INTRODUCTION TO SPEECH COMMUNICATION

Course Workbook For Veterinary Technology Students

SPCH 1311
Introduction to Speech
Communication
Course Workbook for Veterinary Technology Students
SPCH 1311
12th edition
SPRING, 2007

A cooperative effort of the Liberal Arts Division and the Business Science and Technology Division at Cedar Valley College, supported by a Capstone Grant from Cedar Valley College and the Dallas County Community College District

EQUAL EDUCATION OPPORTUNITY

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

Written by Lois Leubitz, M.A., in collaboration with Brian Heim, D.V.M. and David Wright, D.V.M. Copyright © 2001 by the Dallas County Community College District. Printed in the USA.
Welcome to The Speech 1311 Distance Learning Course for Veterinary Technology Students!

Many of you are taking this course to satisfy a portion of your general education requirement or to meet the core curriculum requirements for the Dallas County Community College District. This section of Speech 1311, like all other sections of this course, is designed to help you improve your interpersonal communication skills and to become a more effective public speaker and group team member. However, this particular course not only helps you to improve these skills, but it offers an opportunity to cultivate communication strengths within the context of a veterinary technology experience.

TO SUCCEED in this class, please keep the following in mind:

- CAREFULLY READ the SYLLABUS and look over the class calendar. To succeed you will need to follow this schedule. Realistically, you should plan to devote six to eight hours a week studying and preparing for this class.

PURCHASE THE TEXTBOOK (WITH THE TWO CD-ROMS INCLUDED), Human Communication, 2nd ed., Judy Pearson, Paul Nelson, Scott Titsworth, and Lynn Harter {referred to as Human Communication by Pearson and Nelson in this Study Guide.} NOTE: You MUST purchase the copy of the text that has the CD-ROM’s included. Your computer must have 128 MB of memory in order to view the video episodes from the CD-ROM’s. 256 of memory is recommended. In order to watch the video clips needed for this class, you will require a broadband connection and Apple’s Quick Time Player 6.0 installed on your computer system. This program is available on the CD-ROM that accompanies the textbook. If you have any difficulty loading this onto your computer, contact McGraw-Hill Tech Support at 800-351-5094 or TECHSUP@mcgraw-hill.com.

If you do not have the CD-ROM, you will not be able to view the video clips, complete the exercises, and you will have difficulty doing the speech assignments and will not be able to access the Online Learning Center provided at no cost by the textbook authors. For example, materials available to you on the CD-ROM include:

- key term flash cards: available for each chapter, these will help you prepare for each exam.
- key word crossword puzzles: interactive puzzles giving you another chance to be sure that you understand major concepts from a chapter
- interactive external exercises: giving students chances to mix communication skills and critical thinking skills with practical internet skills.
- self-quizzes: also available for each chapter and also useful for exam preparation
- Online Tutor 2.0: use this to help you construct sentence and key word outlines, useful for studying and speech preparation;
• “The Elliots” a video “soap opera” appearing over six episodes that will be used to provide questions to ask over certain principles of interpersonal, group, and public communication.

• Sample speeches to assist you in the preparation of your informative and persuasive speeches.

• The CD-ROM’s can also link you to the Online Learning Center where you can use the internet to help you master speech communication concepts.

• So . . . .the CD-ROM’s are an invaluable tool for your academic success!

• Be sure that you have access to a computer with Netscape Navigator 4.x or Internet Explorer 4.x or higher, an e-mail account, three videotapes, and a video camera! Remember, you always have a student e-mail account through Blackboard, however, students in the past have preferred to set up their own e-mail accounts for me to use.

• You must be able to send your assignments to me as word e-mail attachments. I will grade these assignments and return them to you via e-mail. I am trying to run this class as much as possible as a “paperless” class as far as homework is concerned.

• Be sure that you record your speech assignments on a standard-sized VHS tape or on a CD. If you use a mini-tape, you are responsible for providing the adapter so that I can view your tape. I obviously do not have adapters for all VHS recorders! If you choose to not use a standard size videotape, the adapter is considered to be part of your school supplies and is not returned unless we’ve made prior arrangements.

• You should KNOW HOW TO ACCESS THE SOFTWARE SYSTEMS THAT WILL BE USED IN THIS COURSE., BlackBoard and CourseInfo System. If you don’t know how to do this, contact Shana at 972-860-8127, ASAP! She will send you information re: how to get onto these systems. If you have taken any of the Vet Tech courses or any other DCCCD distance learning courses, you know how to do this. If this is your first course with us, you do need instructions about these systems—get them immediately!

• CHECK YOUR E-MAIL FROM ME AND COURSE ANNOUNCEMENTS AT LEAST ONCE A DAY (and even more often once the performance assignments begin.) Maintaining this line of communication with me will make it much easier for you to succeed in this class.

• Allow sufficient time to complete each week’s assignments. This is a three hour credit course, which means that you would be spending three class hours taking the class, and counselors advise that you should plan between one and two hours preparing for each hour of class. So if you are spending 9-10 hours a week working on this class, that is perfectly normal for a college student taking an academic course for college credit. However, what constitutes sufficient time may vary from week to week (and from student to student !) Do not fall behind!

• This course will involve some research on your part in order for you to successfully complete your assignments. Because a good deal of the material on the internet is false, written by incompetent sources, and because anyone can post anything on the internet, If you use materials from the internet, you are required to use materials only from DCCCD databases. Become familiar with the research materials available to you as one of our students. As a student, it is very easy to access the DCCCD databases: learn how to do this! You just need to know your student ID number and your birth date! This will save you time as you research the speeches, the interview, and the group discussion assignments for this course. Need help
with research? Contact our library at 1-972-860-8140.

NOTE: Dr. Summers has kindly agreed to give you access to the American Veterinary Medical Association as another database for scholarly research. To enter this source, you will need to use her ID number, 0111584.

BE SURE TO PUT YOUR NAME AND SPEECH 1311 on all assignments that must be faxed to me. Some of your assignments will come in on pages that you remove from the Workbook and will be referenced to Speech 1311. However, many of your assignments will be answers to questions entered on your own paper. Don’t forget to include your name! Your faxes will be received by our division secretary and then placed in my mail box. She needs to know that the fax belongs to me! And, be sure to keep the original of all assignments that you mail to me!

- COURSE WORKBOOK: This is the twelfth edition of the Speech 1311 Workbook for Veterinary Technicians. This workbook lists the weekly assignments for this course. I will also post any changes in assignments on BlackBoard. This is another reason why you MUST check your e-mail and the Announcements on BlackBoard daily.

- If you have questions or concerns about this course, please contact me! As we progress, you will understand my sincerity as I state that the only dumb question is the unasked question! My phone numbers, e-mail address, and school address appear on the syllabus and at the end of this letter.

And most importantly . . . take advantage of this opportunity to improve your communication skills! As we will study during the semester, the ability to communicate underlies success at work and in other situations! Let the opportunity to study communication result in the acquisition of skills to assist you as a veterinary technician and in other arenas of your life.

If you have problems or questions, please do not hesitate to let me know. Good luck, and I hope that this semester will be a worthwhile and beneficial one for you!

Mrs. Lois Leubitz  
Professor of Speech Communication  
Cedar Valley College  
3030 North Dallas Avenue Lancaster, TX 75134  
Phone: 877-353-3482 (toll-free) or 972-860-8275  
Fax: 972-682-7011  
E-mail: LLeubitz@dcccd.edu (note: use lower case “L’s)
I. Instructor

Lois Leubitz, M.A

Instructor Phone: 1-877-353-3482 or 972-860-8275

Instructor Fax: 972-682-7011

Instructor E-mail: lleubitz@dcccd.edu (Students are encouraged to contact the instructor by e-mail or telephone with questions or concerns.)

Website: http://ollie.dcccd.edu/vettech/default1.htm (Access this website for more information on Cedar Valley, the Veterinary Technology Program, and the Dallas County Community College District.)

Address: Cedar Valley College, 3030 N. Dallas Ave., Lancaster, TX 75134

II. Speech Communication 1311: Introduction To Speech Communication

Catalogue Description

Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and make formal oral presentations. This course requires college-level reading and writing. (3 credit hours) areas outlined in the topic schedule.

Students must read the required materials, view the video assignments, pass the scheduled exams, and successfully complete the speaking and workbook assignments to receive credit for the course.

III. Required Materials

A. Course Equipment:***

Each student must have access to a television, a VCR, a video camera, a fax machine, and a computer with Netscape Navigator 4.x or Internet Explorer 4.x or higher. In addition, each student must have an e-mail account.

All students must know how to send their homework assignments via word e-
mail attachments. Your homework assignments will be graded and sent back to you via e-mail. I am trying, as much as possible, to make this course a “paperless class” as far as homework assignments goes.

B. Course Textbook:

*** NOTE: You MUST purchase the copy of the text that has the CD-ROM’s included. Your computer must have 128 MB of memory in order to view the video episodes and sample speeches from the CD-ROM’s. 256 of memory is recommended. In order to watch the video clips needed for this class, you will require a broadband connection and Apple’s Quick Time Player 6.0 installed on your computer system. This program is available on the CD-ROM that accompanies the textbook. If you have any difficulty loading this onto your computer, contact McGraw-Hill Tech Support at 800-351-5094 or TECHSUP@mcgraw-hill.com.

C. To Access Course Workbook:
   Introduction to Speech Communication—Course Workbook for Veterinary Technology students, 12th edition. written by Lois Leubitz. The Course Workbook is available on the web at http:ollie.dcccd.edu/vettech or by e-mail in MS Word. In addition, Shana will be distributing the Course Workbook .

D. To Purchase Course Textbook (containing “Student CD ROM Guidebook”):
   If you are close to Cedar Valley College, you may purchase your textbook at our College Book Store. A copy of the textbook and the CD-ROM is on reserve at the CVC library.

The above textbook be ordered from the: Cedar Valley College Bookstore 3030 N. Dallas Ave. Lancaster, TX 75134 972-225-7343

Orders can be initiated online by using the URL address: www.cvccdccc.bkstr.com

Once the student has connected to the website, they will need to place their order by:

   select as the college site: Cedar Valley College
   select type of course: Credit
   select type of Course: SPCH
select section number: 340

The next screen will show the textbook necessary for this course

Please purchase your textbook and download your Course Workbook as soon as possible since you will need these materials in order to successfully complete this course.

You will note for each week there may be references to the Online Learning Center, to one of the Elliot Family Video Clips, to an animation, a sample speech, or to another feature of the text. Be sure that you familiarize yourself with the features available both in the textbook and on the CD-ROM’s!

IV. Evaluation:

Grade Point Distribution:

Speech 1 100 points (10%)
Speech 2 100 points (10%)
Interview 100 points (10%)
Group Discussion 100 points (10%)
Homework Assignments 300 points (30%)
Exam #1 100 points (10%)
   (Text and workbook Chapters 1-5)
Exam #2 100 points (10%)
   (Text and workbook Chapters 7-12 and text appendix)
Exam #3 100 points (10%)
   (Text and workbook Chapters 13-16)

1000-900 points (100-90%) = A
899-800 points (89-80%) = B
799-700 points (79-70%) = C
699-600 points (69-60%) = D
Below 60% = F

NOTE: EACH assignment must be successfully completed in order to receive credit for this course.

V. Oral Presentations:

During the class, you will have two formal public speaking opportunities that will be videotaped and sent to me. In addition, you will participate in a videotaped role playing interviewing exercise and an online group discussion exercise. An assignment sheet will explain the objectives and instructions for each assignment.
“Being prepared” for each assignment also includes preparing the required written materials. These materials must be received prior to or with your oral presentation to receive credit for the assignment. Note: Remember the research requirement reviewed in the “Welcome Letter.” Students who use the internet are required to use the DCCCD databases or materials from the American Veterinary Medical Association. Directions on how to cite these materials will be stated in individual assignment sheets.

VI. Student Credit and Grading

For students to receive academic credit for this course, they must achieve an average grade of 70 percent for the course. Students must complete the written and speech assignments and the tests with a grade of 70 percent or better. Exams will be scored as soon as possible and results will be posted on the online class grade book. At minimum, all assignments will be mailed back to students every three to four weeks for review. The corrected submissions will be also mailed back after they have been graded. Students should make and mail a copy of all assignments, and retain the original of all assignments. All points will be added together and divided by the number of total possible points to determine the final course grade as a percentage. Students will be able to access from online the official final grade for this course. Be sure to write your name on each assignment.

Students may finish assignments ahead of schedule, but must finish assignments by the published due date to receive credit for the course. Students are strongly encouraged to work at the pace set in the workbook to achieve the maximum benefit and learning from the course.

If students feel that they have received an unfair evaluation on an assignment or exam, they should contact their instructor to resolve the situation. If students feel the decision of the instructor needs to be appealed, they should contact the Dean of Liberal Arts, at 972-860-8274.

Unlike other Veterinary Technology classes that you might have taken, in this course all of your assignment answer sheets are to be returned to your instructor and will be graded by your instructor. It is imperative that the student not lose any pages in this process. So, when mailing assignments to your instructor, send only copies of the original, so you can keep the original.
### VI. Specific Point Values for Assignments and Examinations

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<thead>
<tr>
<th>Week</th>
<th>Type of Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>1</td>
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<td>Written Assignment Two</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>Written Assignment Two</td>
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<td></td>
<td>Written Assignment Two</td>
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<td>5</td>
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<td>Written Assignment Two</td>
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<td>6</td>
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<td>EXAM ONE</td>
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<td>INTERVIEW ASSIGNMENT</td>
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<td>13</td>
<td>INFORMATIVE SPEECH</td>
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<td>14</td>
<td>PERSUASIVE SPEECH</td>
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<td>15</td>
<td>EXAM THREE</td>
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<td><strong>Total Points</strong></td>
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VII. Preceptors

Each preceptor must be a graduate DVM or VMD, a graduate of an AVMA/CVTEA accredited program of veterinary technology, or a person licensed as an RVT, LVT, or its equivalent. Non-DVM or non-RVT credentials and foreign credentials will be considered on a case-by-case basis. Questions on acceptable preceptors should be addressed to the Acting Director of the veterinary technology online program, Dr. Alleice Summers, 972-860-8194. Preceptors must always directly witness, participate in, or initial exams and other noted materials for students to receive credit.

Students are required to have at least one preceptor for the course or courses for which they are enrolled. All preceptors must meet the minimum requirements for preceptor approval. Preceptors cannot work for the student or report to the student at the Work Place. Individual applications must be submitted and approval granted for each preceptor. Preceptors are extremely important to students’ success in the course. It is a position that requires time and dedication. Once approved, a preceptor will be mailed a preceptor packet for each course in which the student is enrolled. The packet will contain the course schedule and other course materials.

Preceptors monitor and evaluate in-clinic assignments, assure academic honesty in testing and exams, liaison with the course instructor, and act as mentors for the students enrolled. Preceptors for the general education component of the veterinary technician’s education are not expected to be experts in the subject matter of a given course. Rather, the preceptor will be available to encourage the student as the student completes this course, to proctor exams, and to contact the instructor with any questions or concerns about the course assignments. The preceptor will be involved in some assignments such as facilitating time for videotaping speeches and acting as an audience for this oral presentation component of the course. Preceptors should carefully consider these responsibilities before agreeing to serve in this capacity as they are an integral part of the course and must fulfill their commitment to the student. If individuals have questions or concerns about serving as a preceptor, they should contact the course instructor at the addresses or numbers listed in the syllabus.

VIII. Student Code of Conduct:

Students in all distance learning courses are expected to follow the same rules as set forth in the student code of conduct in the Cedar Valley College catalog. Failure to follow these rules may result in disciplinary action by the instructor or the college. Students should familiarize themselves with the code as set forth in the catalog. You can order a Cedar Valley College catalog on the World Wide Web at www.dcccd.edu. The student code of conduct and other catalog items can be found in the Student Services section of the Dallas County Community College District web page.
ADA Statement: “If you are a student with a disability and/or specific needs who requires ADA accommodations, please contact your college Disability Services office.” The phone number of the CVC Disability’s Office is 972-860-8180.

Attendance Policy: “If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing/contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid loans.

Third Attempt to Enroll in a Course: Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training Courses will result in a higher tuition to be charged.

Academic Honesty: Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test and plagiarism and collusion. As a college student, you are considered a responsible adult. Your enrollment includes acceptance of the DCCCD Code of Student Conduct published in the DCCCD catalog. More information is available at https://1/dcccd.edu/cat0406/ss/code.cfm.

The Texas Success Initiative (TSI): The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college level course work. The TSI requires assessment, remediation (if necessary) and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level courses. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher.

Additional information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm

Notification of Absence due to a Religious Holiday:

Students desiring to observe a religious holy day, which will result in a class absence, must notify the instructor in writing, for each class, no later than one week after the first day of the semester in which the absence will occur. The student is required to complete any assignments or take examinations, within a reasonable time, which may have been missed, as a result of the absence.
IX.  **Drop Date: APRIL 12, 2007**

If you are unable to complete this course, you must withdraw from it by the above published drop date. Withdrawing from a course is a formal procedure **YOU** initiate; I cannot do it for you. You may do this in writing by notifying Sherry Hair AND me. If you stop attending class and do not withdraw, you will receive a performance grade, most likely a “F.” Students drop courses when help is available that would enable them to continue. I hope you will discuss any plans with me if you are inclined to withdraw from this course.

X: **Disclaimer:** I will notify you of any changes that need to be made in any aspect of the syllabus.
SPCH 1311 General Syllabus:
Applying to All DCCCD Speech 1311 Introduction to Speech Communication Courses

Catalog Description

Theory and practice of speech communication behavior in one-to-one, small group and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches. This course requires college-level skills in reading and writing.

Speech 1311 is included in the DCCCD Core Curriculum. This course provides students with the opportunity to develop the Core Curriculum Intellectual Competencies of reading, writing, speaking, listening, critical thinking and computer literacy fundamental to all DCCCD Core Curriculum courses. It also provides students with the opportunity to achieve the Texas Higher Education Coordinating Board’s Exemplary Objectives in Communication.

Core Curriculum Intellectual Competencies (CCIC)

Speech 1311 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

1) READING: the ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12th grade level
2) WRITING: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12th grade level
3) SPEAKING: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above 12th grade level
4) LISTENING: analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading - above 12th grade level
5) CRITICAL THINKING: think and analyze at a critical level
6) COMPUTER LITERACY: understand our technological society, use computer based technology in communication, solving problems, acquiring information

Exemplary Educational Objectives (EEO) in Communication

Speech 1311, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives in Communication set forth by the Texas Higher Education Coordinating Board.

1) to understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation;
2) to understand the importance of specifying audience and purpose and to select appropriate communication choices;
3) to understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication;
4) to participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
5) to understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument;
6) to develop the ability to research and write a documented paper and/or to give an oral presentation.
Speech 1311 Course Objectives

Speech 1311 Course Objectives describe the content covered in all DCCCD SPCH 1311 courses. These objectives address the Core Curriculum Intellectual Competencies (CCIC) and the Texas Higher Education Coordinating Board’s Exemplary Objectives (EEO) in Communication. Notice that any one speech objective may address more than one competency or objective. Effective communication requires the application of multiple skills.

Course Objectives: Upon completion of Speech Communication 1311, students should be able to demonstrate competence in intrapersonal, interpersonal, small group, and public communication by:

I. Applying knowledge of basic human communication theory and practice. (This objective satisfies CCIC 1-5 and EEO 2) The student will be able to:
   a. Define communication and identify elements involved in any communication process;
   b. Define the various domains of human communication: intrapersonal, interpersonal, small group, and public speaking;
   c. Identify barriers to communication and ways to improve one’s own skills; and
   d. Discuss the impact that multicultural difference has on communication.

II. Explaining and describing basic intrapersonal and interpersonal concepts of understanding one’s self and relationships between self and others. (This objective satisfies CCIC 1-5 and EEO 2) The student will be able to:
   a. Define self-concept, perception, and self-image and describe how these issues affect communication;
   b. Develop strategies for improving interpersonal relationships;
   c. Describe how relationships develop and disintegrate;
   d. Describe ways to improve self-esteem;
   e. Define and demonstrate an understanding of "appropriate self-disclosure";
   f. Define and distinguish between: empathy and sympathy, thinking and feeling, listening and hearing;
   g. Define and demonstrate an understanding of the different roles that each of us plays;
   h. Define and demonstrate processes of conflict management; and
   i. Describe and assess how culture affects relationships.

III. Employing active listening and responding skills. (This objective satisfies CCIC 1-5 and EEO 3,4) The student will be able to:
   a. Demonstrate and employ appropriate listening skills (active, critical, empathic) in family, community, workplace, etc.;
   b. Demonstrate ability in the use of appropriate feedback; and
   c. Demonstrate effective interviewing skills.

IV. Explaining, illustrating, and interpreting basic principles of verbal and nonverbal communication. (This objective satisfies CCIC 1-5 and EEO 2,3) The student will be able to:
   a. Recognize and discuss the principles and types of nonverbal communication;
   b. Discuss and illustrate how the use of language affects communication;
   c. Recognize how written and spoken communication styles differ; and
   d. Discuss multiculturalism and gender as they impact the way we communicate verbally and non-verbally.
V. **Participating as a productive member of a small group.** (This objective satisfies CCIC 1-5 and EEO 4,5,6)
   The student will be able to:
   a. Summarize characteristics of a small group and situations in which a group decision is superior to individual decision-making;
   b. Identify group participation roles, skills, attitudes and their consequences;
   c. Distinguish between productive and non-productive behaviors in a small group;
   d. Identify leadership styles and their application to real-world situations; and
   e. Demonstrate and discuss understanding of conflict management.

VI. **Organizing and presenting effective formal public speeches.** (This objective satisfies CCIC 1-6 and EEO 1-6)
   The student will be able to:
   a. Discuss, identify, and demonstrate the characteristics of an effective speaker;
   b. Develop strategies for building speech confidence;
   c. Demonstrate ability to gather support material for speeches, including research and data bases;
   d. Demonstrate effective nonverbal skills for public speaking;
   e. Identify and apply informative and persuasive speaking strategies;
   f. Deliver formal public speeches; and
   g. Use various types of visual aids.
Titles and Numbers of “The Communicating Everyday Videotape Series:

In the Course Workbook, the Videotapes are referred to by Episode number. This should be numbered in the order in which the videos appear on your CD Rom:

Episode 1: Sam’s Graduation Party

Episode 2. The Right Kind of Care.

Episode 3. Where There’s Smoke

Episode 4  On the Air With Campus Community Connection

Episode 5. Reporting for KTNT

Episode 6: Opposites Attract

Episode 7: Pulling the Weight at Work

Episode 8: Senior Seminar

Episode 9:__You Look Great
**COURSE CALENDAR**

Carefully follow this calendar! “CD-ROM refers to the CD-ROMs included with the purchase of a new textbook. Each week of the class corresponds to assignments listed for that week in the Workbook for Veterinary Technology Students prepared by me (Lois Leubitz). If you get lost or have questions, please immediately call me or e-mail. I do not want you to fall behind in the class assignments!

**Note:** You will need an ID and Password to access the Student On-Line Learning Center included on the textbook’s CD-ROM. If you have any troubles accessing the On-Line Learning Center, contact TECHSUP@mcgraw-hill.com or call 1-800-331-5094 for assistance. *Note previous page for the titles of each video episode

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B. Introducing yourself |                       |        | General     |
| 2    | A. Defining communication  
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| 3    | A. Perception and communication  
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| 6    | A. Interpersonal relationships  
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| 7    | A. Interviewing and communication  
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| 8    | A. How to prepare a speech:  
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### Week Topic

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| 9    | A. How to prepare a speech: Speaker credibility, Communication Apprehension  
B. Continue work on Group Presentation and interview | Chs. 12, pgs. 388-391 | Video Episodes, 4, 5  
On-Line Learning Center | General |
| 10   | A. How to prepare a speech:  
Speech introduction  
Speech body  
Speech conclusion  
B. INTERVIEW ASSIGNMENT DUE  
C. Continue work on group presentation and informative speech  
D. TEST #2 | Ch. 15 | DISK 2 *  
On-Line Learning Center | General |
| 11   | A. How to prepare a speech:  
Speech delivery  
B. Visual Aids  
C. GROUP PRESENTATION ASSIGNMENT DUE | Ch. 16 | Video Episodes 4 & 5  
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| 12   | A. How to prepare a speech:  
Informative speech techniques  
Persuasive speech techniques  
B. WRITTEN MATERIALS: GROUP PROJECT DUE | Ch. 17  
Ch. 18 | Video Episodes 2 & 4  
DISK 2 *  
On-Line Learning Center | General |
| 13   | A. INFORMATIVE SPEECHES DUE  
B. Work on persuasive speech | | | General/Direct |
| 14   | A. PERSUASIVE SPEECHES DUE | | | General/Direct |
| 15   | A. TEST #3  
B. Course Evaluations | | | General |

*Week 8: Disk 2: Conveying the Central Idea (clip,) Appealing to Motivations, Using an Example; Making a Contrast: Using an Analogy; Using Testimony; Using Statistics  
*Week 10: Disk 2: Introductions: Relating a Story; Citing a Quotation; Arousing a Curiosity; Giving an Illustration  
*Week 11: Disk 2: Using Internet Graphics; Presenting a Powerpoing “Build,” Risks and Motorcycle Club, Using an Analogy  
Relating a Speech to the Listener’s Self-Interest; Cell Phones, Mad Cow, Competitive Sports  
*Week 12: Disk 2: Using Deductive Reasoning, Using Inductive reasoning, Sharks “Stem Cell Research” Cow Over Chemicals*
Welcome to Speech 1311 for veterinary technicians! At the beginning of this first week of class, I would like to take the opportunity to review a few suggestions to help you succeed in this course:

1. **Just Say Hi!**: Please contact me very early in this course. This may be done by phone, by e-mail, or in person. This will be an excellent opportunity to ask and answer questions, gain insights into this course, or to just say hello. In this class we need to practice what we preach! So, good communication is essential among the preceptor, the instructor, and the student to ensure a valuable and productive learning experience.

2. **Time Commitment**: To succeed in a three hour credit course you need to realistically allocate at least eight to nine hours a week to the class. A three hour course means that class would meet three hours, so that takes care of three hours of time. Students are expected to prepare two hours for every hour of class, so that leads to the total of approximately nine hours of work each week for each three hour class. In this course you will use the time to read the text, participate in the C-ROM and related activities, do your homework assignments, and prepare the major class performance assignments.

3. **BlackBoard**: You should know how to access the software systems that will be used in this course, BlackBoard and CourseInfo System. If you don’t know how to do this, contact Sherry Hair at 972-860-8127, ASAP! She will send you information re: how to get onto these systems. If you have taken any of the Vet Tech courses or any other DCCCD distance learning courses, you know how to do this. If this is your first course with us, you do need instructions about these systems—get them immediately!

4. **Assignments**: If you have not purchased your textbook by now, you are already behind in this class! *Buy your book, Human Communication, 2nd Edition, accompanied by the “Student CD-ROM Guidebook” As Quickly As Possible! Instructions for purchasing the book appear in the Class Syllabus! Your workbook contains instructions about each week’s assignments. When I refer to Video Episode, be sure to go to the, CD-ROM, Online Learning Center, Student Center and look at the Chapter Index, so you will know exactly what to look for in the video for that specific assignment This workbook is designed to help you through the course; Please carefully review these assignments. Allow time to complete them. In fact, allow more time as you begin the class so that you can become familiar with both the format and the content of this course. Be sure to read the text (listed as Human Communication by Pearson and Nelson in this Study Guide) BEFORE doing the assignments! This will make learning more effective (and much easier!) If you are instructed to write your answers on a separate sheet of paper, I expect that you will type these answers and put the number of the question next to your response. You are expected to type your homework assignments and send them as WORD e-mail attachments. They will be graded and returned to you via E-mail. Be sure to include your name on each assignment.

You will note for each week there may be references to the Online Learning Center,
to one of the Elliot Family Video Clips, to an animation, to a sample speech, or to another feature of the text. Be sure that you familiarize yourself with the features available both in the textbook and on the CD-ROM’s!

**TEXTBOOK:** Pay careful attention to references for assignments to the CD-ROM’s included with your textbook. Homework assignments are based on this material and you will be tested on this material. Also, the CD-ROM’s and the textbook website (see the introduction to the textbook) contains excellent review materials as you prepare for each of your exams. At the end of each week’s assignment you will be encouraged to go to your text, HUMAN COMMUNICATION, CD-ROM for self-quizzes to reinforce the learning for that specific chapter. For example, on the CD-ROM look for:

- key term flash cards: available for each chapter, these will help you prepare for each exam.
- key word crossword puzzles: interactive puzzles giving you another chance to be sure that you understand major concepts from a chapter
- interactive external exercises: giving students chances to mix communication skills and critical thinking skills with practical internet skills.
- self-quizzes: also available for each chapter and also useful for exam preparation
- Online Tutor 2.0: use this to help you construct sentence and key word outlines, useful for studying and speech preparation;
- “The Elliots” a video “soap opera” appearing over six episodes that will be used to provide questions to ask over certain principles of interpersonal, group, and public communication.
- The CD-ROM can also link you to the Online Learning Center where you can use the internet to help you master speech communication concepts.
- So . . . .the CD-ROM is an invaluable tool for your academic success!

In Addition to the CD-ROM, each week I will send you to exercises and supplementary material in the text’s [Online Learning Center at www.mhhe.com/pearson](http://www.mhhe.com/pearson) where you will be asked to refer to supplementary material to help you learn the required concepts in this course. Both of these sources of information will make it much easier for you to be successful in this course.

5. **Submitting Assignments:** This semester we are working toward a “paperless semester” as far as the weekly homework assignments are concerned. Except for forms that you are required to complete, you are required to submit your assignments as Word Attachments that will be graded via tools track changes and then resubmitted to you, graded. Obviously, some assignments will have to be faxed or mailed, such as your speech
presentations, etc. However, your weekly assignments will be submitted via word attachments and graded as explained above. Check the BlackBoard online gradebook for the grades on your assignments.

6. **Videotapes:** You will be sending three videotaped assignments to me during this course: an interview assignment, an informative speech, and a persuasive speech. Be sure that you record your assignments on a standard-sized VHS tape or on a CD. If you use a mini-tape, you are responsible for providing the adapter so that I can view your tape. I obviously do not have adapters for all VHS recorders! Because all of the videotaped assignments occur after the theory portion of the class, I am unable to mail back a videotape in time for you to use it for the next assignment. Fortunately, the cost of videotapes is relatively low. I would suggest that you purchase three inexpensive VHS videotapes. Because of quality concerns, please use new videotapes for your assignments in this course.

Last semester we learned that it is a good idea to make a copy of your videotape prior to sending it to me. For the first time, a student’s videotape was crushed by UPS! So, please package your tapes carefully, and please keep a back-up copy of your tape (which, fortunately, last semester’s student was able to mail to me!)

7. **Syllabus.** Carefully follow the class syllabus to know what we will be covering and when tests and oral assignments are scheduled. If desired, make an extra copy of this syllabus so that it will be easily available for you.

8. **Due Dates.** Each oral presentation will be submitted on a different new videotape. Each of these oral communication assignments (and accompanying written materials) must be completed by the date listed in the syllabus. You will also receive sufficient warning of due dates on BB Announcements and e-mails from me. A due date may be altered during the semester by an announcement on BlackBoard or an e-mail from your instructor. Written assignments arriving late without permission will not receive credit.

9. **Research:** This course will involve some research on your part in order for you to successfully complete your assignments. Some of you may be tempted to run to the internet and quickly download the first thing that comes to your sight and send it to me as research for your assignment. This is not a good idea, because as you know, much that is posted on the internet is false, inaccurate, and downright stupid. The reason for this, as you well know, is that **anyone can post anything on the internet.**

Because I have had students turn in materials from the internet that were later discovered to be written by eight year olds in elementary school, **I am now requiring that if you use materials from the internet, they must come from DCCCD databases.** Become familiar with the research materials available to you as one of our students. As a student, it is very easy to access the DCCCD academic databases: learn how to do this! You just need to know your student ID number, your birth date, and the phone number of our library: 972-860-8140! This will save you time as you research the speeches, the interview, and the group discussion assignments for this course.

10. **Preceptor.** Early in this course, sit down with your preceptor and discuss the syllabus
and assignments for this course as well as the duties and responsibilities of the preceptor. Questions? Your preceptor must be approved prior to the actual start day of the course. Only approved preceptors may monitor assignments. If you do not have a preceptor, contact me immediately!

11. Examinations. Examinations may be administered online or may be administered through your preceptor. Instructions for taking examinations will be sent during the semester. It is both the student’s and the preceptor’s responsibility to ensure that exams are completed and submitted at the appropriate time. Late exams will not be accepted and will result in a grade of zero for those examinations.

12. Academic Honesty: Students are responsible for doing their own work and completing their own assignments. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise is prohibited. If dishonesty is evident, a grade of “O” will be assigned to that assignment or test.

And, now, with these reminders in mind, let’s get on with the first week’s assignments!

Mrs. L.
Llleubitz@dcccd.edu 972-860-8275
Speech 1311 – Week One
Text and CD-ROM Assignments
None

Overview of Week One
This is the introductory week to Speech 1311. You should take the extra time to familiarize
yourself with the textbook, workbook, and assignments required to complete this week’s
work. It is essential that you stay on schedule and complete each assignment in a timely
fashion. For assignments during this week or any other, students or preceptor(s) should
contact the instructor if problems or special circumstances arise that may delay completing
an assignment or exam.

The educational objectives of Speech 1311 appears in this Workbook as the Dallas County
Community College District General Syllabus for this course. During the next fifteen weeks,
we will touch upon each of these general objectives. Since this is a survey course, we will
not examine any one topic in great detail. Instead, you will be exposed to many principles of
effective speech communication. Hopefully, this exposure will help you to become aware of
what you may want or need to do in the future to continue to cultivate effective
communication skills. In addition, communication, like many other skills, improves with
practice and positive reinforcement. This class will provide an opportunity for both
theoretically learning about communication principles and then applying these principles
within the world of the veterinarian technician..

Week One Objectives
1. Participate in online introductions with other students and instructor.
2. Describe attitude toward communication apprehension

Week One Assignments:
1. As a substitute for a speech of introduction, prepare the Blackboard online “Edit Your
   Homepage, Personal Information,” and Set Privacy Options. These will be explained
   under Assignment #1 for this week.
2. Determine the level of your communication apprehension by taking the enclosed
   communication apprehension quiz.

All Week One required submissions are due to the course instructor, or must be postmarked, by the Thursday of the first week of the course.

Use the Student Checklist to ensure that all required assignments are submitted for the first week of the course.
Speech Communication 1311, Week One
Assignment One: Speech 1311 Distance Learning: Getting to Know You!

This is your opportunity to introduce yourself to your Speech 1311 distance learning veterinary technology classmates and to me. As we will learn, to successfully communicate, a speaker must know his or her audience.

During the semester, we will have other opportunities to communicate with each other online, by e-mail, and by phone. For this exercise, though, I want you to introduce yourself through three devices: a homepage (that includes a photograph, favorite web sites, a personal statement, etc.), completing personal information (phone number, address, etc.) so that I can reach you, and a personal interest inventory.

The personal information is for me so that I can speak to you on the phone, something that I will need to do later in the semester. You will be able to share your homepages with each other online via Blackboard. Later in the semester, you will be communicating with each other in a group discussion exercise. Although some of you already know each other, sharing these homepages allows all of us to connect faces with names.

Part A:
To complete the first part of this assignment, please follow these instructions:
2. Log onto Blackboard using your student ID
3. Enter our Speech class and click on “Student Tools”
4. Click on “Edit Homepage”
5. After Editing your homepage, click submit.
6. Return to Student Tools and click “Edit Personal Information.”
7. Complete the personal information form and click submit.
8. Return to Student Tools and click “Set Privacy Options.” This allows students your classmates to see your website. Check boxes 1, 3 and 4 under the first category. Check Box 5 under *Directory Status. Click Submit.

Any questions about these directions? Call Mrs. Leubitz: 972-860-8275.

Part B: Getting To Know You!

Please e-mail your answers to these questions to: lleubitz@dccc.edu (remember-the first two letters of my address are lower case “L’s”)

1. Describe your current job situation.
2. What are your career goals? What do you plan on doing five years from now?
3. What made you interested in becoming a veterinary technician?
4. Which types of animals do you wish to treat?
5. What type of pets do you have or have you had in the past?
6. Have you ever volunteered to work for an animal rescue program? (Continued)
Speech Communication 1311, Week One
Assignment One: Speech 1311 Distance Learning: Getting to Know You! (Cont.)

7. Have you ever taken a communication course? If so, describe that course.

8. What are your goals for this course (besides earning an "A")? What can I, as your instructor, and your classmates do to help you achieve your goals?

9. What characteristics or traits make you an unique individual? Do you have a special hobby, particular interest, distinguishing trait, etc.?

10. What else do you want us to know about you in order to better communicate with you?

For questions 11-15, select a number from the following scale to rank yourself as a communicator:

1 = This is me!
2 = I am this most of the time
3 = I am this some of the time
4 = I am this rarely
5 = I can never see myself as this

11. I am an effective communicator. _____

12. I talk a lot. _____

13. I enjoy being a group member. _____

14. I get along well with other people. _____

15. I am comfortable speaking in front of others. _____
Speech Communication 1311, Week One
Assignment Two: Addressing Communication Apprehension

As you can see from your assignment sheet, you will present two speeches, participate in a group exercise, and do a number of interpersonal assignments during this semester. If you are nervous about this, YOU ARE PERFECTLY NORMAL ! ! !

Research has shown that the #1 fear Americans possess is the fear of public speaking! So, if you are apprehensive about speaking in front of others, you fall within the VAST MAJORITY of our population. One of the major goals of this course is to help you become more comfortable in a variety of speaking situations.

In order to do so, I am asking you to complete the “Personal Report of Communication Apprehension,” copyright 1997 by Harcourt Brace and Company.

DIRECTIONS: This instrument is composed of twenty-four statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) strongly agree, (2) agree, (3) you are undecided, (4) disagree, or (5) strongly disagree.

Work quickly; record your first impression.

_____ 1. I dislike participating in group discussions.

_____ 2. Generally, I am comfortable while participating in group discussions.

_____ 3. I am tense and nervous while participating in group discussions.

_____ 4. I like to get involved in group discussions.

_____ 5. Engaging in group discussion with new people makes me tense and nervous.

_____ 6. I am calm and relaxed while participating in group discussions.

_____ 7. Generally, I am nervous when I have to participate in a meeting.

_____ 8. Usually, I am calm and relaxed while participating in meetings.

_____ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

_____ 10. I am afraid to express myself at meetings. (Continued)
Speech Communication 1311, Week One
Assignment Two: Addressing Communication Apprehension (Cont.)

_____ 11. Communicating at meetings makes me uncomfortable.

_____ 12. I am very relaxed when answering questions at a meeting.

_____ 13. While participating in a conversation with a new acquaintance, I feel very nervous.

_____ 14. I have no fear of speaking up in conversations.

_____ 15. Ordinarily I am very tense and nervous in conversations.

_____ 16. Ordinarily I am very calm and relaxed in conversations.

_____ 17. I have no fear of giving a speech.

_____ 18. Certain parts of my body feel very tense and rigid while giving a speech.

_____ 19. I feel relaxed while giving a speech.

_____ 20. My thoughts become confused and jumbled when I am giving a speech.

_____ 21. I face the prospect of giving a speech with confidence.

_____ 22. While giving a speech, I get so nervous I forget facts I really know.

__________________________________________________________________________

Name

I will tabulate your responses to these questions, and then will communicate individually to you with the results.
STUDENT CHECKLIST • WEEK ONE

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<td>1. Written assignment: Self-introduction</td>
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</tr>
<tr>
<td>2. Written assignment: Addressing Communication Apprehension</td>
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Submit the required assignments to the course instructor no later than the THURSDAY of the first week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue Lancaster, TX 75134 or fax to: 972-682-7011
WEEK TWO

Text and CD-ROM Assignments
Chapter One, Human Communication by Pearson and Nelson
Video Episodes 1 and 2 ****

****When I refer to Video Episode (for this week and all subsequent weeks,) be sure to go to the, CD-ROM, Online Learning Center, Student Center and look at the Chapter Index, so you will know exactly what to look for in the video for that specific assignment.

Overview of Week Two
Week Two introduces an overview of communication. We will consider a rationale for the study of communication, and will then look at a definition to focus our study this semester. Next, you will learn some basic communication principles by applying these concepts to your workplace. Students’ will reinforce concepts introduced in these chapters by completing exercises reviewing them in the Online Learning Center.

Week Two Objectives
1. Explain some benefits from studying communication.
2. Define and explain an operational concept of communication.
3. List and explain the components of the communication process.
4. Apply the components of the communication process to a on-the-job model.
5. List and explain the different levels of communication.

Week Two Assignment

1. Review the workbook questions pertaining to the Pearson and Nelson textbook chapter one reading assignment, Watch CD-ROM Video Episode one, and, then, on separate sheets of paper, answer the questions in this Course Workbook reviewing these materials.
2. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over chapter 1.

All Week Two required submissions are due to the course instructor, or must be postmarked, by the Thursday of the second week of the course. Use the Student Checklist to ensure that all required assignments are submitted for the second week of the course.
Speech Communication 1311, Week Two
Assignment One: Introducing Communication

After reading chapter 1 and watching CD-ROM Video Episode 1, answer the following questions on a separate sheet of paper. Write the number of your question next to your response. To receive full credit, be sure to answer all parts of multiple-part questions.

1. Most of you are not taking this course for the pleasure of my company! You are taking this course because it is required! Why is Speech 1311 one of your very few general education requirements? Explain, through the use of an example, the importance of communication in a:
   A) Work situation
   B) Group situation.
   C) Family situation

2. Describe a communication problem that you have witnessed as an employee. What could have been done to better resolve that situation so that both parties could have had a positive outcome?

3. Based on this practical application of the importance of communication, comment on the definition of communication as the process of understanding and sharing meaning.
   A) What is meant by the term “process?” Why do we view communication as a process rather than a static event that begins and ends? Give an example to illustrate your answer to this question.
   B) Explain an example of where communication has failed at work because of an absence of shared meaning. What would you do to prevent this misunderstanding?

4. After viewing Video Episode One, explain what is meant by the importance of context in communication. Include Mrs. Elliot’s attire, and Mr. Elliot’s communication with Dr. Stern as part of your discussion. Was Susan’s friend out of line when smoking at the party? Explain how rather insignificant, innocuous behaviors can suddenly look like grossly inappropriate behaviors when communication occurs out of context.

5. It is impossible to take a picture of the communication process. Instead, models are used to represent what happens when one person wishes to communicate with another. In chapter one, your text discusses a variety of types of communication models. Communication models are often useful when individuals have difficulty getting along with one another. View Animation One dealing with “Perspectives on Communication.” All of these models are united by common terminology. Because we will be using these terms throughout the semester, it is important that you understand what they mean. Define the following terms used in communication models. For each term, use an
example that is related to your job. I have done the first term to serve as an example. Some of the terms are followed by additional questions:

A) Source: The sender or initiator of a message. The receptionist at the animal clinic.

B) Receiver:

C) Message:

D) Channel:

Describe the importance of selecting correct channels for sending a message. Use examples to illustrate when you would prefer to send a message in person, by phone, by fax, by e-mail, or by a memo.

E) Feedback:

F) Code: Verbal code:
Nonverbal code:

G) Encoding:

H) Decoding:

I) Noise:

Physical noise (a loud noise):
Psychological noise (an argument with a spouse before leaving for work):
Physiological noise (a sore throat):

6. To create your own example of a communication model, consider a recent interaction between yourself and another person at work:

A) Identify who was the source and the receiver.

B) How did the source encode? The receiver decode?

C) What was the message and what type of channel was used?

D) Was a verbal code used? Nonverbal code? Both?

E) What type of noise occurred (be sure that at least one type of noise took place in your example.) What could have been done to prevent this noise?

7. Now, draw a communication model describing the interaction between Susan and her Grandmother during Video Episode Number 2. Be sure to include the same terminology that you used in the model you just created. What type of noise is occurring between Susan and her Mother? How could this noise have been minimized? Communication occurs on a variety of levels. Sometimes we interact with ourselves (intrapersonal communication), with another person (interpersonal communication), as a member of a group (small group communication) or as a speaker to an audience (public communication.) Select five interactions that you have had at work and classify them by level of communication.

8. What is meant by the term “Communication ethics?” What are your responsibilities as a speaker to your audience? What are your responsibilities as a listener or consumer of communication. To answer this question, read the National Communication Association’s
“Credo of Ethical Communication” appearing on page 23 in your textbook.

9. The text discusses a variety of communication principles to clarify our understanding of communication. To briefly discuss some of these . . .

   A. In approximately one hundred words, explain one characteristic about yourself that influences how you communicate. Describe how this characteristic has caused problems or benefits in your interactions with others.

   B. "Communication is inevitable, irreversible, and unrepeatable.” Do you agree with this statement? Explain an example where you wish that you could have reversed a communication event.

10. Look at Table 1.1, “Differences among Communication Contexts.” Explain the contexts in which you communicate most frequently. Which contexts are most important to you in the work environment?
Speech 1311, Week Two
STUDENT CHECKLIST • WEEK TWO

<table>
<thead>
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<th>Task or Assignment</th>
<th>Submit to course instructor</th>
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**Written assignment:** Ten multi-part questions regarding the importance of communication, communication models, and levels of communication.

Submit the required assignments to the course instructor no later than the Thursday of the second week of the course.

Mrs. Lois Leubitz 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
WEEK THREE

Text and Video Assignments
Chapter Two, Human Communication by Pearson and Nelson
Video Segment 3
Online Learning Center

Overview of Week Three
Week Three helps the student understand the vital role that perception plays in the process of communication. Students will understand the steps of the perception process, why their perceptions are unique, and how self-awareness and self-concept play a role in influencing both how we see others and how others’ see us. Students’ will reinforce their knowledge by completing exercises reviewing concepts presented in these chapters in the Online Learning Center.

Week Three Objectives:
1. Define three different types of perception.
2. Describe why differences in perception occur.
3. List and explain the steps of the process of perception.
4. Identify errors that we might make when we perceive others.
5. Explain how self awareness influences communication.
6. Identify the components of self concept and how they influence communication.
7. List steps you can take to improve your self-concept.

Week Three Assignments:

1. Read Chapter two in Human Communication, watch CD-ROM Video Episodes 2. complete the exercises in Week Three, Course Workbook.
2. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning Center at www.mhhe.com/Pearson to test your knowledge over Chapter 2.

All Week Three required submissions are due to the course instructor, or must be postmarked, by the Thursday of the third week of the course. Use the Student Checklist to ensure that all required assignments are submitted for the third week of the course.
Speech 1311, Week 3
Assignment One: Human Perception

1. Later in the semester, as we study interpersonal communication and conflict resolution, you will participate in some role-playing activities. For now, consider the scenarios listed below and explain the perceptions of “the client” and “you” (the technician). Then, explain what you could do to improve the outcome of the situation. Write your answers on this sheet (and the back, if needed.)

A. A tired client arrives at the clinic just before closing. She asks you to refill several prescriptions for her finicky French poodle, and she comments that you seem abrupt.

   Client’s perception:

   Technician’s perception:

   Suggestions:

B. One of your colleagues grew up in a very small community. This person is extremely quiet and has asked you to talk to clients when he needed to do so.

   Colleague’s perception:

   Your perception:

   Suggestions:

C. Before work, you have an argument with your “significant other.” During the day, you make more “little mistakes” than normal. Finally, one of your co-workers asks, “What’s wrong?”

   Co-worker’s perception:

   Your perception:

   Suggestions:

Speech 1311 Week 3
Assignment One: Human Perception

2. Most of us make quick, almost instant judgments. At times, we perceive so automatically that we don’t think about the process of perception. Unfortunately, some of our judgments are wrong. For a variety of reasons, we make mistakes. For example, in video Episode #2, how did Susan perceive the two helpers for her Grandma? What reasons did she have to prefer one over another? Did her Grandma feel the same way? Which set of reasons would you prefer? Why? Can your attitude toward a person influence what you believe about him? Or, in other words, that client who sounds like a grouch on the phone might be very pleasant once you get to know her!

Like any habit, the steps of perception need to be understood if we want to better evaluate information in order to avoid making these quick judgments. These steps are discussed in Chapter two of your textbook. Also, view animation two, “The Perception Process.” Anytime we view a situation, we, as human beings:

A. Select what to perceive. We can’t pay attention to all stimuli that bombard us.
B. Organize the stimuli that we select to perceive. Organization refers to creating a meaningful picture about of what we think we see (better known as our reality!)
C. Interpret what we perceive. Interpretation refers to drawing some conclusions about what we consider to be “real.”

Consider the following situation. You walk into the clinic at 7:30 AM. The day has not officially begun, but the phone is already ringing, messages marked urgent appear on the answering machine, several clients are ready for you to open the waiting room, and someone is pounding on the door, yelling, “Emergency!” You have a headache from your usual Spring allergies, and you quickly realize that one of the other assistants won’t be at work because her child is ill.

3. Incorporating some of the terminology discussed in the text, and incorporating what you learned by viewing the animation, explain what you would do for the above situation in each of the three steps of the perception process:

A. Selection:
B. Organization
C. Interpretation

4. Next, explain three of the reasons why we all perceive differently. Consider the factors listed in the text section, “How do we perceive others?” For each of the reasons that you select, explain how this reason has led you to a fundamental attribution error—a false conclusion in a situation at work.

A.
B.
C.
Speech 1311, Week 3  
Assignment One, Human Perception  

5. Finally, define and give an example, either one from your own experience or an example that you create, of each of these perceptual errors--reasons why we may make mistakes in our perceptions:

   A. Stereotyping
   B. First impressions
   C. Projection
   D. Perceptual Defense
   E. Halo Effect
   F. Leniency
   G. Central Tendency
   H. Recency
   I. Contrast Effects


_____________________________________________
Name
Speech 1311, Week Three
Assignment Two: Self-Concept, Self-Awareness and Impression Management

On a separate sheet of paper, answer the following questions based on pp. 45-54 in *Human Communication*:

1. Our self-concept may be determined by the messages and feedback we receive from others. Explain how a person in your workplace has influenced your self-concept.
   A) Explain how that person has given you confirming feedback.
   B) Explain how that person has given you rejecting feedback.
   C) Explain how that person has given you disconfirming feedback.

2. Explain and give an example of what is meant by the “self-fulfilling prophecy.” Then, explain, by using examples, the difference between self-image and self-esteem.

3. Suggest three ways that you can improve your self-concept.

4. What is meant by the term “impression management?” Define and give an example of these specific terms used when discussing managing impressions:
   A) high vs. low self-monitors
   B) positive vs. negative face
   C) facework
   D) politeness

5. Make three suggestions of what you can do to better manage the impressions that people in your work environment have of you.

6. Table 2.1 describes image repair strategies major corporations have utilized after experiencing serious threats to their corporate identities. Describe another example of what a corporation, club, individual, or another entity of your choice did to repair its threatened image. Be specific! Let me see that you understand the strategies of impression management in crisis communication.

7. Why is Abraham Maslow’s Hierarchy of Needs shaped like a triangle? Define what is meant by “Self-Actualization.” What would be necessary for you to feel “self-actualized as a veterinary technician?

_____________________________________________
Name
Speech 1311, Week 3

STUDENT CHECKLIST • WEEK THREE

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*Submit any required assignments to the course instructor no later than the Thursday of the third week of the course.*

Mrs. Lois Leubitz: 3030 N. Dallas Avenue
682-7011 or fax to: 972-
Lancaster, TX 75134
WEEK FOUR

Text and Video Assignments:

Chapter 5, Human Communication by Pearson and Nelson
Video Episodes 4 and 2

Overview of Week Four

During Week Four, students will understand the most used but least understood communication skill, that of effective listening. Students will also understand how critical thinking underlies all types of successful communication. Students will prepare for the following assignments by reading the required material in the Pearson and Nelson text, watching the required video episode, and doing activities in the Online Learning Center to reinforce the concepts introduced in this chapter.

Week Four Objectives

1. Define listening and state the difference between listening and hearing.
2. Describe the importance of listening in our everyday lives.
3. List the major barriers to effective listening and apply these to your work environment.
4. Describe the differences between three kinds of listening: active, empathic, and critical.
5. Explain the skills needed for critical listening and thinking.
6. Identify the differences between inductive and deductive reasoning as well as a variety of fallacies in thinking

Week Four Assignments

1. Read chapter five in Human Communication, view video lessons 2 and 4, and, on separate sheets of paper, answer the questions in the Course Workbook.
2. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over chapter 5.

All Week Four required submissions are due to the course instructor, or must be postmarked, by the Thursday of the fourth week of the course.

Use the Student Checklist to ensure that all required assignments are submitted for the fourth week of the course.
Speech 1311, Week Four
Assignment One: Listening and Communication

On a separate sheet of paper, in your own words, answer the following questions based on chapter five in Human Communication.

1. Describe the difference between listening and hearing. Give an example of each.

2. What part of an “average” person’s day is spent in face-to-face listening? In listening to the media? What part of your day is spent listening? How did you arrive at this estimate?

3. Your text suggests three reasons why listening is important. Take each of these reasons and apply them to your own life to show the importance of listening.

4. List and describe each of the steps of the listening process: attention; working memory, short-term memory; and long-term recall. Include at least one natural barrier for each step in your description. Also, indicate and explain the step of the listening process that you believe comes most easily for you . . . and the step that is most difficult for you to achieve. As you answer this question watch the animation entitled “The Listening Process” and refer to that animation in your answer.

5. Define and give an example of: Active listening; Empathic listening; Critical listening. Think back to Video Excerpt #2, when Susan and her Mother are dealing with Grandma who is in the hospital. Discuss the different types of listening used in this Episode.

6. Review Table 5.1 on p.142. Select one of these barriers under each of the three categories and explain how it has affected your performance either on the job or at home.

7. Explain the difference between an observation and an inference. Give an example of each.

8. An argument may be inductive or deductive. Inductive arguments are those that move from specific examples to a general conclusion. Sometimes, the conclusion of an inductive argument may be called a “generalization.”

Fill in the evidence needed to draw the conclusion for the following argument:

A. “Happy Dog Food,” sold only through clinics, is superior to food sold in grocery stores.
B.
C. Conclusion: Therefore, all dog foods sold at a veterinarian’s clinic are superior to those sold at a grocery store.

9. A Deductive argument is the reverse of an inductive argument. It is a three part argument that moves from a general premise to a specific instance. A sample deductive argument is:

   All healthy dogs eat Boing-Boing Dog Food.
   Fluffy is a healthy dog
   Therefore, fluffy eats Boing-Boing Dog Food

Write your own deductive argument.
Speech 1311, Week Four
Assignment One: Listening and Communication (Cont.)

10. You may be thinking, “why do I need to know about inductive and deductive arguments!” Explain why this information is personally useful for you and will also help you as a veterinary technician.

11. How can verbal responses show another person that you are listening? Look at the twelve suggestions for using verbal responses to demonstrate listening on p.117. Take three of these strategies and explain how you have or can incorporate them into your work environment.

12. Then, examine the nonverbal communication strategies on pp. 118-119 for demonstrating good listening. Explain how you use or can use three of these in your work or personal life.

13. Carefully review the section in the chapter about effective listening in professional situations. Then, to demonstrate that you understand these skills, write a conversation between a client and you that felt did not go well because of poor listening either on your part or on the part of the client. Then, tell me what your could have done verbally and nonverbally as a listener to improve that interaction.

______________________________________________
Name
Speech 1311, Week Four  
Assignment Two, Critical Thinking: Analyzing an Argument  

Watch Video Episode #4. Carefully and critically analyze the debate between Mr. Weiss and Dr. Stern over the topic of cohabitation.

1. List at least three arguments that were raised during this debate. Then, classify each of these arguments as inductive or deductive. Give reasons for your choice!

2. Give an example of an observation, give an example of an inference, and explain the difference between the two.

3. Who used the most compelling evidence? Why? Give examples of at least three different types of evidence.

4. Who, in your opinion, won the debate? Give at least two logical reason, reflecting clear, critical thinking, to back up your decision.

5. What surprised you at the end of the debate?

Name
### Speech 1311, Week 4  
**STUDENT CHECKLIST ● WEEK FOUR**

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<tr>
<td>2. <strong>Written assignment:</strong> Critical Thinking applied to Video Excerpt Debate.</td>
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*Submit any required assignments to the course instructor no later than the Thursday of the fourth week of the course.*

Mrs. Lois Leubitz:  
3030 N. Dallas Avenue  
Lancaster, TX 75134  
or fax to: 972-682-7011
WEEK FIVE

Text and Video Assignment
Chapters 3 and 4, *Human Communication* by Pearson and Nelson
Video Episodes 1 and 4.

Overview of Week Five
Students will read the required material about nonverbal communication and language in the *Human Communication* text, text, watch Video episodes 5, and 1, and, on separate sheets of paper, answer the questions in the Course Workbook.

Week Five Objectives
1. Define nonverbal codes and understand problems interpreting these codes
2. Describe ways to improve nonverbal communication.
3. Define language and its primary characteristics.
4. Explain how language can cause problems in communication
5. Describe ways to improve a communicator’s use of language as a communication tool.

Week Five Assignments
1. Read chapter 4 in *Human Communication*, view Video Episode 1, and then answer the questions for this chapter in the workbook. Read chapter 3 in *Human Communication*, review video episode 4, and then answer the questions for this chapter in the workbook.
2. Go to the self-quizzes on the *Human Communication* CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over chapters 3 and 4.

*All Week Five required submissions are due to the course instructor, or must be postmarked, by the Thursday of the fifth week of the course.*

*Use the Student Checklist to ensure that all required assignments are submitted for the fifth week of the course.*
Speech 1311, Week Five
Assignment One: Nonverbal Communication: What Speaks besides your Words

Review chapter 4, Video Episode 1, and, then answer the following questions on a separate sheet of paper.

1. After examining the definition of nonverbal communication on page 80, consider communication excluded from this definition. Explain three examples of how non-humans (animals!) communicate nonverbally. If no one receives the nonverbal message that you are transmitting, should this still constitute an example of nonverbal communication? Give an example of when this type of situation might occur.

2. Explain why nonverbal codes are difficult to interpret.

Researchers agree that in a given situation, the nonverbal meaning carries a stronger meaning than any words that might be spoken. For example, have you ever given instructions for medications to a client who has said that she understands them while not meeting your eyes and wringing her hands. Do you think that she really understands those instructions? Why or why not?

Explain how you have used “emoticons” (see page 82) to communicate nonverbal messages via e-mail. Which do you use most frequently? Why? How can these act to replace facial expressions, eye contact, etc.?

3. Explain how verbal and nonverbal communication can work together to help improve total understanding. Define and give an example of each. Try to use an example from your workplace:

   A) Repetition
   B) Emphasis
   C) Complementation
   D) Contradiction
   E) Substitution
   F) Regulation

4. Next, point out three reasons why it is so difficult to interpret the meaning of a nonverbal message and that is why nonverbal communication often causes so much confusion. First, define what is meant by a nonverbal code. Then, discuss and give an example from your own experience of the following causes of confusion:

   A) One code communicates a variety of meanings
   B) A variety of codes communicate the same meanings
   C) Interpretations of intentionality vary
6. Define and give an example of these terms relating to the human body:
   A) Kinesics
   B) emblems
   C) illustrators
   D) affect displays
   E) regulators
   F) adaptors

7. Discuss how you can nonverbally communicate a warm and caring environment to the clients in your clinic. Explain how this environment can be communicated through:
   A) Emblems
   B) Illustrators
   C) Affect Displays

8. Often the distance between you and another can reveal the nature of communication between the two of you. Look at the animation on the CD-ROM explaining Hall’s zones of space. Explain that example and then review Video Episode 1. How did the characters use space and establish territory during the graduation party?:
   A) Intimate Distance
   B) Personal Distance
   C) Social Distance
   D) Public Distance

9. Give an example of how you drew an accurate or inaccurate conclusion based on physical appearance. Explain how “physical attractiveness” can lead to success in the work and/or social environments.

10. The sense of touch or tactile communication is a very powerful communication tool. Explain how the use of touch can assist you as you comfort a seriously ill pet.

11. Your voice is a very powerful nonverbal communication tool. Define each of these terms dealing with the quality of your voice:
   A) rate
   B) pitch
   C) inflection
   D) volume
   E) quality
Week Five, Speech 1311
Assignment One: Nonverbal Communication:

F) nonword sounds
G) pronunciation
H) articulation
I) enunciation
J) silence

12. When you talk to a new client on the phone, do you have an expectation of what the client may look like just from hearing his or her voice? Give an example of when your expectations were met or when they were false. Then, with the above list in mind, state and explain three suggestions for improving the quality of your on-the-job voice.

13. Review Video Episode One. As the characters prepare for and interact at the party, a number of nonverbal behaviors and codes were revealed. Select and comment on three of these behaviors or codes. For example, note time, artifacts, space, clothing, touch, etc. State what meanings you drew from what you saw and explain, from reviewing the beginning of Human Communication, Chapter Four, how you drew these conclusions.

14. State and explain three suggestions to prevent misinterpretation of nonverbal messages. In your first suggestion, consider the context of the message, in your second suggestion, consider using audience analysis to improve nonverbal communication, and in your third suggestion, consider the using feedback to improve nonverbal communication.
Speech 1311: Week Five
Assignment Two: Understanding Language As A Communication Tool

Review Chapter 3, Video Episode 4, and answer the following questions on a separate sheet of paper.

1. All languages are governed by the same rules. Among these rules are those of syntax and semantics. By using examples from your own experience, define each of these.

2. Sometimes a person’s choice of language can be an obstacle or an enhancement to communication. On page 66, your text explains how “alternative language” can either block or enrich communication. Then, go back and review Video Episode 4 and illustrate each with an example from Video Episode 4, ”Campus-Community Connection.”
   A) cliché
   B) euphemism
   C) slang
   D) regionalisms
   E) Grammatical Errors
   F) sexist, racist, and heterosexist language

3. Explain the difference between denotative and connotative meaning. Refer to the animation on the CD-ROM as you answer this question.

4. Explain how language and culture are intertwined. Note the e-note explaining the example of the Ojibwe band of Native Americans on page 63 of *Human Communication*. As you explain the relationship between language and culture, include an example of language unique to a culture to which you belong.

5. Every workgroup develops its own “jargon.” However, words that are very familiar to you and your co-workers may not have the same meaning to your clients or even to professionals outside of your own office. Oftentimes jargon becomes so imbedded in our own vocabulary that we think others automatically understand what we mean.
   A. Write three words or expressions that you would classify as office “jargon” and then indicate how you would explain that jargon to “outsiders!” For example, in your clinic, you might refer to a hemocrit or PCV as “crit.” To someone unfamiliar with this “jargon,” you would need to explain that a “crit” is a blood test that we use to determine if a patient is anemic or has adequate red blood cells.
   B. Your choice of language will effect your success as a communicator—at work, at home, or in any other situation. You may be unaware of some of the factors that influence your choice of words. These factors include your culture, your religion your gender, and how you perceive yourself.
   C. Explain how any one of those factors have influenced your language choice.

Speech 1311: Week Five
Assignment Two: Understanding Language As A Communication Tool (Cont.)

6. Additionally, you can improve your language by avoiding intentional confusion and
employing some specific techniques. Define each of these techniques and explain how you can use this technique to improve your on-the-job language choice:

A) Being more descriptive by checking your perceptions.
B) Being more descriptive by paraphrasing
C) Being more descriptive by using operational definitions
D) Being more descriptive by defining your terms

7. You can also improve your language by being more concrete and using statements that are specific, rather than abstract or vague. Define the following techniques of being more concrete and explain how you can use each to improve your on-the-job language choice:

A) Being concrete by dating
B) Being concrete by indexing

8. Finally, distinguish between an observation and an inference and describe a situation where confusion between the two created a problem in communication.

9. How could Dr. Stern and Mr. Weiss have used language more effectively during their debate that you watched on Video Episode 4. Offer at least three constructive suggestions utilizing the terminology that you read about in this chapter.
Speech 1311, Week 5

STUDENT CHECKLIST • WEEK FIVE

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<tr>
<td>2. <strong>Written Assignment:</strong> Questions on understanding language as a Communication Tool.</td>
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Submit the required assignments to the course instructor no later than the Thursday of the fifth week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
Text and Video Assignments
Chapters 6 and 7, Human Communication by Pearson and Nelson
Video Episodes 2 and 6

Exam One
Your first exam will cover weeks one through five of this course.

Overview of Week Six
Close interpersonal relationships are the most valued that we maintain. In addition to understanding the importance of these relationships, Students will gain insights into the cycle of growth and, unfortunately, decay of relationships and how appropriate self disclosure enhances a relationship. Moving into the study of intercultural communication, students will understand the importance of learning about cultures and co-cultures. In order to successfully deal with diverse clientele, students will become familiar with some strategies to improve intercultural communication. At the end of the week, the student will take Exam One.

Week Six Objectives
1. Define interpersonal relationships and distinguish these from other types of relationships.
2. Explain the importance of interpersonal relationships in our lives.
3. Understand the growth and decay stages in interpersonal relationships and some of the communication behaviors characteristic of those stages.
4. Describe appropriate self-disclosure and the alternatives to this behavior.
5. Explain the importance of learning about intercultural communication.
6. Identify the difference between cultures and co-cultures, and provide examples of co-cultural strategies.
7. Suggest strategies for improving communication with people from other cultures and co-cultures.

Week Six Assignments
1. Read chapter 6 in the Human Communication text, watch Video Episode 2 and, then answer the workbook questions on this assignment.
2. Read chapter 7 in the Human Communication textbook, watch Video Episodes 1 and 3, and, then answer the workbook questions on this assignment.
3. Take Exam One.
4. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over chapters 6 and 7.
All Week Six required submissions are due to the course instructor, or must be postmarked, by the Thursday of the sixth week of the course. Use the Student Checklist to ensure that all required assignments are submitted to the course instructor.
Speech 1311, Week Six
Assignment One: Understanding Interpersonal Communication

Read Chapter 6 in Human Communication, watch Video Episodes 2 and 3, and, then answer the following questions on separate sheets of paper.

1. Define what is meant by interpersonal relationships. Explain one relationship that you have which meets the four characteristics of an interpersonal relationship discussed on pages 133. Apply each of these characteristics to the relationship that you have selected, even if you feel that one of the characteristics may be lacking, etc.

2. Interpersonal relationships, as you see from your answer to the last question, are relationships that fulfill specific criteria. These are high maintenance relationships! While the interaction with some of your co-workers may develop into interpersonal relationships, overall, most work relationships are less intense.
   A. However, interpersonal relationships play a very critical role in a person's lifetime. Your textbook lists three reasons why interpersonal relationships are important. Give an example of how a relationship in your life satisfies each of these needs.
   B. Then, even though your work environment may not be considered a true "interpersonal environment," explain how your work environment might have helped you to satisfy each need for interpersonal communication. If you do not feel that a particular need is being met by your work environment, then explain what you wish could occur at work to help you reach that goal.
   C. Your book comments on the “dark side of interpersonal relationships.” What is meant by this expression?
      Describe an interpersonal relationship (either a relationship you experienced or observed) that “went wrong” and suggest what could have been done to avoid those problems.

3. Stages of Relational Development:
   - Initiating
   - Experimenting
   - Intensifying
   - Integrating
   - Bonding

Once individuals have bonded, they enter a stage of “relational maintenance” in which they establish strategies for trying to keep the relationship together. Select three of the strategies on pp. 139-140 and select three of your choice to explain how you have tried to maintain a relationship. But, unfortunately, despite good intentions, some relationships don’t work, and then they enter:

Stages of Relational Decay:
- Differentiating
- Circumscribing
- Stagnating
- Avoiding
- Terminating

Introduction to Speech Communication 39
Speech 1311, Week Six
Assignment One: Understanding Interpersonal Communication (Cont.)

A. Your text and the video discuss the above five stages in relational development and the five stages in relational decay. Comment on the Active Art used on the CD-ROM used to illustrate these stages.

B. Then, describe a relationship that you believe has traveled through these ten stages. Use the specific names of each stage and tell me what communication behaviors occurred in that stage. If you don't want to use an actual example, use a fictitious example.

4. We’ve already established that interpersonal relationships are high-maintenance and require a great deal of energy. The question now becomes, what is our motivation for initiation, maintaining, and perhaps terminating these complex relationships. As you discuss these concepts, try to use on-the-job examples, if possible.

A. Why happens in initial interactions with people?

1. Define “Uncertainty reduction theory” by using an example.

2. What are the three basic strategies by which people seek information about another person? Do you agree with these? Why or why not?

3. Explain “Anxiety Uncertainty Management” through the use of an example. Then define and give an example of each of these techniques for managing anxiety uncertainty:
   1. Proximity
   2. Social Attractiveness
   3. Responsiveness
   4. Similarity
   5. Complementary
   6. Social Exchange Theory

B. What are our motivations for maintaining relationships?

1. Explain why, after you have gotten to know someone, you continue to relate to him or her?

2. Why are some relationships “close friendships” or “interpersonal relationships” and other relationships are relegated to being mere acquaintances?

3. Comment on the role of co-cultural differences, conversational difficulties, and the desire for satisfying relationships as you answer this question.

C. What motivates an individual to terminate a relationship? Think about an interpersonal relationship that you have ended? Why did you call a halt to that relationship? Define and give an example of the following characteristics that often result in an end to an interpersonal relationship:

1. Jealousy
2. Hurtful messages
3. The veracity effect
4. Deceptive communication
5. Aggressiveness

5. What is meant by self-disclosure?
   A. Why is self-disclosure important in a relationship?
   B. Explain three factors a person should consider before disclosing to another.
   C. Review Video Episode #2. How did self-disclosure play a role in the conversation between Susan and her Grandmother?

6. Your text discusses how to influence the other person within an interpersonal relationship. Through the use of a definition and an example (from work, from your out of work life, or fictitious!) explain what is meant by:
   A. Influence:
   B. Compliance-gaining
   C. Compliance-resisting
   D. Interpersonal dominance

7. Even though most of our work relationships do not meet the criteria to make them interpersonal relationships our performance at work can be threatened as a result of a problem with a "special other." If an interpersonal relationship is in a state of crisis, the turmoil from that relationship can easily carry over into the workplace.
   A. Describe a suggestion for improving interpersonal relationships. Illustrate this with two examples, one from work and one from another arena of your life.
      1. Suggestion #1
      Example 1
      Example 2

Name
Speech 1311, Week Six
Assignment 2: Intercultural Communication

Read Chapter 7 in Human Communication, View Video Episodes 1 and 3, and, then answer the following questions on separate sheets of paper.

1. The study of intercultural communication is a required part of Speech 1311. Why do you think this is the case? What is the relevance of learning about intercultural communication to your life as a veterinary technician? To your personal life? As you answer this question, keep the events of September 11, 2001 in mind.

2. Describe what is meant by a culture, a co-culture, and a co-language. Give an example of each.

3. Review Video Episode #1. Identify at least three different co-cultures that you see at Sam’s graduation party. Then, explain at least three different co-cultures to which you belong.

   Individuals from non-dominant cultures have traditionally sought one of three outcomes in dealing with a dominant culture. Define and give an example of each:

   A) Assimilation
   B) Accommodation
   C) Separation

4. Sometimes an individual of one co-culture can have problems dealing with an individual of another co-culture. Define these two problem areas and use your own on the job (or fictitious) experiences to create an example of each:

   A) Ethnocentrism
   B) Stereotyping

5. View the CD-ROM animation entitled “Cultural Differences.” Write a double spaced typed page (approximately 250 words) on what this teaches you about the differences among different cultural groups.
Assignment 2: Intercultural Communication (Cont.)

6. View Video Episode 3 as Susan Elliot interviews Donell Chamberlin and Vivian Min to be caretakers for her Grandmother.
   A. What do you learn from these interviews about Susan’s intercultural attitudes, about her intercultural skills? Be specific and use examples here to back-up your opinions. Try to characterize the types of cultures that Mr. Chamberlin and Ms. Min come from.
   B. Do Susan and Mrs. Elliot exhibit intercultural competence? Why or why not?

7. Explain five suggestions of what you can do to better understand and communicate with people from other cultures or co-cultures who are your current clients or clients in your future.

Name
Speech 1311, Week Six
Assignment Three

During the sixth week of this course, your first exam will be administered. The delivery system for this exam will be sent to you via e-mail and will be posted as an Announcement on Blackboard. This examination is **not** an open book test. No notes or textbooks should be utilized during the examination. The test may consist of a combination of multiple-choice, matching, fill-in-the-blank, and true/false questions. **Material up to and including the Week Five lessons will be covered in this examination.**

Name
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<td>3. Written Exam #1:</td>
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After you have completed your examination, your preceptor should initial each page of the examination. Submit the required assignments to the course instructor no later than the Thursday of the sixth week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
WEEK SEVEN

Text and Video Assignments

Chapters 8 and 9, Human Communication
Video Episodes 2 and 8

Overview of Week Seven

During Week Seven, students will understand basic principles of interviewing and practice interviewing skills. Students will also discuss group communication and begin the group communication assignment.

Week Seven Objectives

1. Define the three steps of the interview process, explain what occurs in each, and distinguish between the direct and indirect interview approaches.
2. Describe different types of questions that can be used during interviews.
3. List suggestions for effective informative and job-seeking interviews.
4. Define small group communication, describe different types of small groups, and understand the importance of effective communicate for a member of a small group.
5. Offer suggestions to help achieve effective small group communication (including individual behaviors and establishing a positive group climate.)
6. Describe group norms and group roles.

Week Seven Assignments

1. Read Ch.8, view video episodes 2 and answer the questions in your Course Workbook.
2. Begin Speech Performance Assignment #1: The Interview Exercise.
3. Read chapter 9 in Human Communication, watch video episode 3, and answer the questions in the workbook based on the assignment.
4. Continue working on Speech Performance Assignments 1 and 2: Interviewing and Group Communication Assignments.
5. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over chapters 8 and 9.

All Week Seven required submissions are due to the course instructor, or must be postmarked, by the Thursday of the seventh week of the course.

Use the Student Checklist to ensure that all required assignments are submitted for the seventh week of the course.
Speech 1311, Week Seven
Assignment One: The Basics of Interviewing

Read Ch. 8, view video episodes 2 and answer these questions on separate sheets of paper.

1. Veterinary technicians spend a good part of their day in an interview situation, asking clients questions, being asked questions by clients, etc. To be successful as either an interviewer or an interviewee, it is necessary to understand the basic structure of an interview. Review the interviews that Susan and her Grandmother conducted in Video Episode #2 “The Right Kind of Care.” Then, by referring to that interview as well as the material in the text, describe the function of each part of an interview. Be sure to view the animation, “The Employment Interviewing Process.” Use the Video as an example to describe the function of each part of an interview. How could Susan and her Grandmother have done a better job in their interviews?

In your response to this question, specifically address each part of each interview:

A) The Opening:
B) The Body:
C) The Closing:

(You will apply both the above structure and the below questions to your videotaped interview assignment)

2. Define and give examples of these different types of interview questions:
   A) Open and Closed Questions
   B) Primary and Secondary Questions
   B) Neutral and Leading Questions
   C) Hypothetical or Behaviorally based Questions

3. View the animation on the accompanying CD-ROM “The Employment Process” and explain what is meant by the expression “Anticipatory socialization.” Explain how you anticipated working in your current position.

4. Someday you may interview for a new position as a veterinary technician. Explain three suggestions to help you succeed during this interview. Be sure that each of these suggestions revolve around a topic discussed in your text.

5. Explain and give examples for the four guidelines for answering questions in an interview
   Use examples to illustrate each of these consecutive steps.)
Speech 1311, Week Seven
Major speech Performance Assignment: Videotaped Interview

Many college interview assignments are based around the employment interview. Making an impression as a dynamic, enthusiastic future employee is certainly every serious applicant's intent. Please read through the supplementary interviewing material that I have given you for some tips for success when you interview for future positions. Also realize that veterinary technicians often assume a supervisory role in practices. If you learn basic interviewing skills, you will be better equipped to interview others.

Interviewing for information, then, is an important part of the veterinary technologist's daily activities and will form the basis for this assignment. Select a veterinary drug that you would like to learn more about. Then, ask the representative from the drug company that markets this drug to come to your clinic to be interviewed about this product. Schedule this five to ten minute interview so that you can easily complete your assignment (and the follow-up evaluation material) before its Week 10 due date.

Carefully prepare for this interview! Use the web to research this new product so that your questions will be as useful and as pertinent as possible.

This week, send me a copy of your outline for this interview. In this outline, I will especially look for:

1. Your opening and closing remarks. Think about these in advance!
2. Identification of at least ONE of each of the following:
   A. Open Questions
   B. Closed Questions
   C. Primary Questions
   D. Secondary Questions (for the above primary questions)
   E. Hypothetical Questions
   F. Neutral Question
   G. Leading Question

   You will probably have more than seven questions. However, for seven questions I want you to write the type of question next to the question itself.

3. A paragraph regarding any special concerns that you anticipate for this interview, and the research that you have done in preparation for the interview. Be sure to send me copies of any preliminary research that you have found on the drug. Initially in the assignment you may want to discuss this assignment with your Preceptor to seek out additional attitudes toward this product.

   Remember, be sure to tell the drug representative that this interview will be videotaped.

   If you can't make arrangements to interview a drug representative, please contact me.

When you send me your videotape, be sure to first view the videotape yourself and complete the interview self-analysis form to return to me with the videotape.
Assignment Two: Small Group Communication

Read Ch. 9 in Human Communication, watch Video Episode 3, and then answer these questions on separate sheets of paper.

1. Your textbook cites five reasons why it is important to study small group communication (see Table 9.1.) Relate any three of these reasons to the group that exists as part of your work environment.

2. Read the definition of “small group communication” that appears on page 215. Identify a group in which you have participated that meets this definition and explain why. Particularly note the size of the group, the nature of the interaction among the members, and how group members were interdependent.

3. Groups can be categorized in four different ways. Define each of these four types of groups and, from your own experiences, give an example of each:
   A) Task-oriented groups (secondary groups)
   B) Relationship-oriented groups (primary groups)
   C) Assigned groups
   D) Emergent Groups

4. Define leadership and give an example from your job of an application of each of the five different types of gaining power:
   A) Reward power
   B) Punishment power
   C) Coercion power
   D) Referent Power
   E) Expert Power

5. After viewing video Episode 3, “Senior Seminar,” note who you think the leader was. What style of leadership do you think the leader was employing? Explain your reasons for selecting that style of leadership. Then, through the use of your on-the-job experience, as well as any other group experiences in which you might have participated, define these different types of leaders and provide an example of each:
   A) Democratic leader
   B) Laissez-faire leader
   C) Autocratic leader
   D) Contingency Approach to leadership
   E) Communication Competencies Approach
   F) Distributed Leadership Approach

6. Define what is meant by a "group culture." Explain what is done in your workplace to help make workers feel that they “belong” to the group.

7. Define what is meant by a group “norm.” Explain three group norms that exists in your workplace.

8. A group role is a position in a group that is part of the interlocks with other group positions. By using examples from your job, explain the difference between a:
Speech 1311, Week Seven
Assignment Two: Small Group Communication

A) Formal role and an B) Informal role

Informal roles may be defined as task roles (behaviors that help the group reach its goal), maintenance roles (behaviors that help facilitate interpersonal relationships among members), and self-centered or dysfunctional roles (behaviors that hinder the group's operation.) Select an example from your workplace of each type of role.

9. What type of behaviors are we describing when we refer to “task functions” of a group? Refer back to Video Episode“3”, “Senior Seminar” and describe two examples each of task, maintenance and self-centered statements made during the discussion by Susan’s group. All of these behavioral functions together serve to create an individual’s informal role which is a comprehensive, general picture of how a particular member typically acts in a group.

A. If you were manager at your place of employment, why would this information be helpful for you to know?

10. On a given day you may sense tension among the other veterinary professionals who work along with you. Hopefully, this is a temporary situation--perhaps, the legendary "bad hair day" that will clear up on its own.

At all times, though, group members should make a concerted effort to help maintain a healthy group climate. Answer these questions as a way of providing suggestions for improving the group climate.

A) Explain (or create a fictitious) situation when you were a member of a group when a hidden agenda hindered the goals of that group. What did you do to handle the situation? Were you successful? What do you wish you had done?

B) Explain three suggestions for building group cohesiveness.

C) Define and use an example to explain the term “groupthink.” Have you ever participated in a group that fell into this mode of action? Describe what happened? What can be done to avoid this type of mentality?

D) Through the use of examples, explain the difference between defensive behaviors and supportive behaviors when applied to group communication.

11. On the CD-ROM, watch the animation “Solving Problems through Small-Group Discussion.” This animation will illustrate the group discussion model both discussed in the text and used as the basis for Speech Performance Exercise #2. Be able to briefly list and explain the steps in the group problem solving process (see pgs. 230-33) in Human Communication.

12. Finally, discuss the four ethical responsibilities of a group discussion member. Relate these responsibilities and obligations to your workplace. Do you feel that your peers uphold these same standards? Why or why not?

_____________________________________________
Name

Introduction to Speech Communication 51
Week Seven
Assignment Three: Group Leadership Role-Playing Situations

Review to your text and answer the following questions on this sheet.

You are a member of the group in the following situations. For each of the problems presented in the following situations, write a laissez-faire response, a democratic response, and an autocratic response. Then, explain what you would recommend as the preferred type of leadership for each case.

Situation 1:
You are a member of a small group of veterinary technicians who are planning an annual party for the entire group. One member is insistent that the group plan a picnic. The rest of the planning group feels that other options are possible. How do you handle this person?

A. Laissez-faire response:

B. Democratic response:

C. Autocratic response:

D. Most desired response and why:

Situation 2:
You are part of a study group of students who are taking speech communication as a distance learning course. In order to prepare for the mid-term exam, you have agreed to each summarize certain chapters and present these summaries to the entire group. On the day of the meeting to present your summaries, one member states that he isn’t ready and hasn’t prepared his work. What do you say to him?

A. Laissez faire response:

B. Democratic response:

C. Autocratic response:

D. Most desired response and why:

_____________________________________________

Name
Objective:
To collaborate with other students in the online Speech 1311 course in order to learn the fundamental skills required for small group communication

Emphasis:
This assignment will allow you to utilize the group communication skills discussed in chapters nine and ten and on the CD-ROM within the rather non-traditional setting of an "electronic" discussion. Each group for this class will have its own discussion board and will be able to utilize the "virtual chat" feature of the Blackboard Delivery System.

Please read this carefully since this assignment is worth 100 points and must be completed to receive credit for this course.

1. **TOPIC:** The goal of this assignment is to create the ideal working environment for a veterinary technician. You are being asked to offer suggestions to create the ideal working environment for a veterinary technician. Since my expertise is in the process of this discussion, Dr. Wright and Sherry Hair have kindly agreed to join our discussion to respond to the content of your remarks.

2. **TO BEGIN:** The initial thread that will begin this discussion will be posted on the discussion board for this class by Dr. Wright. I will e-mail you the date that this thread will be posted. Enter by hitting the discussion button and then adding your comments to the initial thread and subsequent comments made in the discussion.

3. **REQUIREMENTS:** By the date that the discussion is due (end of Week 11):
   - You must **participate in this discussion at least 10 times** to earn 50 of your possible 100 points.
   - **Five of the ten contributions that you make must be based upon the contents of authoritative sources.** You must cite (that means utilize the content of qualified sources and give the name, title, author, and date of each complete source that you will later submit to me) **five** sources during the discussion. The quality of your participation, including the insight of your comments, how your comments help to advance the group’s discussion, and the nature of your research, will determine the remainder of your grade.
   - You must “sign in” with a substantive comment to the Discussion Board at least **five days out of seven each week that the Board is open.** By “substantive comment,” I am referring to a remark, often backed up by research, that helps to advance the discussion or to start a new thread. I do not mean a comment such as “I agree,” a short remark of several words, or a comment based solely on an unsupported assertion.
4. **RESEARCH:** You will need to find research to help support your ideas as to what would constitute the ideal working environment for a veterinary technician. Finding key words to use for a search is critical for either an internet or a more traditional library search. Try looking under “veterinary practices,” “medical practices,” and go on from there. If you use the internet, you may wish to use a search engine like google.com. If you need research suggestions, contact me.

5. **SOURCES:** By Friday of Week 11, I must receive a complete copy of each of the five sources that you referred to during the group discussion.
   - On each source, highlight the information that you used to back up a comment that you made during the discussion. Next to the highlighted material, write the date that the comment was posted on the discussion board.
   - If you take a source from the internet, be sure that the source has a title, an author, the date that the source was posted (not the date that you retrieved the material), and the author’s qualifications (realizing that anyone can post anything on the internet!)
   - You may use an interview for one source. If you do interview a person, write up one typed page indicating what the person said and how the person’s comments contributed to your understanding of this group discussion topic. Also attach a copy of the interviewee’s business card so that I can verify this interview, if I desire.
   - Do your own research! If I find an overlap of more than two sources among students, I will be suspicious . . .

6. **EVALUATION:** These questions, of course, refer to your experiences during this group discussion exercise. The concepts and terminology used in these questions is taken from your text and video lessons. Answer these questions on a separate sheet of paper and submit these answers to me with your group discussion sources.

   A) What type of leadership emerged in your group? Look at the list of the different types of leadership power in Chapter 9. Identify at least three instances when a group member utilized a type of these powers. Refer to the date and time for each of your examples.

   B) On page 236 your authors describe the importance of being an ethical group member. In your estimation, did you participate in an ethical group discussion. In a minimum of 200 words, Explain why or why not. Refer to the quality of the information discussed, the use of the information, the attitudes of group members, etc. I am most interested in reading your evaluations of the ethics of this assignment.
Speech 1311, Week Seven
Major Assignment: Small Group Communication Assignment (Cont.)

C) Explain at least three task roles that you played in this discussion (see the chart on page 225). Refer to the day and time of your entry to illustrate your example. Explain at least three maintenance roles that occurred during the discussion. Also illustrate these through specific examples. Finally, did any dysfunctional (self-centered) functions or statements occur during the discussion? If so, please be specific.

D) How did the group attempt to build a group climate? Comment on each of the three factors for building a group climate: trust, supportiveness, and cohesiveness. Explain what was done in this discussion to help each of these factors grow. In your opinion, now that the discussion is over, what could have been done better to improve the growth of each variable?

E) List the advantages and/or disadvantages of communicating with a group via computer-mediated chat and discussion rather than face to face.

QUESTIONS?: Contact me. Enjoy this assignment, and learn from it! I am available to help you every step along the way.

Mrs. Leubitz
### Task or Assignment

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<th>Task or Assignment</th>
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<td>1. Written assignment: Questions regarding the basics of interviewing.</td>
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<td>2. Written assignment: Rough draft of questions for drug rep. Interview</td>
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<tr>
<td>3. Written assignment: Questions regarding small group communication</td>
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<td>4. Major Assignment: Small group communication role playing exercise.</td>
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<td>5. Major Assignment: Videotaped interview</td>
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<td>6. Major Assignment: Small group communication assignment.</td>
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Submit the required assignments to the course instructor no later than the Thursday of the seventh week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue 7011
Lancaster, TX 75134
WEEK EIGHT

Text and Video Assignment
Chapters 13 and 14 in Human Communication. Video Episodes 3 and 4, Disk Two: Video Clips #1-7: Conveying the Central Idea, Appealing to Motivations, Using an Example, Making a Contrast, Using an Analogy, Using Testimony, Using Statistics

Overview of Week Eight
The student will be introduced to public speaking by discussing how to select a topic, analyze an audience, and locate quality research information.

Week Eight Objectives
1. Explain techniques for selecting and narrowing a topic for a speech presentation
2. Describe the techniques and importance of analyzing an audience prior to making a speech presentation.
3. Understand the criteria for selecting quality supporting materials to substantiate your arguments and clarify your position.

Week Eight Assignments
1. review Chapter 13 in Human Communication, View Video Episodes 3 and 5, and answer the workbook questions.
2. Read chapter 14 in Human Communication, Watch Video Episode 4, watch Video Clips 1-7, and answer the workbook questions.
3. Continue working on Group Discussion Assignment and “Drug Representative” Interview Assignment.
4. Assign Informative Speech (Public Speaking Assignment #3.)
5. Prepare for Exam #2.

All Week Eight required submissions are due to the course instructor, or must be postmarked, by the Thursday of the eighth week of the course.

Use the Student Checklist to ensure that all required assignments are submitted for the eighth week of the course.
Assignment One: Selecting a Speech Topic

Read Ch. 13, Watch Video Episodes 3 and 5, and answer the following questions.

In this class you will be presenting two speeches to me via videotape on topics that you will choose and I will approve. Both of these speeches will be delivered to your co-workers and your preceptor. Your persuasive speech, as your assignment sheet indicates, should be on a topic that could be delivered to your clients or other members of your community.

1. Referring to Chapter 13, explain three suggestions for selecting a speech. Then, after reviewing Video Excerpt #3, “Senior Seminar,” explain the criteria Susan Elliot’s group used to select the topic for their five minute talk segment. How does the audience play a role in their decision-making process?

2. Using the format that I have suggested, select three topics for a 5-6 minute informative speech:
   **Keep in mind the suggestions in the text and in Video Excerpt 3 for selecting effective topics—this will certainly influence your grade for the entire presentation!)
   A. I want to inform my audience about . . .

   B.

   C.

   D. Now, in a paragraph of at least 150 words, explain how you selected these three topics for this informative speech for your specific audience. Refer to the discussion of “Audience Analysis” in chapter 13.

3. Select three topics for a 6-7 minute persuasive speech:
   **Keep in mind the suggestions in the text and in Video Excerpt 4 for selecting effective topics—this will certainly influence your grade for the entire presentation!)
   A. I want to persuade my audience . . .

   B.

   C.

   D. Now, in a paragraph of at least 150 words, explain how you selected these three topics for this informative speech for your specific audience. Refer to the discussion of “Audience Analysis” in Chapter 13.

   **** You may wonder whether you will ever need to analyze an audience!”
**Assignment One: Selecting a Speech Topic**  (Cont.)

The answer is an emphatic, “Yes!” As a veterinary technician, you are “analyzing an audience” every time you decide how to present a message to a client. In this portion of speech 1311, you are asked to develop skills in analyzing a larger audience. However, the skills that you develop in analyzing an audience as a public speaker can also help you as you analyze individual clients in order to present your message as effectively as possible. As you write the above paragraph, keep the material from Chapter 13 in mind, and incorporate the answers to the following questions as part of your response:

4. Distinguish between and give examples of captive and voluntary audiences. Explain why this difference is significant by explaining the strategies used to deal with a heterogeneous audience vs. those used with a homogeneous audience.

5. What is meant by a “demographic analysis” of an audience? List five characteristics that would be helpful for doing a demographic analysis of your clients? Explain why.

6. Watch Video Episode 5, “Reporting for KTNT.” How did Susan adapt her message to two different types of TV stations? Explain how this illustrates the importance of audience adaptation.

7. Watch “Appealing to Motivations” on Disk #2.” Explain how presenters can adapt messages to audience members’ attitudes, beliefs, and values. Give an example of each.

8. Your textbook discusses specific ways that a speaker can adapt to his or her audience. Many of these suggestions can also help you to individually adapt to the needs of specific clients and co-workers. Describe three of these suggestions and give a specific example of each.

---

**Name**

**NOTE:** By the first Wednesday of this week, Please copy your three choices for an informative speech and your three choices for a persuasive speech and e-mail them to me, LLeubitz@deccd.edu. This will help me to quickly select and approve your topics so that you can begin work on your speeches.
Speech 1311, Week Eight
Assignment Two: Researching A Speech Topic

Review Ch. 14, review Video Excerpt 4, video clips 1-7, and answer the following questions on a separate sheet of paper.

You will need to be doing some research to back up or support your ideas in all of your Public Speaking Assignments: Your Interview, Your Group Discussion Assignment, Your Informative Speech, and Your Persuasive Speech. In order to make this easier for you, you might want to access the Dallas County Community College District Library research site. Become familiar with the research materials available to you as one of our students. As a student, it is very easy to access the DCCCD web sites: learn how to do this! You just need to know your student ID number, your birth date, and call the Cedar Valley Library for further instructions, 972-860-8140. This will save you time as you research the speeches, the interview, and the group discussion assignments for this course.

Remember: I will only accept internet material if it comes from a DCCCD database or through the American Veterinary Medical Association. Remember that Dr. Wright has kindly agreed to give you access to the American Veterinary Medical Association as another database for scholarly research. To enter this source, you will need to use his ID number, 0127688. If you use material from non-scholarly, random website, YOU WILL RECEIVE A ZERO ON YOUR ASSIGNMENT.

1. In addition to the internet, you may also wish to utilize more traditional research materials in the library—such as newspapers, magazines, even books!—all of these things existed in the world before the internet! View The Animation titled “The Research Process” on your CD-ROM. Write at least three conclusions about research that you learn from this short animated clip.

2. Regardless of where you find your information, list 5 criteria for effective sources. What requirements do you have for a source before you will use it as part of your speech? Refer to the list of criteria for evaluating sources that appears on p.336 in your textbook.

3. A.) What are supporting materials and why are they important for a speaker?

B) Review Video Excerpt “4, “On the Air with Campus-Community Connection,” and analyze the type of supporting material used by the two speakers. Make a list of who used which types of supporting materials and then state your reasons why or why not each type of supporting material was effective.

C) Then, Watch using disk 2, watch video clips 1-7 to assist you to define each of the following types of supporting materials, give an example of that type, and state any “words of caution” about using each type of support:

1. Examples
2. Hypothetical examples
3. Surveys
4. Testimonial evidence
5. Numbers and statistics
6. Analogies
7. Explanations
8. Definitions
Speech 1311, Week Eight
Assignment Two: Researching A Speech Topic (Cont.)

4. Explain the difference between “evidence” and “proof.” Explain how you can handle evidence so that it will be regarded as proof.

5. Re-Read the “NCA Credo on Ethics” that appears on page 342 in your text. What is plagiarism? Incremental plagiarism? What is a two-sided argument? Why are ethics important to you as a public speaker?

_____________________________________________
Name
Speech 1311, Week Eight  
Assignment Three: Analyzing a Speech

1. Find a speech on the internet, in the library or in the sources for research that I have given you that you believe to be reliable. Be sure to either fax or mail it to me. Explain three reasons why you believe the author of this speech is a believable, credible source. Trying looking at Americanrhetoric.com to find a speech for this assignment.

2. In a concise sentence write the specific purpose of the speech. Then write at least five attempts the author made to adapt to his or her audience. Highlight the portions of the speech to which you refer and write “aud” in the margin to refer to “audience adaptation.”

3. Select five episodes of supporting materials that appear in the speech that you have chosen. Highlight each of these and write the type of supporting material in the margin of your speech. Did the speaker use effective supporting materials? Why or why not?

4. In a one page, double-spaced typed paper explain why you think this speech is or is not effective. Be sure to back up your reasons with proof from the speech or from other sources.

Name
Speech 1311, Week Eight
Major Assignment: Informative Speech

Informative Speech Assignment

Time Limit:
5-6 Minutes.
Speech must be at least five minutes long in order to receive credit.

Objective:
In this speech you will act as a teacher, and you will inform your audience about a topic of your choice.

Emphasis:
During this speech you will explain, define, or describe a concept, event, object, activity, or thing. You might also incorporate a demonstration as part of this speech. It is critical to clearly communicate what is in your mind so that your audience will know how to “do” what how to “understand” what you are expecting of them. Remember, if you are not clear about the steps involved to examine an animal’s eye, do not expect us to follow what you are saying!

Preparation:

1. Decide what you want to inform us about. Select a topic that will be of interest to you and to your co-workers or to your clients. Sample topics include:
   A. compare different types of heartworm medications
   B. Explain the treatment for heartworm to a client
   C. Explain how to train a guard dog
   D. Describe how to groom your pet
   E. Demonstrate how to insert an IV
   F. Explain how Dog Shows select “Best of Breed”
   G. Describe the characteristics of a particular breed of animal

   As you can see, my orientation is to dogs and cats as pets. Feel free to speak on a topic of your choice. In fact, you should speak about a subject that interests you! However, by the end of week 9, I want you to e-mail me your specific purpose statement for your informative speech so that I can be sure that it will work well for this assignment. It should be similar to the following: “I want to explain to my clients three specific techniques about how to train a puppy.” Remember, though, that you need to narrow your topic down to something that you can reasonably cover during a 5-6 minute time period.

2. Outline your speech using the “Informative Speech Outline” Form. Remember, in the body of your speech you need to arrange your ideas to help you create a message that your audience will understand—and one that you will remember as you deliver this speech.
Carefully organize the ideas in the body of your speech. Select a pattern of organization that will help your audience to clearly understand and follow your thoughts.

3. You must use at least **Three Visual Aids in this presentation.** Visual Aids are critical for helping us to understand what you hope to accomplish! Review Chapter 16 in your text for effective use of visual aids. Keep these following guidelines in mind:
   A. Look at your audience—not your visual aid.
   B. Select visual aids that support the ideas in your speech
   C. Make your visual aids neat and easy to read
   D. Be sure that your visual aids supplement your ideas—not distract from them
   E. When you practice giving your speech, be sure you use your visual aids

4. In addition to visual aids, use other types of supporting materials such as statistics, examples, and quotations, to provide information to supplement the ideas in the body of your presentation. Read your text for a discussion of the different types of supporting materials.

5. Remember that this is an **informative** speech—not a persuasive speech. If you are pointing out the “pro’s” for your topic, be sure to include the “con’s.”

6. Delivery:
   This speech must be delivered in a conversational, extemporaneous manner. Look directly at your audience and at the video camera. Use a conversational tone of voice with natural movement and gestures. Remember Mom’s advice: “Stand Up Straight!” Clearly articulate each word so that we can appreciate your ideas. Review the suggestions for effective speech delivery that appear in your text.

7. Please make arrangements with your Preceptor to arrange an audience of your co-workers as you videotape your presentation. In addition to a self-evaluation, you will need to turn in three peer evaluations of Speech #1. See ”Week 13” for these evaluation forms. Read through these forms so that you can see how you will be evaluated by others.

Your preceptor must certify that your first videotaped effort for this assignment is the one that is turned in as Speech #1.

8. **Due Date:** Beginning of Week 13

9. *****TURN IN THE FOLLOWING WITH YOUR INFORMATIVE SPEECH VIDEO TAPE: (Be sure to review this checklist and send the following materials with your videotape):

   Final copy of the Informative Speech Outline
(1) Copies of the three sources that you used for your informative speech. Highlight the material used in your presentation. Next to the highlighted material indicate the main point of the body of the speech where this material is used.

(2) Three sealed envelopes containing the peer evaluations and the envelope containing the preceptor evaluation (These evaluations appear in the material from Week 13)

(3) Your Informative Speech Self-Evaluation Form

10: Questions? E-Mail or call me!
STUDENT CHECKLIST • WEEK EIGHT

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<td>4. Continue working on group communication and interviewing assignments.</td>
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<td>5. Assign Informative Speech, Speech #1</td>
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Submit the required assignments to the course instructor no later than the Thursday of the eighth week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
**WEEK NINE**

**Text and Video Assignments**
Read Chapter 12 and pages 388-391 in *Human Communication* by Pearson and Nelson
View Video Episodes 5 and 6

**Overview of Week Nine**
The student will continue studying public speaking by focusing on Communication Apprehension and Speaker Credibility.

**Week Nine Objectives**
1. Distinguish between normal and high communication apprehension
2. Review some of the methods for reducing your fear of public speaking
3. Utilize a method of anxiety reduction that works the best for you.
4. Define speaker credibility and understand why it is critical for the public speaker
5. Utilize methods for becoming a credible public speaker.

**Week Nine Assignments**
1. Review Ch. 12 in *Human Communication*, view Video Episodes 5 and 6, and then answer the questions for this chapter in the workbook.
2. Continue work on Public Speaking Assignment #1: Interviewing, Public Speaking Assignment #2: Group Presentation, and Public Speaking Assignment #3: Informative Speech Assignment.
3. Go to the self-quizzes on the *Human Communication* CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over Chapter 12.

*All Week Nine required submissions are due to the course instructor, or must be postmarked, by the Thursday of the ninth week of the course.*

*Use the Student Checklist to ensure that all required assignments are submitted for the ninth week of the course.*
Speech Communication 1311, Week 9
Assignment One: Communication Apprehension

Read pages 388-391 in *Human Communication*, review Video Episode 5, and answer the following questions.

1. What is meant by the expression “communication apprehension” (CA)? Sometimes this is called “Social Anxiety.” If you recall, during Week One you completed a questionnaire that dealt with, among other issues, the issue of communication apprehension.

As I “said” during Week One, Communication Apprehension is a very normal phenomena. Many people experience “fight-or-flight” stressful feelings before presentations. The big question revolves around how you can keep these feelings under control. Some individuals cannot overcome the stress of speaking in front of others. For example, the extremely talented University of Texas football player, Ricky Williams, suffers greatly from “social anxiety.” He has been known to give interviews while still keeping on his tinted facemask football helmet. Finally, at the age of 27 he decided to retire from a very successful career with the Miami Dolphins. Many of his fans speculate that his overwhelming anxiety from speaking in front of others cut short a very promising career (Dallas Morning News, July 26, 2004.)

In several weeks I will receive your first speech presentation. We have worked on organizing this speech. This week we will offer some suggestions about delivering the speech. But are you nervous about delivering this speech?

If your answer is yes, relax, you are perfectly normal! As your text points out, researchers have noted that communication apprehension, or the fear of public speaking, is the number one fear that Americans have—yes, greater than the fear of flying, dying, or even of snakes! So if you are nervous about giving speeches in front of others, realize that many others share your apprehensiveness.

Some communication apprehension is not only normal, but it is desirable. Adrenalin helps a person to excel and to accomplish what he or she didn’t imagine possible. However, knowing that nervousness is normal is of little consolation just before you are ready to speak! if communication apprehension gets out of control, then it needs to be addressed.

A. Explain the symptoms and causes of communication apprehensiveness. Then, explain where you “fall” on this symptom chart.

2. List several of the adverse consequences of high communication apprehension. Then, define and give an example of the following programs for reducing CA: (Indicate which program you would suggest as having the most promise and explain why:

A) The Skills Approach
B) Cognitive Modification
C) Visualization
D) Relaxation Approach  
E) Self-Managing High Communication Apprehension  

3  Table 16.3 explains a list of ways to calm down mild communication apprehension. List five suggestions that you would find helpful to calm your nerves before you give a speech: Explain why you chose these.

Sometimes, though, communication apprehension can get out of hand. As your textbook points out, approximately 20% of the population is troubled by severe communication anxiety, just like the famous football star, Ricky Williams. This is a serious problem that can interfere with an individual’s ability to interact with others. If you feel that your “nervousness” about speaking seems to be excessive, contact me, and we will discuss this on an individual basis.

_____________________________________________
Name
Speech 1311, Week Nine
Assignment Two: Understanding Speaker Credibility

Read Chapter 12 in Human Communication. Review Video Episode 4 and write your answers on a separate sheet of paper.

1. Define what is meant by source credibility. How does a speaker gain source credibility?

2. Aristotle, almost 2300 years ago, said that a speaker’s “character may almost be called the most effective means of persuasion he possesses.” Why is source credibility an important concept for the speaker to understand? Define and give an example of the five aspects of credibility: competence, trustworthiness, dynamism, common ground and identification.

3. View the animation on the accompanying CD-ROM entitled “The Sleeper Effect” on the accompanying CD-ROM. This animation illustrates the sleeper effect phenomenon for both high and low credibility speakers. Briefly summarize what you learned from this animation.
   A) What is meant by the term “sleeper effect?”
   B) How does this influence your opinion about speaker credibility?

4. Comment on one of the following research findings concerning speaker credibility. Relate it to your experiences at work.
   A) "The introduction of a speaker can increase the speaker's credibility." Have you ever been introduced in a manner that has hurt or helped your credibility? Explain.
   B) "Nonfluencies—breaks in the smooth and fluid delivery of the speech—are judged negatively." Have you ever found yourself distracted by a person's speech patterns rather than listening to the message itself? How has this affected your perception of that individual? Does it reduce your perception of that individual's credibility?

5. Watch Video Episode 4, On the Air with Campus Community Connections.” Analyze the credibility of the two speakers in this segment. What caused you to have certain perceptions about the speakers?
   Comment on how these speakers did or did not portray the four aspects of credibility:
   A) Competence
   B) Trustworthiness
   C) Dynamism
   D) Common Ground

6. Consider the discussion on page 298 of the ethical implications of speaker credibility. What do you feel are your major ethical responsibilities to be a credible speaker?

7. Finally, read “Practical Advice on Increasing Credibility,” on pp. 296-297. View both
versions of the “Cell Phone” speeches and provide five suggestions on how either speaker could have more effectively delivered his presentations in order to be a more credible speaker.

Name
### Task or Assignment

1. **Written assignment**: Questions regarding communication apprehension.

2. **Written assignment**: Questions regarding source credibility.

3. **Continue work on Major Public Speaking Assignments**: Interview, Group Presentation, Informative Speech

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Submit the required assignments to the course instructor no later than the Thursday of the ninth week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
WEEK TEN

Text and Video Assignments

Chapter 15, Human Communication by Pearson and Nelson
Disk 2, Video Clip: Introductions: Relating a Story, Citing a Quotation, Arousing Curiosity; Conclusions: Citing a Quotation, Giving an Illustration

Exam Two
Your second exam will cover weeks six through nine of this course

Overview of Week Ten

During week ten, students will continue learning how to be effective public speakers by understanding how to prepare speech introductions and conclusions as well as how to organize ideas in the body of their speech. They will also learn how to organize the body (or main portion) of a presentation. In addition, students will present their interviews and continue working on the group presentation and the informative speech. At or near the end of the week, the student will be required to take Exam Two.

Week Ten Objectives

1. State the functions of a speech introduction and describe techniques to gain and maintain audience attention.
2. Describe four different patterns of organization for the body of a speech.
3. State the functions of a speech conclusion and explain how a speaker can fulfill these goals.
4. Continue working on the group presentation and the informative speech.
5. Take Test Two, a test to measure your level of knowledge about the second five weeks of this course’s material.

Week Ten Assignments

1. Read chapter 15 in Human Communication, watch videos episode six, and answer the questions in the workbook based on the assignment.
2. DUE: Your videotaped interview of a drug sales representative.
3. Continue working on group discussion assignment and informative speech assignment.
5. Take Exam Two under the supervision of your preceptor.

All Week Ten required submissions are due to the course instructor, or must be postmarked, by the Thursday of the tenth week of the course. Use the Student Checklist to ensure that all required assignments are submitted for the tenth week of the course.
Speech 1311, Week Ten
Assignment One: Speech Introductions and Conclusions

Read Chapter 15, view the ch. 15 video clips on disc#2, and answer these questions on separate sheets of paper. Note: Some of these questions will ask you to refer to your specific topic for your informative speech. This exercise, in addition to helping you understand how to prepare introductions and conclusions in any speaking situation, is also designed to help you get ready for speech assignment #1.

1. On the CD-ROM view the animation titled “Planning a Speech Introduction.” This animation will be of great assistance to you as you plan the introduction for your informative and persuasive speeches. Briefly summarize what you have learned from the animation.

2. The following are the five functions of a speech introduction:

   A) Gain and maintain audience attention
   B) Arouse audience interest in your topic
   C) State the purpose of your speech
   D) Establish your qualifications for speaking on the topic
   E) Preview the main ideas to be discussed in your speech

Tell me how you will accomplish each of these five for your speech. As you see from your informative speech outline form, you will need to list each of these steps in your outline, so, get ahead and let’s start working on this now! (As you note, I have not listed step “D,” stating your qualifications. Often, this may be done when saying why your audience should be interested in the topic. If you feel that your personal qualifications are especially important for your speech, then be sure to include them.)

Be specific as you explain to me how you plan to accomplish each of the functions listed below. Before you write your attention getter, review the sample attention getters on Disc 2 (relating a story, citing a quotation, and arousing curiosity.) If you are still stuck for a good attention getter, review the different types of attention-getters listed on pages 349-351. Tell me why you picked the one that you chose for your speech.

   A. Attention getter:

   B. Why should audience be interested?:

   C. At the end of my speech, my audience will know . . .

   D. Preview the main ideas in the body of your speech. I will speak about . . .
3. A conclusion should fulfill the following functions. As your book says, unlike the introduction, the functions may not be followed in the stated order, but they should all be included:
   A) Warn the audience that the speech is about to end
   B) Remind the audience of your central idea and the main points of your speech
   C) Specify what the audience should think or do in response to your speech
   D) End the speech on an emphatic note that the audience will remember

   For the purpose of the informative speech assignment, I am going to merge the requirements for the conclusion into two main points. Review the video clipped conclusions listed on Disc 2 and use those to help you prepare your conclusion. Then, tell me what you are going to do for each part of the conclusion of your speech:

   A) Effective transition to a summary of the main points included in the body of your speech:

   B) Emphatic final thought:

4. Define what is meant by the “brakelight function” of a conclusion. How are you accomplishing this in your speech?

_____________________________________________
Name
Speech 1311, Week Ten
Assignment Two: Speech Organization Patterns: How to Arrange the Ideas in the Body of Your Speech

Which part of your speech do you think is the longest? The answer, of course, is the body of your speech. In fact, a rule of thumb is that the body of your speech should take up around 50% of your speaking time, with 25% of the time going for the introduction and the remaining 25% going for the conclusion. In the body of your informative speech, you will develop three main ideas. Do you think that the order of these ideas matters? In other words, does it matter which idea goes first, second, or third?

Your answer should be a resounding “Yes!” And why is this the case? The order of ideas in the body of the speech is important for two reasons. First, go back to our discussion of audience analysis. It will be easier for the audience to follow your ideas if you place them in a pattern of organization that is appropriate for that specific audience and for the specific topic. Also, and of equal importance, it will be easier for you to remember your ideas if they are placed in a logical sequence.

Is there a “right” pattern of organization for every speech topic? No, there isn’t. The answer, as said above, depends on a number of factors including the purpose of the speech and the demographics of the audience. More than one pattern of organization may work with any given topic. But select a pattern of organization that you think will work the best—and then do your best to make it work!

Assignment:
1. On a separate sheet of paper, to be sure that you understand the five patterns of organization for the body of your speech, describe a trip to your favorite vacation destination by preparing an outline for three out of five of the following patterns:

   A) Time-Sequence pattern: (Chronological pattern)
   B) Spatial/Relations pattern:
   C) Cause/Effect pattern:
   D) Problem/Solution pattern:
   E) Topical/Sequence pattern:

To illustrate this assignment for you, here is an example of how you might use the topical pattern to describe certain sites to visit in Colorado:
Speech 1311, Week Ten
Assignment Two: Speech Organization Patterns: How to Arrange Ideas in the Body of Your Speech--Continued

Body
II. Colorado has many interesting sites.
   A) Pike’s Peak
      (1) one of most famous mountains in the world because it is one of the first that
          you see when you leave the Great Plains
      (2) has a tram leading to its summit
      (3) visual aid – picture showing view from summit
   B) Capital Building
      (1) Exactly one mile above sea level
      (2) Dome is covered in solid gold
      (3) visual aid -- picture of Capital
   C) Coor’s Brewery
      (1) Headquartered in Golden, Co.
      (2) Uses fresh mountain stream water to make beer
      (3) visual aid -- picture of brewery

As you can see, some patterns of organization lend themselves to a certain topic more than others. For example, it might be difficult to apply the cause-effect pattern of organization to a speech describing your trip to Colorado.

3. Now, after completing this assignment, you should be thinking about the pattern of organization that you wish to use in your speech. Remember, there is not just one pattern of organization for a certain topic. Select the pattern that you feel will work the best, and, then, write a rough draft of the outline for the body of your speech.

   Remember, each main idea should be supported by three types of supporting material. The type of supporting material depends on the topic and on you. Select the strongest supporting material that you can find to reinforce your ideas. This will help to improve your credibility as a speaker.

_____________________________________________________________________________

Name

Speech 1311, Week 10
Assignment Two: Speech Organization Patterns: How to Arrange the Ideas in the Body

Introduction to Speech Communication 77
of Your Speech

Outline Format for the Body of Your Speech:

BODY

II: Specific purpose of speech:

A. Main point 1:
   1. Support detail (explanation, proof, elaboration, visual aid)
   2. Support detail (explanation, proof, elaboration, visual aid)
   3. Support detail (explanation, proof, elaboration, visual aid)

B. Main point 2:
   1. Support detail (explanation, proof, elaboration, visual aid)
   2. Support detail (explanation, proof, elaboration, visual aid)
   3. Support detail (explanation, proof, elaboration, visual aid)

C. Main point 3:
   1. Support detail (explanation, proof, elaboration, visual aid)
   2. Support detail (explanation, proof, elaboration, visual aid)
   3. Support detail (explanation, proof elaboration, visual aid)

Note: For each main point you will select the type of support detail that works best for you! I have listed some different types of support material on this sample outline. More types of support material are discussed in your text, pp. 313. Select the best type of support that you can to help reinforce your ideas. Remember, one of your supports for two of your main ideas must be a visual aid.

Questions about how to arrange the ideas in the body of your speech? Contact me?!

______________________________________________________________________________

Student Name (printed)
Assignment Three: Understanding Outlines

As you see from your informative speech assignment, I am asking you to turn in an outline, not a written out speech, with your videotaped informative speech. Why, you might ask?

In real life, people tend to speak more frequently from outlines, from notes, rather than from written out manuscripts. Outlines also help students understand how one point of a speech supports the next point. Finally, students tend to memorize speeches that are written out. If a novice speaker loses her place while reciting a memorized speech, she is more likely to become more flustered and distracted by attempting to remember an exact word rather than a general idea.

On the other hand, a speaker who is relying on an outline and loses his place will need to look at the outline for a keyword to act as a prompt for an idea. He will not be under the same pressure to remember an exact word. In addition to improving speaker confidence, relying on keywords rather than a memorized manuscript will help the speech to flow more conversationally. And, remember that I am limiting you to ONE notecard as you make your presentation! That means if you use more notes, I will deduct points from your speech (even if you try to be tricky I can usually figure this out! It’s hard to read an entire speech written on one notecard!

I hope that you know how to do an outline. Review the instructions for preparing an outline as discussed in your textbook. Keep in mind the following guidelines for preparing an outline:

A) Your outline for your informative speech (see my sample outline attached to your assignment) must be clearly divided into three parts:
   - Introduction
   - Body
   - Conclusion

B) All main ideas within each of the three major parts of the speech (all I, II, III, etc.) must be written in complete sentences. Subpoints, or subordinate ideas, (A, B, C’s, etc.) may be written in sentences or phrases.

C) The outline “Why We Need a Statewide Smoking Ban in Restaurants” provides a good model to help you do your own outline.

Assignment:
Well, that time is about here! Prepare a rough draft of the outline for your informative speech. I will supply you with an outline format to follow. Fax that outline to me at the beginning of the week so that I can give you feedback about this outline before you need to give your informative speech NEXT WEEK!

Suggestion: You may want to complete the exercise on speech organization patterns before deciding how you want to arrange the ideas in the body of your speech.

Questions?: Be sure to be in touch with me!

Speech 1311, Week Ten
Assignment Four

During the tenth week of this course, you will take the second exam. The delivery system for this exam will also be announced via e-mail and posted as an Announcement on BlackBoard. This examination is **not** an open book test. No notes or textbooks should be utilized during the examination. The test may consist of a combination of multiple-choice, matching, fill-in-the-blank, and true/false questions. **Material from the Week Six through and including the Week Nine lesson will be covered in this examination.**

Name
Speech 1311, Week 10

PRECEPTOR CHECKLIST • WEEK TEN

<table>
<thead>
<tr>
<th>Task or Assignment</th>
<th>Submit to course instructor</th>
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<tbody>
<tr>
<td>1. Written assignment: Complete questions on Introductions and Conclusions. Remember: This includes a rough draft of your introduction and conclusion for Speech #1!</td>
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<tr>
<td>2. Written assignment: Complete questions about speech organization patterns: How to Organize Ideas in the Body of Your Speech.</td>
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<td>3. Written assignment: Complete exercise on Speech outlining.</td>
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<td>4. Continue working on Group Discussion Assignment</td>
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<td>5. Continue work on Informative Speaking Assignment</td>
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<td>6. INTERVIEW ASSIGNMENT DUE</td>
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Submit the required assignments to the course instructor no later than the Thursday of the tenth week of the course.

Mrs. Lois Leubitz: 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
WEEK ELEVEN

Text and Video Assignments
Read Chapter 16, Human Communication by Pearson and Nelson
Video Episodes 4 and 5, Disk 2: Video Clips: Using Internet Graphics, Presenting a
PowerPoint Build, “Risks and Motorcycle Club”

Overview of Week Eleven
Students will continue to develop their skills as public speakers. This week they will focus
on delivery techniques, understand how to manage communication apprehension, and learn
how to use effective presentational (visual) aids.

Week Eleven Objectives
1. Identify characteristics of effective speech delivery
2. Describe presentational aids, and discuss how they can be effectively incorporated into
an oral presentation.

Week Eleven Assignments
1. Read Chapter 16, view video episodes 4 and 5, watch Disk 2 Video Clips, Using Internet
   Graphics, Presenting a PowerPoint Build, “Risks and Motorcycle Club” and answer the
   questions in the workbook based on the assignment.
2. GROUP DISCUSSION ASSIGNMENT DUE.
3. Work on Speech Performance Assignment #3: INFORMATIVE SPEECH
   ASSIGNMENT
4. Assign Speech Performance Assignment #4: PERSUASIVE SPEECH
5. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning
   Center at www.mhhe.com/pearson to test your knowledge over chapter 16.

All Week Eleven required submissions are due to the course instructor,
or must be postmarked, by the Thursday of the eleventh week of the course.

Use the Student checklist to ensure that all required assignments are
submitted to the course instructor.
Speech 1311, Week Eleven
Assignment One: Speech Delivery Techniques

Read Chapter 16, view Video Episodes 3 and 4, Disk Two video clips Using Internet Graphics, Presenting a Powerpoint Build, and “Risks and Motorcycle Club.” and then answer the following questions on a separate sheet of paper.

1. Describe when you would use the following four different delivery styles of public speaking. Give an example of each:
   A) Manuscript speaking:
   B) Extemporaneous speaking:
   C) Impromptu speaking:
   D) Memorized speaking:

2. Review Video Episode “On the Air with Campus-Community Connection.” What type of delivery mode was used by the two speakers? Was this effective? Why or why not?
   A) Then, review the video episode “Senior Seminar.” Both Susan and Ricky “present” information on potential topics for the show. What types of presentation style did they use for these short presentations?

3. Your voice is a very powerful tool of communication. Describe three suggestions for effectively using your voice as you deliver your speech. Define and give examples of the following vocal characteristics:
   A) Enunciation
   B) Pronunciation
   C) Articulation
   D) Fluency
   E) Vocal Variety

4. In addition to your voice, your body can help you to convey your message. Explain three suggestions for the effective nonverbal delivery of a speech presentation. Indicate to me how you are going to incorporate each of these techniques into your videotaped presentation of the informative and persuasive speeches:

5. View the animation titled “Effective Delivery Behaviors” found on the accompanying student CD-ROM. In a paragraph of approximately 150 words, summarize what you learned from this animation about various nonvocal aspects of effective delivery.

6. Review the Video Episode “On the Air with Campus-Community Connection.” Analyze the vocal and nonvocal aspects of delivery used by the speakers in the segments. Make at least six comments about different aspects of speech delivery that you see in this Video Episode.
Read the second half of Chapter 16, view Video Episode 5, disk two video clips, Using Internet Graphics, resenting a Powerpoint Build, and “Risks and Motorcycle Club” and “Risks and Motorcycle Club” on a separate sheet of paper, answer the following questions.

1. Visual aids, defined by your text as “any items that can be seen by an audience for the purpose of reinforcing a message,” allow a speaker to reinforce his or her message by both telling and “showing.” In your informative and persuasive speeches, you have been asked to use at least one visual aid. Describe three suggestions for effectively using a visual aid:

2. You have your choice of the type of visual aids that you can use for your presentation.
   
   A) Describe the visual aid that you will use for your informative speech. Then, explain why you think these visual aids will reinforce your oral message:
   
   B) Even though you have only just received your persuasive speech assignment, list a visual aid that you feel you might want to use for this presentation. Now, explain why this visual aid will enhance your persuasiveness as a speaker.

3. Review video episode 5 “Reporting for KTNT: Susan Elliott.” How does Susan plan to use visual aids to make her application for the internship more effective?

4. Electronic presentational software can act as a very effective visual aid for your presentation. To see how to effectively use PowerPoint to present a point, watch “Using Internet Graphics” and Presenting a Powerpoint Build” on Disk Two. In at least a 100 word paragraph, explain how these electronic formats can be adapted to either of your presentations.

5. Refer to the “Helpful Hints” for using visual aids appearing on p 399 in your textbook. Select three of these helpful hints and explain how you are using them to incorporate visual aids into your presentations.

_____________________________________________
Name
Speech 1311, Week Eleven
Major Assignment: Persuasive Speech

PERSUASION

Time Limit:
6-7 Minutes.
Speech must be at least five minutes long in order to receive credit

Objective:
To convince your audience to agree or disagree with your position on a topic or issue

Emphasis:
In this speech, your audience must feel the impact and challenge of your message. Therefore, you must be concerned with their values and attitudes as well as their logic and reasoning. Sound and logical explanations must be supported by evidence in order to satisfy the audience’s need for knowledge. But you must reinforce your logical message with emotional images which will stir your audience and urge them to take some type of action.

Preparation:
1. Certain problems are troublesome to you and to others in your profession. Identify a problem that stirs a strong desire in you to take action to solve it. Be sure to select a problem that you feel other veterinary technicians could relate to. Sample topics include, but are not limited to:
   “I want to persuade my clients to provide annual physical check-ups for their pets.”
   “I want to persuade my clients to administer monthly heartworm prevention to their pets.”

   Research and have a good understanding of your topic. Your knowledge contributes directly to your credibility as a speaker.

2. Outline your speech using the “Persuasive Speech Outline” Form. Remember, in the body of your speech you need to arrange your ideas to help you to create a message that your audience will understand—and one that you will remember as you deliver this speech. Carefully review “Organizational Considerations, “ in your text as you decide which idea is to come first, second, or third.

3. The addition of supporting materials to your basic outline will be of prime importance. Your speech must be based on sound, logical analysis (logical appeals) as well as emotional appeals. Appeal to the basic emotions of the audience. For example, a plea for donations to the SPCA can be enhanced by describing individual animals that benefit from its care. Find real and moving supporting materials.

   You must use at least one visual aid in the body of your speech

   Your introduction and conclusion are especially important. Be sure that we have a clear understanding of just what you are persuading us to do. Also, in your conclusion, design appeals that will lead your audience to take the desired action.
4. Deliver this speech in a conversational manner. This speech calls for artistic delivery. It must be animated, dynamic, and forceful. At the same time, it must be sincere and natural. The speaker must be careful not to be over dramatic or condescending. Remember, you are talking to people like yourself. Let them feel your desire to share your message with them.

Ask your preceptor to arrange an audience of your co-workers as you videotape your presentation.

Your preceptor must certify that your first videotaped effort for this assignment is the one that is turned in as Speech #2.

5. **ALONG WITH YOUR PERSUASIVE SPEECH VIDEOTAPE, TURN IN THE FOLLOWING WRITTEN MATERIALS:**

   A. Persuasive Speech Outline
   B. Copies of three sources used for this speech—Be sure to copy entire article, state source, date, author, page numbers, etc. Highlight the material that you used in your speech. You must highlight at least five excerpts that you used in this presentation. Next to the highlighted material, write the portion of the motivated sequence where it was used.
   C. Three copies of peer evaluation forms and preceptor evaluation form for persuasive speech (these are in the Week 14 materials)
   D. Persuasive Speech self-evaluation form

6. Due Date: See “When Assignments Are Due” Sheet

7. You will write a self-evaluation form for this assignment, and will ask three of your peers who saw you present this speech to write critique forms. These forms appear in “Week Fourteen” of this Workbook. Read through these forms so that you will see how you will be evaluated by others.

8. Questions? E-mail or call me!
As you prepare the outline for your persuasive speech, follow the motivated sequence structure. This will guarantee that you will end up with a persuasive speech! Your outline will consist of Five Roman Numeral sections. I will explain this format in greater detail to you in several e-mails, but here’s how it looks, as an introduction to the assignment:

I: Attention: In this section of the speech you gain the audience’s attention, just like in your informative speech. You introduce the topic of the speech and clearly state what you hope to accomplish.

II. Need: Here you demonstrate that a problem exists. You show the size of the problem through the use of statistics. You may point out the significance of the problem by pointing out how people are adversely affected by this situation. You may demonstrate harms that come from this problem.

III. Satisfaction. In this portion of the speech, the speaker demonstrates how to solve the problem. No “pie in the skies” solution, rather realistic, feasible, solutions are offered to show that the problem can be solved. The audience needs to be convinced that the solution is possible and likely to succeed.

IV. Visualization. Here the speaker states benefits that will come from the solution she is proposing. It is not enough to just show that a problem can be solved; in addition, the speaker must demonstrate benefits that will come from the solution she is proposing. Here the speaker shows how life will be better if we adopt the solution she is proposing.

V. Action: In this step the speaker tells us as individuals what we can do to bring about the solution to the problem described in the need step. What can we do to bring about the solution to the problem? The more specific the suggestions, the better!

If you are able to work through all five of these steps, backing up each with well developed and researched evidence, you should have a very successful persuasive speech!

I need to see a full sentence outline following this speech structure as a rough draft for your assignment. THIS ROUGH DRAFT NEEDS TO BE SUBMITTED TO ME BY THE BEGINNING OF WEEK 12, SO THAT I CAN HAVE TIME TO COMMENT ABOUT IT.
PRECEPTOR CHECKLIST • WEEK ELEVEN

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<td>2. <strong>Written assignment</strong>: Questions about speech delivery techniques.</td>
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<td>3. <strong>Written assignment</strong>: Questions regarding visual aids.</td>
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<td>4. <strong>GROUP PROJECT ASSIGNMENT DUE:</strong></td>
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<tr>
<td>5. <strong>Major Assignment</strong>: Speech #2: Persuasive Speech</td>
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*Submit the required assignments to the course instructor no later than the Thursday of the eleventh week of the course.*

Mrs. Lois Leubitz: 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
**WEEK TWELVE**

**Text and Video Assignments**

Chapters 17 and 18, *Human Communication* by Pearson and Nelson

Video Episodes 2, 4, and 5, CD #2, Ch 17: Video Clips: Using an Analogy, Relating a Speech to the Listener’s Self Interest, “Cell Phones,” “Mad Cows” “Competitive Sports”, Presenting a PowerPoint “Build”,


**Overview of Week Twelve**

During Week Twelve, students will review some of the general characteristics of informative speaking and will be introduced to persuasion, another type of speaking.

**Week Twelve Objectives**

1. Describe three strategies for effectively presenting information to an audience
2. Explain four skills used by successful informative speakers
3. Describe the persuasive tools available to a speaker including motivational appeals, emotional appeals, and logical appeals.
4. Explain basic organizational patterns for a persuasive speech
5. Define the importance of ethics in persuasion and tests of evidence can measure the validity of a speaker’s message
6. Describe some strategies for resisting persuasion

**Week Twelve Assignments**

1. Read Ch. 17 in the Pearson and Nelson text, watch video Episodes 2, 4, and 5, and Ch. 17 video clips, and then answer the workbook questions on this assignment.
2. Read Ch. 18 in the Pearson and Nelson text, watch Video Episodes 2, 4, and 5, and ch, 18 Video Clips, and then answer the workbook questions on this assignment.
3. Review for Exam #3.
4. Mail videotaped Speech Assignment #1: Informative Speech. I must receive this by Wednesday of the following week. Fax rough draft of persuasive speech outline.
5. Go to the self-quizzes on the Human Communication CD-ROM and the Online Learning Center at www.mhhe.com/pearson to test your knowledge over chapters 17 and 18.

*All Week Twelve required submissions are due to the course instructor, or must be postmarked, by the Thursday of the twelfth week of the course. Use the Student checklist to ensure that all required assignments are submitted to the course instructor.*
Assignment One: A Review of Informative Speaking

Read Chapter 17 in Human Communication, watch Video Segments 2 and 4, the Ch, 17 Video Clips, and answer the following questions on separate sheets of paper.

These questions about informative speaking will apply to the informative speech that you have prepared and videotaped as Speech #1.

1. The purpose statement of an informative speech usually encourages audience members to describe, to distinguish, to compare, to define, or to state. Indicate what your informative speech is asking us to do:

2. View the animation titled “Behavioral Purposes and Informative Speaking” found on the accompanying student CD-ROM. In a paragraph approximately 100 words long, summarize what is discussed on this animation excerpt.

3. Explain what is meant by “information hunger.” What have you done in your speech to create information hunger in your presentation? Watch the video clip “Relating a speech to the listeners’ Self interest. Explain the suggestions made in this clip to relate a speech to an audience as you explain what you have done to relate to your audience.
   A. Review the video episode “Senior Seminar.” Did the topics the students discussed generate information hunger? Was extrinsic motivation involved in the topics?

4. Often an audience is extrinsically motivated to listen to a speech—in other words, they want to listen to the speech for reasons outside of the speech itself. For example, you might listen to your supervisor if he tells you that you will need the information for your next client. What do you do in your presentation to extrinsically motivate your audience?

5. Your textbook offers some strategies for effectively organizing the content of your informative speech. Explain any two of these suggestions and show how they relate to your Speech #1.

6. Define and give an example of each of the following terms. Explain how each term relates to informative speaking:
   A) Comparison
   B) Antonym/Synonym
   C) Operational definition
   D) Abstract vs. Concrete words
   E) Explanation
   F) Narrating

7. Watch both versions of the “Cell Phone” speech on the second CD. Explain at least five differences between both speeches. How did the second version of the speech improve over the first version?
8. Read “Sweeping Success of Reality TV,” a student example of an informative speech, that appears at the end of Chapter 17. In a thorough paragraph, explain why you feel that this is an effective informative speech.

_____________________________________________
Name
Speech 1311, Week 12
Assignment Two: Persuasive Speaking

1. Read Chapter 18 in Human Communication, watch video episode 5, the chapter 18 video clips, and answer the following questions on separate sheets of paper.

These questions about persuasive speaking will apply to the persuasive speech that you are preparing and videotaping for Speech Assignment #2.

A persuasive speech can push an audience in certain directions. As a speaker, you might ask your audience to continue its present behavior or beliefs (continuance) such as asking your audience to continue feeding their pet a healthy diet. Or you might ask the audience to avoid an activity or belief (deterrence) such as persuading them to not participate in a certain animal training group. A speaker might ask the audience to begin a new behavior or belief (adoption) such as start using preventative flea products. Finally, a speaker might ask an audience to stop doing something it is already doing (discontinuance) such as feeding their pets table scraps.

1. State which of these four directions you wish your audience to follow.
   Explain what you are asking your audience to do as an ultimate goal and what you are asking them to do as immediate goals.

2. State two emotional appeals that you will use in your presentation. Explain why each stirs the emotions of the audience.
   A.
   B.

3. State two logical appeals that you will use in your presentation. Explain the type of proof you will use to back up each argument.
   A.
   B.

4. Carefully read “Organizational Considerations, “ in your textbook. To understand how to build arguments for your persuasive speech, watch the video clips, “Using Deductive Reasoning” and “Using Inductive Reasonings” on CD Disc #2. Write an example of one inductive and one deductive argument that you will use in your persuasive presentation.

5. Then, watch the animation titled “Monroe’s Motivated Sequence” found on the accompanying student CD-ROM. This animation illustrates the process of planning a message following Monroe’s motivated sequence. VIEW THIS CAREFULLY !!!
   Then, explain how you can adapt the motivated sequence to your topic. This is the format that you will be using for your videotaped persuasive presentation. In the rough draft outline that you submit to me, carefully tell me what you plan to do in each part of the motivated sequence: ATTENTION, NEED, SATISFACTION, VISUALIZATION, and ACTION.
6. State two reasons why the audience will think that you are a credible persuasive speaker. Be as specific as possible.

   A.
   B.

7. Your textbook discusses ten tests to help you resist unscrupulous persuasion. Select any three of these tests and give an example of when you might have “fallen” for an unethical message. Explain what you can do to avoid this mistake again:

   A.
   B.
   C.

7. Your persuasive speech will consist of a number of arguments. Each argument consists of a proposition, or a statement of what you believe, justifications, or reasons to back up those beliefs, and evidence, or outside sources to back up your position.

For example, your proposition might be that all animals should receive annual physical check-ups. The justifications could include the fact that these check-ups would result in early detection of illnesses and could lengthen an animal’s life. Your evidence might take the form of statistics showing the life span of animals whose owners provided them with animal checkups vs. the life spans of those who did not receive those checkups.

Your evidence, then, is critical in building an argument. Read the ten tests for evidence in your textbook, chapter 18. I will be using these tests as I evaluate the evidence in your persuasive speeches!

Using the example above to guide you, take an argument in your persuasive speech and tell me what you are doing in each step of building this argument. Under “evidence,” be sure to tell me why you think that this evidence will contribute to your credibility as a speaker. In other words, how does the evidence that you have selected meet one or more of the tests of evidence that you have just read about.

**Argument #1:**

Proposition:
Justification:
Evidence:
Speech 1311: Week 13
Assignment Two: Persuasive Speaking (Cont.)

8. Chapter 18 concludes with an example of a persuasive speech to illustrate some of the techniques discussed in the chapter. Watch “Sharks” Stem Cell Research” and “Cow over Chemicals” on the 2nd CD to see other examples of persuasive presentations. Select any one of these presentations and write a 100 word paragraph describing why that presentation is an effective example of a persuasive speech.

9. Review video episode 4 “On the Air with Campus-Community Connection” and determine how the two speakers use the various forms of appeal. Do the two speakers present persuasive messages? Are there ways in which the messages could be made more effective? What goal do you think the two speakers have for their audiences? Do they want to achieve deterrence? Adoption?

_____________________________________________
Name
## PRECEPTOR CHECKLIST • WEEK TWELVE

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<tr>
<td>2. <strong>Written Assignment:</strong> Questions on persuasive speaking.</td>
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<tr>
<td>3. FAX Mrs. Leubitz the rough draft of your persuasive speech outline.</td>
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<tr>
<td>4. <strong>Reminder:</strong> Mail Videotaped Speech Assignment #1: Informative Speech</td>
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*Submit the required assignments to the course instructor no later than the Thursday of the twelfth week of the course.*

Mrs. Lois Leubitz  3030 N. Dallas Avenue  or fax to:  972-682-7011
Lancaster, TX  75134
WEEK THIRTEEN

Text and Video Assignments
None

Overview of Week Thirteen
During this week, students will present their informative speeches, will continue to work on their persuasive speeches, and will begin preparing for their third exams. Students will learn the importance of evaluating their own presentations, and will be asked to complete a self-evaluation of their persuasive presentation. In addition, students will be asked to secure three peer evaluations of Speech #1.

Week Thirteen Objectives
1. Present informative speech.
2. Understand importance of self-evaluation of informative speech
3. Understand benefit from critiques from others of public speeches

Week Thirteen Assignments:
1. Videotape of Speech #1, informative speech, along with self-evaluation and three peer evaluations, is due on Wednesday of this week.
2. Complete videotape of Speech #2, persuasive speech. This speech must be received by Wednesday of the following week. Be sure to include self-evaluation of your videotape as well as three peer evaluations of your presentation.
3. Begin studying for the third exam, covering chapters 11-16.

All Week Thirteen required submissions are due to the course instructor, or must be postmarked, by the Thursday of the thirteenth week of the course.

Use the Student checklist to ensure that all required assignments are submitted to the course instructor.
Assignment One: Informative Speech: Speech #1: Self-Evaluation

Before you send your first speech, your informative speech, to me, watch your own presentation on the videotape and comment on the delivery categories listed below. Many times students will become hesitant to comment on their own performances, but this is truly a valuable experience. Even though I will send you a written evaluation of your presentation, you will learn even more by observing your own presentation and noticing certain delivery characteristics.

Also, for many of you, this is the first time that you will see how you look to others. Consider this to be a valuable experience! As a professional in the world of veterinary sciences, you want to make a positive impression upon your peers and your clients. Please use these videotapes of your assignments as a chance for constructive criticism—as an opportunity to learn how you can improve your presentational skills.

Part I:
Answer each of the following as completely as possible. An answer of “good” does not tell me much! You may write your answers on separate pages or on this form. After viewing your videotape, comment on each of the following elements of effective speech delivery:

Eye contact:

Gestures:

Voice:

Body movement:

Posture:

Facial Expressions:

Other Delivery Characteristics:

Part II:
What was the purpose of your informative speech?

From the feedback of those who watched your presentation, do you think that your purpose was met? Why or why not?
Assignment One: Informative Speech: Speech #1: Self-Evaluation (Cont.)

Did your visual aids assisted your presentation? Why or why not?

List three suggestions for improvement for your next speech presentation:

1.

2.

3.

_____________________________________________
Name
Speech 1311, Week 13

Week 13, Assignment Two: Informative Speech: Peer Evaluation Form

Name: ________________________________

Job Title: ________________________________

Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #1.

Name of Speaker: __________________________

Topic of Speech: __________________________

What was the speaker informing you about?

Explain how the speaker used information to back up or support his or her ideas. Was the information timely? Did it reinforce the ideas it supported?

List the major ideas presented in the speech. Was the speech easy to follow? Difficult to follow? Did the ideas flow in a logical order?

Why did the speaker do to effectively deliver this speech? Comment on such items as eye contact, gestures, voice, etc.)

Did the speaker seem confident?

Did the speaker use notes well?

Did the speaker look at the audience frequently?

Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, was the speaker successful? Why or why not.

Speech 1311, Week 13
Week 13, Assignment Two: Informative Speech: Peer Evaluation Form

Name: ____________________________

Job Title: __________________________

Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #1.

Name of Speaker: ____________________

Topic of Speech: ____________________

What was the speaker informing you about?

Explain how the speaker used information to back up or support his or her ideas. Was the information timely? Did it reinforce the ideas it supported?

List the major ideas presented in the speech. Was the speech easy to follow? Difficult to follow? Did the ideas flow in a logical order?

Why did the speaker do to effectively deliver this speech? Comment on such items as eye contact, gestures, voice, etc.)

Did the speaker seem confident?

Did the speaker use notes well?

Did the speaker look at the audience frequently?

Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, was the speaker successful? Why or why not.

Speech 1311, Week 13
Week 13, Assignment Two: Informative Speech: Peer Evaluation Form
Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #1.

Name of Speaker: __________________________

Topic of Speech: __________________________

What was the speaker informing you about?

Explain how the speaker used information to back up or support his or her ideas. Was the information timely? Did it reinforce the ideas it supported?

List the major ideas presented in the speech. Was the speech easy to follow? Difficult to follow? Did the ideas flow in a logical order?

Why did the speaker do to effectively deliver this speech? Comment on such items as eye contact, gestures, voice, etc.)

Did the speaker seem confident?

Did the speaker use notes well?

Did the speaker look at the audience frequently?

Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, was the speaker successful? Why or why not.

Speech 1311, Week 13

Week 13, Assignment Two: Informative Speech: Peer Evaluation Form
Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #1.

Name of Speaker: __________________________

Topic of Speech: __________________________

What was the speaker informing you about?

Did the speaker use good information to back up or support his or her ideas? Was the information timely? Did it reinforce the ideas it supported?

Was the speech easy to follow? Difficult to follow? Did the ideas flow in a logical order?

Did the speaker effectively deliver the presentation? Why or why not?

   Did the speaker seem confident?

   Did the speaker use notes well?

   Did the speaker look at the audience frequently?

   Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, was the speaker successful? Why or why not.

Speech 1311, Week 13
Week 13, Assignment Two: Informative Speech: PRECPTOR Evaluation Form

Name: __________________________
Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #1.

Name of Speaker: __________________________

Topic of Speech: __________________________

What was the speaker informing you about?

Explain how the speaker used information to back up or support his or her ideas. Was the information timely? Did it reinforce the ideas it supported?

List the major ideas presented in the speech. Was the speech easy to follow? Difficult to follow? Did the ideas flow in a logical order?

Why did the speaker do to effectively deliver this speech? Comment on such items as eye contact, gestures, voice, etc.)

Did the speaker seem confident?

Did the speaker use notes well?

Did the speaker look at the audience frequently?

Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Speech 1311, Week 13
Week 13, Assignment Two: Informative Speech: PRECPTOR Evaluation Form (Cont.)

Overall, was the speaker successful? Why or why not.
Could the information from this speech be useful for your clients? Please explain how this student could continue to develop this presentation into a useful module for your practice.
Speech 1311, Week 13
PRECEPTOR CHECKLIST • WEEK THIRTEEN

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<td>4. <strong>Reminder</strong>: Begin Studying for the third exam.</td>
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<tr>
<td>5. <strong>Reminder</strong>: Persuasive Speech, Speech Assignment #2, due Monday of Next Week, Week 14.</td>
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Submit the required assignments to the course instructor no later than the Thursday of the thirteenth week of the course.

Mrs. Lois Leubitz 3030 N. Dallas Avenue or fax to: 972-682-7011
Lancaster, TX 75134
WEEK FOURTEEN

Text and Video Assignments
None

Overview of Week Fourteen
During this week, students will present their persuasive speeches and will prepare for their third exams. Attached is the evaluation form that is used for the persuasive speech so that you will know what I will look for as I grade your presentation.

Week Fourteen Objectives
1. Prepare for exam three

Week Fourteen Assignments
1. Study for third exam, covering chapters 11-16.
2. Persuasive Speech, Speech #2 Due, Complete Self-Evaluation Form. Distribute peer evaluation form to 3 others who heard your speech.

All Week Fourteen required submissions are due to the course instructor, or must be postmarked, by the Thursday of the fourteenth week of the course.

Use the Student checklist to ensure that all required assignments are submitted to the course instructor.
Assignment One: Persuasive Speech: Speech #2: Self-Evaluation

As was the case with your first speech, before you send your second speech, your persuasive speech, to me, watch your own presentation on the videotape and comment on the delivery categories listed below. This time, look to see if you notice a difference in your delivery style between your first and second presentations. If you do see a difference, be sure to note it on this critique form so that I may also watch for this.

Also use this critique form to provide any additional information in changes or improvements from your first speech to your next. Finally, even though you have only had a brief acquaintance with public speaking, indicate what you might want to do in the future to further refine your speaking skills.

Remember that public speaking is an integral part of your professional environment. Please take advantage of this opportunity to ask my advice on any aspect of your presentational style that might concern you as you pursue your career.

Part I:
Answer each of the following as completely as possible. An answer of “good” does not tell me much! You may write your answers on separate pages or on this form. After viewing your videotape, comment on each of the following elements of effective speech delivery:

Eye contact:

Gestures:

Voice:

Body movement:

Posture:

Facial Expressions:

Other Delivery Characteristics:

Part II:

What were you trying to persuade your audience to do?
Speech 1311, Week 14
Assignment One: Persuasive Speech: Speech #2: Self-Evaluation (Cont.)

From the feedback of those who watched your presentation, do you think that your purpose was met? Why or why not?

Did your visual aids assisted your presentation? Why or why not?

What do you wish you had done to improve your persuasive presentation?

List three suggestions for improvement for your next speech presentation:

1.
2.
3.

________________________________________________________________________

Name
Speech 1311, Week 14
Week 14, Assignment Two: Persuasive Speech: Peer Evaluation Form

Name:________________________________

Job Title:_____________________________

Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #2.

Name of Speaker:_________________________

Topic of Speech:__________________________

What was the speaker persuading you about?

Can you think of any information that the speaker used that made the speaker especially believable? Did you question any of the speaker’s information? If so, what type of information could have been added to make the speech more believable? Was the information timely? Did it reinforce the ideas it supported?

Name two arguments that the speaker used to try to get you to agree with his or her position. Were these arguments logical? Believable?

Was the speech easy to follow? Difficult to follow? Was the speech organized in a logical manner?
Speech 1311, Week 14
Week 14, Assignment Two: Persuasive Speech: Peer Evaluation Form (Cont.)

What did the speaker do to effectively deliver the presentation? Refer to eye contact, gestures, vocal quality, etc.

Did the speaker seem confident?

Did the speaker use notes well?

Did the speaker look at the audience frequently?

Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, were you persuaded? Why or why not?.
Speech 1311, Week 14
Week 14, Assignment Two: Persuasive Speech: Peer Evaluation Form

Name:________________________________
Job Title:_____________________________

Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #2.

Name of Speaker:_________________________
Topic of Speech:__________________________

What was the speaker persuading you about?

Can you think of any information that the speaker used that made the speaker especially believable? Did you question any of the speaker’s information? If so, what type of information could have been added to make the speech more believable? Was the information timely? Did it reinforce the ideas it supported?

Name two arguments that the speaker used to try to get you to agree with his or her position. Were these arguments logical? Believable?

Was the speech easy to follow? Difficult to follow? Was the speech organized in a logical manner?
Speech 1311, Week 14
Week 14, Assignment Two: Persuasive Speech: Peer Evaluation Form

What did the speaker do to effectively deliver the presentation? Refer to eye contact, gestures, vocal quality, etc.

   Did the speaker seem confident?

   Did the speaker use notes well?

   Did the speaker look at the audience frequently?

   Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, were you persuaded, why or why not?
Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #2.

Name of Speaker: _________________________

Topic of Speech: _________________________

What was the speaker persuading you about?

Can you think of any information that the speaker used that made the speaker especially believable? Did you question any of the speaker’s information? If so, what type of information could have been added to make the speech more believable? Was the information timely? Did it reinforce the ideas it supported?

Name two arguments that the speaker used to try to get you to agree with his or her position. Were these arguments logical? Believable?

Was the speech easy to follow? Difficult to follow? Was the speech organized in a logical manner?
Week 14, Assignment Two: Persuasive Speech: Peer Evaluation Form

What did the speaker do to effectively deliver the presentation? Refer to eye contact, gestures, vocal quality, etc.

- Did the speaker seem confident?
- Did the speaker use notes well?
- Did the speaker look at the audience frequently?
- Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?

Overall, were you persuaded? Why or why not?
Week 13, Assignment Three: Persuasive Speech: PRECPTOR Evaluation Form

Name: ________________________________

Job Title: ______________________________

Thank you very much for serving as an audience during this presentation. Your feedback is important to the speaker. Please complete this form, place it in an office envelope, and write your signature across the sealed portion of the envelope. Then, please ask the student to return the envelope to me, along with the videotape for Speech Assignment #2.

Name of Speaker: ________________________

Topic of Speech: ________________________

What was the speaker persuading you to do?

Explain how the speaker used information to back up or support his or her ideas. Was the information timely? Did it reinforce the ideas it supported?

List the major ideas presented in the speech. Was the speech easy to follow? Difficult to follow? Did the ideas flow in a logical order?

Why did the speaker do to effectively deliver this speech? Comment on such items as eye contact, gestures, voice, etc.)

- Did the speaker seem confident?
- Did the speaker use notes well?
- Did the speaker look at the audience frequently?
- Did the speaker sound enthusiastic about the topic?

Comment about the use of visual aids in the presentation? Did these distract from or help the presentation?
Week 13, Assignment Three: Persuasive Speech: PRECPTOR Evaluation Form (Cont.)

Overall, was the speaker successful? Did you agree with her? Why or why not.

Could the information from this speech be useful for your clients? Please explain how this student could continue to develop this presentation into a useful module for your practice.
Speech 1311, Week 13

PRECEPTOR CHECKLIST • WEEK THIRTEEN
Speech 1311, Week 14

STUDENT CHECKLIST • WEEK FOURTEEN

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<td>3. Written Assignment: Peer-evaluation: Speech Assignment Two, Preceptor Evaluation</td>
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<td>4. Reminder: Begin Studying for the third exam</td>
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Submit the required assignments to the course instructor no later than the Thursday of the fourteenth week of the course.

Mrs. Lois Leubitz 3030 N. Dallas Avenue or fax to: 972-682-7011
682-7011
Lancaster, TX 75134
WEEK FIFTEEN

Text and Video Assignments
None

Overview of Week Fifteen
During this week, students will take their third (and final!) exam, and will complete a course evaluation form for the DCCCD.

Week Fifteen Objectives

1. Complete Exam Three
2. Complete Course Evaluation forms

Week Fifteen Assignments

1. Study for exam three
This week you will take the final written exam in the Speech 1311 course. This examination is not an open book test. No notes or textbooks should be utilized during the examination. The test may consist of a combination of multiple-choice, matching, fill-in-the-blank, and true/false questions. Material from chapters 11-16 and the respective videos and Student Study Guide Lessons will be covered in this examination.

Submit the required submissions to the course instructor no later than the Wednesday of the fifteenth week of the course.

Mrs. Lois Leubitz            3030 N. Dallas Avenue         or fax to:  972-682-7011
Lancaster, TX    75134