin, and perhaps others. These will be judged according to the standards of a personal speech, demonstration speech, and persuasion speech—criteria that will be given to you. Students will watch an award-winning film available in segments on Youtube titled "Arranged." Shot in Brooklyn, the film portrays two women from different religions and cultures who resist family attempts to choose their mates and arrange their marriages.
8. Time permitting, students will watch a video in class titled "Television and the Presidency," and submit a completed worksheet at the end of the class session.
9. Students may be asked to answer some chapter questions that appear on the following website:

http://wps.ablongman.com/wps/media/access/Pearson_Default/4569/4679344/login.html

10. Each student shall bring a marble notebook to each class and immediately after each student talk, clearly label each speech with name of presenter, title and date and then compose a brief evaluation of each speech according to the criteria given to you.

It is ***absolutely mandatory*** that each student provide the instructor with an outline before each speech. No exceptions! It must be brought to class in finished form and submitted to the instructor when the student enters the classroom. Otherwise, points will be deducted from the speech grade. **The outline is *NOT* to be written during class time.** Students also are expected to thoroughly learn outline form and be able to use outlines for oral presentations. Students must put their names and date on everything submitted to the instructor, which shall be on standard-sized paper.

HOMework ASSIGNMENTS

Read assigned chapters and complete all work prior to the class. If you are absent, e-mail me your assignments. Late assignments will not be accepted.

YOUR INSTRUCTOR

Donald Allport Bird is Professor and Chair of the Department of Journalism and Communication Studies at Long Island University, Brooklyn where he serves on the George Polk Awards Committee and from which he received the David Newton Award for Teaching Excellence. He graduated from The Stony Brook School and later from Rutgers—The State University after being appointed a Henry Rutgers Scholar and earned his Ph.D. at Indiana University in Folklore and Mass Communications. He has devoted nearly forty years to mass communications teaching, administration, writing and consulting, seventeen so far at LIU as journalism chair.

Dr. Bird has taught on-location at corporations such as NBC and Pfizer and at military bases in five states. At the request of Chinese academics, Dr. Bird has lectured on the First Amendment, environmental reporting, new media, media trends, and media economics at Remnin University in Beijing, China, Beijing Normal University, Nankai University in Tianjin, Fudan University, Hua Dong University in Shanghai, and Zhejiang University in Hangzhou. During his fifth trip to China Thanksgiving 2015 he gave four invited lectures at China Youth University in Beijing, a school that under Dr. Bird's leadership has forged ties to LIU with regular exchanges. Dr. Bird has hosted foreign journalists at LIU for the U.S. Department of State's International Visitor Leadership Program and has been appointed and trained as an English Language Officer (contract) with the International Distinguished Visitors and Leadership Programs of the Bureau of Educational and Cultural Affairs, the U.S. Department of State. During the summer of 2010 he served as a *New York Times* Fellow to the International Center for Longevity. Dr. Bird also has held post-doctoral research appointments at Harvard University's W.E.B. Dubois Institute for African-American

Research and at the University of Wisconsin-Madison, where he was a National Endowment for the Humanities Fellow in Speech Communication.

His students have won national and New York City metropolitan awards and a number have become successful writers and editors at leading media outlets throughout the country. A few have earned their Ph.D.'s and have taught at universities such as University of Nebraska, University of Illinois and Washington State University. Some have become newspaper executives and publishers—one publisher of the *Indianapolis Star*.

Dr. Bird has studied persuasive techniques and teaches courses in communication theory, public relations, news writing and sensationalism. While an undergraduate he worked at The Associated Press and later *served on the copy desks of newspapers such as The Jersey Journal, the Patterson News, and Africa Today*. He has published articles on trade magazines, important media figures and has researched a history of *Billboard* magazine through the Beatles. He presented a paper at the American Folklore Society in Quebec titled "*Presentation of Self and Folklore on Facebook*" and has completed a study on 9/11 communication titled "*Holy Smoke*" on 9/11: *Legend, Belief and Dialectics in the New Media* to be published in *New Directions in Folklore*. In June, 2017 he co-presented at the Indiana University's Future of Folklore Conference a paper titled "*9/11 and Holy Smoke Revisited: the Role of Undergraduate Research in creating a 9/11 Oral History Website and a Case Study Viewed Fifteen Years Later.*"

The Internet and digital interests of his two sons, 23 and 29, have taught Dr. Bird that, alas, a hundred years from now his own generation will be viewed as a transitional one. Bird is grateful for the enrichment provided by his students and family and believes all teaching and learning is two-way, especially across generations. Teaching is a *calling* and not merely in a profession. A War Baby and *not* a Baby Boomer, he believes that asking the right question is as important as formulating the right answers. And, he is eager to learn more from the millenials who now remain his primary teachers.

Some Speech Criteria

	Stand Up Presentation (80 points)	
	Worksheet (5 points)	
	Preparation Outline (5 points)	
	Key Phrase Outline (5 points)	
	Annotated Bibliography (5 points)	
Name:	Extra Materials	
Topic:	Total Grade	

Structure					
Topic Suitable to Purpose and Audience	1	2	3	4	5
Topic Appropriate for time allotment	1	2	3	4	5
Introduction	1	2	3	4	5
Organization	1	2	3	4	5
Use of Evidence	1	2	3	4	5
Quality of Evidence	1	2	3	4	5
Conclusion	1	2	3	4	5
Achievement of Purpose	1	2	3	4	5
Non Verbal Communication					
Posture	1	2	3	4	5
Poise	1	2	3	4	5
Facial Expression	1	2	3	4	5
Audience Focus	1	2	3	4	5
Delivery					
Volume	1	2	3	4	5
Rate	1	2	3	4	5
Vocal Variety	1	2	3	4	5
Grammar	1	2	3	4	5
Articulation	1	2	3	4	5
Comments:					

Worksheet for Readings:

Ask Yourself:

What is the thesis of this article?

Is the article well argued and supported?

Do you agree with the article?

Why, or why not?

Exactly how does the author's position differ from other articles? Why?

What is the appropriate category for the article?

Criteria for Excellence Excellent * Good * Adequate * Weak *
Unsatisfactory

Content

Originality of thought_____

Scope of Research_____

Depth of Research_____

Depth of Analysis_____

Synthesis_____

Accuracy_____

Organization_____

Logic_____

Attribution to Authorities_____

Interest_____

Composition

Originality of Expression _____

Clarity, Coherence,
Conciseness, Syntax _____

Word Precision _____

Transitions _____

Paragraphing _____

Grammar _____

Spelling _____

Punctuation _____

Mechanics and Form

Copy Reading _____

Crediting Sources _____

Bibliography & Notes _____

Rules for Outlining

I. Use Correct Outline Form.

A. The following is the standard accepted sequences of symbols for outlining.

I. Main point

A. Subpoint of I

1. Subpoint of A

a. Subpoint of 1.

(1) Subpoint of a

(a) Subpoint of (1)

B. Each subpoint has at least two subdivision, if any. Every I must have II, every A must have a B, etc

C. Properly indent.

D. The first word of each point at each level is capitalized.

II. Begin the introduction, the body and the conclusion with Roman numeral I

Treat each of the three major parts as a complete unit.

NOT THIS

Introduction

I.

II.

Body

III.

IV.

V.

Conclusion

VI.

VIII.

THIS

Introduction

I.

II.

Body

I.

II.

III.

Conclusion

I.

II.

III. Use One Discrete Idea Per Symbol

NOT THIS

1. Education might be improved if teachers were better trained and if students were better motivated.

THIS

I. Education might be improved if teachers were better trained.

II. Education might be improved if students were better motivated.

IV. Use Complete Declarative Sentence

Phrase your ideas in the outline in complete declarative sentences rather than a question or phrases.

NOT THIS

I. Who should raise children?

II. Should the state raise children?

A. Equality for children

B. Parents released for work.

THIS

I. Children should be raised by the state.

A. All children treated equally.

B. Parents released to work.

The Skeletal Outline

Card #1

Name _____

Introduction

- I. *Gain attention of audience*
- II. *State purpose of speech*
- III. *Provide importance of topic*
- IV. *Provide credibility for the audience*
- V. *State your three main points in the body*

Card #2

Body

- I. First main point of body
 - A. Support for I
 - B. Further support for I
 - C. Further support for I

Transition: Conclusion the first main point to the second main point

Card #3

- II. Second main point of body
 - A. Support for II
 1. Support for A (if needed)
 2. Further support for A (if needed)
 - B. Further support for II
 - C. Further support for II

Transition: Connect the second main point to the third main point

Card #4

- III. Third main point of body
 - A. Support for III
 - B. Further support for III
 - C. Further support for III

Card #5

Conclusion

- I. Restate the purpose and 3 main point in the body
- II. Reinforce your main premise
- III. Close with impact.

Reference

Sample Demonstration Outline

Jane Doe

Card #1

Introduction

- I. What comes to mind when you see candles? (look at audience &)
- II. We all use candles for celebrations, romantic experiences, or for decoration.
- III. According to the National Candle Association website (2007) candles are a multi-billion dollar business.
- IV. Two years ago, I started making and selling decorated candles.
- V. Today I will show you how to make an inexpensive ice-cube candle.
- VI. I will explain the materials needed, the process for melting the wax, and the process for making a molded ice-cube candle.

Card #2

Body

- I. The first step is to gather the materials you will need. (hold-up items)
 - A. 1 pound of paraffin wax (Associated Content, 2007)
 - B. A wick-which delivers fuel (wax) to the flame
 - C. A double boiler – fill with water
 - D. A ½ milk carton-to-create a mold
 - E. Scented oil
 - F. A Bag of ice
 - G. Two optional ingredients for color
 1. Crayons
 2. Wax dye

Transition: Once you have all the materials you need, you can move on to melting the wax.

Card #3

- II. Your second step is to melt the wax. (Trailblazer Handbook, 2005) (look at audience)
 - A. Place wax in the double boiler.
 - B. Pour in the water.
 - C. Heat until the water boils.
 - D. Melt wax.
 - E. If desire, stir in the wax dye, crayons, or scent.

Transition: Now that the wax is melted, you can let your creativity run wild and make a molded ice-cube candle.

- III. According to the 2005, Trailblazer Handbook making the molded ice-cube candle is easy.
- A. Cut off the top of a milk carton.
 - B. Crush the ice-cubes.
 - C. Hold the wick in the center of the carton.
 - D. Fill the mold with the crushed ice.
 - E. Hold wick straight.
 - F. Quickly pour hot wax into the carton.
 - G. Let cool 30-40 minutes.
 - H. Pour off the excess water
 - I. Cut out the candle.

Conclusion (look at the audience &) ☺ Card #5

- I. Today I showed you how to make an ice-cube candle by telling you the materials, the process to correctly melt the wax, and the process to make an ice-cube candle.
- II. You can use this inexpensive candle for almost any kind of occasion or celebration.
- III. So have fun making your own candles.

APA Reference Page

References

- Allen-Powell, R. Davis, B., Gibson, J., Bryson, J. & Bennet, A. (2005). *Trailblazer Handbook* Wheaton, IL: Pioneer Clubs.
- Kellen Interactive Web Design. (2008). *National Candle Association*. Retrieved September 20, 2008, from the http://www.candles.org/about_facts.html
- Paxton, G. (2007). *How to Make Ice Cube Candles*. Retrieved September 20, 2008 from http://www.associatecontent.com/article/419285/how_to_make_ice_cube_candles.html?cat=30

Sample Persuasive Outline

John Doe

Card #1

Introduction (look at audience)

- I. Speeding, tailgating, improper lane changes, giving the finger, verbally abusive language and outright violence, including assaults and murder.
- II. According to the American Automobile Association (2005) more and more drivers are aggressively acting out their anger on the road.
- III. A nationwide study by the National Highway Traffic Safety Administrator (2004) found that due to red light running.
 - A. More than 900 people were killed
 - B. 168,000 were injured
- IV. Everyday when you leave your house you run the risk of meeting one of these anger drivers on the road.
- V. To put a stop to this growing problem of aggressive driving we must first understand the causes, the dangerous effects, and some corrective solutions.

Card #2

Body

- I. The causes of aggressive driving.
 - A. Discourteous driving behaviors. (Dukes, 2005)
 - 1. "Left-lane hog" (Amarillo Daily News, 2004)
 - 2. Failing to signal
 - 3. Cutting off others
 - B. Conditions that contribute to aggressive driving.
 - 1. Congested roadways
 - 2. Reduced enforcements
 - 3. Personal issues.
 - 4. Poor planning
 - C. Ricardo Martinez, Administrator of the National Highway Traffic Safety (September 28, 2004) states that there is no uniform aggressive driving law.

Transition: Though the driver may feel justified by his or her cause, this kind of display can often lead dangerous consequences.

Card #3

- II. Aggressive driving can lead to dangerous consequences.
 - A. Aggressive driving leads to "road rage" which kills.
 - 1. Road rage is when the aggressive driver goes to the extreme.
 - 2. Last year two-thirds of the 42,000 highway deaths were related to aggressive driving.
 - B. October 24, 2005, *Washington Post* tells the story about Arthur L. Lloyd, a 54 year old deputy U.S. marshal, who is serving 10 years in prison for fatally shooting Ryan T. Stowers.
 - C. *Fox 5 News* (November 15, 2008) reported on 16 year old David Jensen who killed 15 year old Olivia Hyten in a fatal accident.

Transition: Now that you know the dangerous consequences of aggressive driving, lets turn our effects to how we can solve this problem.

III. What can be done to reduce aggressive driving?

- A. Be a courteous driver. (Dukes, 2005)
 - 1. Don't be a "left-lane hog" (Amarillo Daily News, 2004)
 - 2. Signal when changing lanes.
 - 3. Don't cut off other drivers.
 - 4. Maintain safe distances
- B. Control your reactions.
- C. Plan to leave early.
- D. Before reacting ask yourself. "Is it worth getting fined, injured, jailed, or even killed?"
- E. Petition your elective officials to enacted laws making "aggressive driving" a specific offense.
(*Washington Post*, October 24, 2005)
 - 1. Up to six months in jail and a \$1,000 fine.
 - 2. For international injuries a year in jail and a \$2,500 fine.
 - 3. For death, 20 years to life in jail.

Conclusion (look at audience &) ☺ Card #5

- I. Today we have looked at the causes, the effects and some solutions to aggressive driving.
- II. Aggressive driving is a growing problem in our nation that creates a very real problem to our everyday lives.
- III. So the next time you are driving down the road minding your own business and you get cutoff, make sure this is the only finger you give (Thumbs up)!

APA Reference Page

References

- AAA Foundation for Traffic Safety. (2005). *Aggressive Driving*. Washington, D.C.
- Dukes, R.L. (17 November 2005). *Effects of Aggressive Driving and Driver Characteristics on Road Rage*. Retrieved 10 January 2006 from <http://search.ebscohost.com/roadrage>
- 'Aggressive Driving' Laws (2005, Monday, October 24). *Washington Post*, P. B06.
- Williams, A. (2004, September 28). *Testimony from House Committee on Transportation*, Amarillo Daily News. p. B5
- Fox 5 News* (2008, November 15). FOX.

EXAMPLES OF APA REFERENCE STYLE

BOOKS

1. Book with one author

Kanter, R. (2004). *How winning streaks and losing streaks begin and end*. New York: Crown Business.

2. Book with an editor

Kreps, G.L. (Ed.). (1993). *Sexual harassment: Communication implications*. Creskill, NJ: Hampton.

ARTICLES

3. Journal articles with two authors

Floyd, K., & Morman, M.T. (2000). Affection received from fathers as a predictor of men's affection with their own sons: Tests of the Modeling and Compensation hypotheses. *Communication Monographs*, 67, 347-367.

4. Article in a weekly or biweekly periodical

Slatalla, M. (2000, September 11). Brotherly love: A study suggests ways to rear siblings who will get along now-and for the rest of their lives. *Times*, 156, 122.

NEWSPAPERS

5. Signed article from a daily newspaper

Erlanger, S. (2004, October 27). Lawmakers back Sharon on plan for Gaza. *The New York Times*, pp. A1-A2

6. Unsigned article from a daily newspaper

Bomb kill 11 at concert in Sri Lanka. (2001, April). *Chicago Tribune*, P. A8.

7. TELEVISION PROGRAM

CBS evening news. (2005, My 23). CBS.

ELECTRONIC SOURCES

8. Internet articles based on a printed source

Berger, C.R. (2001). Making it worst that it is: Quantitative depictions of threatening trends in the news [Electronic version]. *Journal of Communication*, 51. 655-677.

9. Stand-alone document, no author-identified, no date

Critical issues in education and technology (n.d.). Retrieved April 11, 2005, from <http://www.ctf-fee/e/what/restech/critical.htm>

10. Newspaper article

Sorenson, T. (2006, March 18). Davidson senior honorable in their defeat. *Charlotte Observer*. Retrieved 8 May 2002, from <http://e-newsletters.internet.com/samples/8021planet.html>

STUDENT EVALUATION SHEET

Write an evaluation for each presentation in your notebooks. Write the following heading:

DATE _____

GROUP# _____

TYPE OF SPEECH _____

Then Write (1) **the name of each presenter**, (2) **their topic** and (3) **an evaluation** based on the following:

PRESENTATION CONTENT

1. Effective Introduction

- Did the attention getter arouse interest? yes no
why?
- Was the purpose clearly stated? yes no
why?
- Was the reason to listen clear? yes no
why?
- Was the credibility statement appropriate? yes no
why?

2. Organized Body

- Was the speech easy to follow? yes no
why?
- Were transitions clearly stated between main points? yes no
why?
- Were illustrations, examples, statistics, etc. used effectively? yes no
why?
- Were references clearly stated within the speech? yes no
why?

3. Effective Conclusion

- Were the 3 main points repeated? yes no
why?
- Was the main purpose of the speech reinforced? yes no
why?
- Did the speech end with impact? yes no
why?
4. Was the goal of the assignment obtained? yes no
why?

PRESENTATION'S DELIVERY

5. Effective Communication With the Audience

- Did the speaker maintain good eye contact? yes no
why?
- Did the speaker look confident and poised? yes no
why?
- Did the speaker have a good energy level? yes no
why?
- Did the speaker connect with you? yes no
why?

6. Appropriate Voice

- Did the speaker adapt his/her volume to the room? yes no
why?
- Was the speaker's rate appropriate? yes no
why?
- Was the speaker clear? yes no
why?

Did the speaker use vocal variety? yes no
why?

7. Appropriate Non-vocal Behavior

Was the speaker's posture/movement appropriate? yes no
why?

Did the speaker use natural gestures? yes no
why?

Did the speaker use the index cards effectively? yes no
why?

8. Effectively handling Control factors

Was the topic appropriate for the assignment? yes no
why?

Was the length appropriate? yes no
why?

Was the speaker's appearance appropriate? yes no
why?

Was the presentational aid used effectively? yes no
why?