

A SURVEY OF
THE BEGINNING PUBLIC SPEAKING
COURSES IN SELECTED COLLEGES
AND UNIVERSITIES IN MICHIGAN

A Thesis for the Degree of M. A.
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1967

THESIS

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ABSTRACT

A SURVEY OF THE BEGINNING PUBLIC SPEAKING COURSES IN SELECTED COLLEGES AND UNIVERSITIES IN MICHIGAN

by Irvin T. Lister

The purpose of this study has been to present a survey of the beginning public speaking courses offered in colleges and universities in Michigan. Ten colleges were selected on the basis of a pre-study letter sent to the colleges and universities in Michigan. Selection of the colleges for this study was made on the basis of: 1) those who wished to cooperate, 2) those who sent a copy of their syllabus, 3) those who would provide an appropriate person for an interview, and 4) those which offered courses giving instruction in rhetorical principles and practice in speech construction and delivery.

The study sought information in three areas: a) Course content, b) Course methodology, and c) Course Instruction. Two basic questions were posed:

1. Does the choice of textbooks used in the courses of this study indicate any trend

toward the influence of recent research in the communication process upon the beginning public speaking course?

2. What trends in society do the directors of the selected courses see that will affect their courses in the near future? Will any of these trends affect curriculum planning in the near future?

As to methodology, data were collected from three sources: course syllabi, questionnaires completed by the directors of the courses studied, and interviews with these directors. The material was classified under: General Format, Goals and Objectives, Teaching Methods, and Course Instructors.

The following conclusions were drawn:

1. The choice of textbooks used in the courses of this study does show a trend toward the influence of recent research in the communication process upon the beginning public speaking course.
2. Three trends seemed to be mentioned most frequently as possibly affecting the future curriculum of the beginning public speaking course: the increasing use of and the importance placed upon group discussion, the trend toward larger classes with the possible use of programmed instruction and

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closed circuit television, and increased
research in the use of mass communication.

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By

Irvin T. Lister

A THESIS

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CHAPTER I

INTRODUCTION TO THE PROBLEM AND METHODOLOGY OF RESEARCH

Introduction to the Problem

The purpose of this study has been to report, by means of description, analysis, and interpretation, on the present beginning public speaking courses offered at selected colleges in Michigan. The courses for study were selected from those offered at four year church-related colleges and state universities, the selections being based on the course director's desire to cooperate, his availability for an interview, and the beginning course being content instruction and practice in public speaking. This study sought information in the following areas: 1) course content, 2) course methodology, and 3) course instruction.

This thesis describes, analyzes, and interprets the basic public speaking course at several selected colleges and universities in Michigan by means of an examination of the syllabi used in the course, a questionnaire completed by the directors of the courses studied, and a personal interview, telephone interview, or a letter interview with the director of the basic public speaking course under study.

This description classifies data collected from

the course syllabus, the replies to questionnaires sent to the directors of the basic public speaking courses at the selected colleges, and the answers obtained to questions in interviews with the directors of the selected public speaking courses. Analysis involves relating the several courses studied to one another by comparison and contrast of the data collected, and generalizations, conclusions, and projections drawn from the data.

This study will use "Basic Public Speaking Course" to describe the course usually offered first in the Speech Curriculum as a prerequisite for other speech courses.¹

JUSTIFICATION

This thesis has attempted to evaluate, by sampling, what is being done in the basic public speaking courses in colleges and universities in Michigan. The writer believes that this type of study has value today as well as periodic merit for continual evaluations. If Michigan college speech departments are interested in progressive curriculum improvement, they must begin with thorough, objective evaluations of where they stand today. This thesis sets forth a proposed model of the evaluation of the present status of the beginning course. An attempt was also made to obtain, from

¹This thesis defines "Basic Public Speaking Course" as a course which offers instruction in the principles of Rhetoric and practice in speech construction and delivery.

the directors of these courses, opinions that can be incorporated into future curriculum development and improvement. These opinions are valuable since they come from men who are currently teaching the beginning course. Conclusions and predictions were drawn from a comparison and analysis of the combined data collected. Answers were also sought to the following questions:

1. Does the choice of textbooks used in the courses of this study indicate any trend toward the influence of recent research in the communication process upon the beginning public speaking course?
2. What trends in society do the directors of the selected courses see that will affect their courses in the near future? Will any of these trends affect curriculum planning in the near future?

A survey of the literature yielded no other study exactly the same as this one; however, there were several related studies dealing with curriculum surveys:

- Jones, Horace Rodman. "The Development and Present Status of Beginning Speech Courses in the Colleges and Universities in the United States." Unpublished Ph. D. dissertation, Northwestern University, 1952.
- Burdin, L. Gray. "The Speaking Situations Which Butler University Undergraduate Students and Alumni Meet with the Greatest Frequency; A Qualitative Analysis of their Speaking Ability from the Point-of-View of Critical Judges; and an Analysis of Courses in Public Speaking Offered in Butler University between September, 1933 and January, 1950." Unpub-

lished Ed.D. dissertation, Indiana University, 1954.

Ziemann, N. "A Study of the Communication Course in Selected Colleges and Universities in the United States." Unpublished Ph. D. dissertation, Northwestern University, 1960.

Mayfield, James L. "An Analysis of the Undergraduate Speech Programs of the 'Big Ten' Universities." Unpublished M.A. Thesis, Michigan State University, 1961.

Granell, Lee Edward. "A Study of Speech Education in the California Public Senior High Schools, 1962-1963." Unpublished Ph. D. Dissertation, University of Southern California, 1965.

Methodology

A preliminary letter of inquiry sent to the appropriate colleges included a brief description of the study, a request for cooperation, a request for a course syllabus, and a self-addressed envelope in which to mail the syllabus.¹ Those who replied indicated their desire to participate and also sent a copy of their course syllabus.

A study of the syllabi received yielded the following information:

1. Title of the course and course number
- 2.. Goals and objectives of the course
3. Methods used in teaching Rhetorical Principles
4. Attendance requirements
5. Text used
6. Number and types of speeches
7. Notebooks, if required
8. Number and types of examinations
9. Conferences
10. Grading factors
11. Course outlines
 - a. Major divisions
 - b. Oral and written assignments

¹See Appendix I for sample copy of Letter of Inquiry.

Following receipt of the letters of inquiry and syllabi, a questionnaire was sent to the selected colleges. Items incorporated into the questionnaire are included below:

1. How often is this public speaking course offered?
2. How many sections are offered each time this course is taught?
3. For what grade level is this course planned?
4. What is your total enrollment each time this course is offered?
5. Is this course required of Speech Majors? Speech Minors? Is this course required by other departments than Speech?
6. How many different Instructors teach this course each time it is offered?
7. Do you discuss material from the text in class? What is your primary method of testing material covered in the text.
8. Does the Instructor give a critique of student speeches? If so, is it oral or written?
9. When are student speeches orally evaluated? Do you use student evaluation of speeches? Do you use a standard critique form for evaluation?
10. Do you use a mass lecture-small laboratory section in this course?
11. What methods of testing theory comprehension do you use?

Interviews with the directors of the public speaking courses of the selected schools provided answers to the following questions:

1. In your opinion, how important is speech training in our society? How broad a scope should it encompass?
2. In your opinion, does the use of graduate assistants strengthen or weaken the teaching effectiveness of the basic public speaking course?
3. Do you feel that students who pass your course have enough training to deal adequately with the normal speaking situations they may encounter after graduation?
4. In view of the next ten years, what trends do

you see as significant in our society that will require changes in your approach to this course? What changes can you predict?

5. Do you require student reading in your course outside of the text?

All of the above information was the basis for the description, interpretation, and analysis of the courses studied.

To simplify organization and reading, the author has included copies of the course syllabi and completed questionnaires in the Appendix and incorporated the data collected from the syllabi, questionnaires, and interviews into the outline form used in Chapter Two.

Limitations

This thesis has studied courses offered at selected colleges and universities in Michigan, using four year church-related colleges and universities. The author chose relatively few schools so that he can go into depth in the analysis stage. Selections were based on the pre-study letter of inquiry, the criteria of selection being:

1. Those who wished to cooperate
2. Those who sent a copy of their syllabus
3. Those who were available for an interview
4. Those courses which were "Basic Public Speaking Courses" as defined under Introduction of the Problem.¹

¹The author chose to limit this thesis to public speaking courses in order to give a workable basis of comparison and analysis. Other possible inclusions offered difficulties..

CHAPTER II

A CLASSIFICATION AND DESCRIPTION OF THE DATA OBTAINED FROM THE SYLLABI, QUESTIONNAIRES, AND INTERVIEWS

This chapter presents in two sections a classification and description of the information gathered from the syllabi, questionnaires, and interviews obtained from the ten selected colleges. In the first section the information will be given in outline form classified according to colleges with divisions used as listed in chapter I. These groups were selected after the information needed for study was surveyed. It was decided to use five basic divisions: the "General Format" contains mostly statistics about the beginning course which can be used for comparison; next, the "Goals and Objectives" of each course is presented; "Classroom Procedures" gives organizational methods used by the various instructors in their classes; "Teaching Methods" is concerned with methods of presenting and examining retention of rhetorical principles; finally, "Course Instructors" provides a personal section which deals with statistics and personal opinions of the various instructors.¹ It will be admitted that

¹The source of piece of information is indicated in the column ahead of the information by the following code:

- * - Information taken from the syllabus
- # - Information taken from the questionnaire
- + - Information taken from the personal interview

these groupings were based upon personal judgements, yet they appear workable for this study.

The second section used in this chapter will be the same data presented in charts for comparison and grouped together into sections of the outline rather than by colleges.

SECTION I

ADRIAN COLLEGE

I. General Format

- * A. Title and number of course - Speech 201: Principles and Practice in Speaking
- # B. How often offered - Each semester; two Summer sessions
- # C. How many sections - 5 - 7
- # D. Course level - Sophomore
- # E. Total enrollment - 130
- # F. Required of Speech Majors - Yes
 Speech Minors - Yes
 Other Depts. - Education, Business, Religion, Economics, Physical Education

II. Goals and Objectives

- + A. To study rhetorical theory and give experience in the planning and delivery of the various types of speeches.
- + B. To give opportunity for practice in areas other than public address, such as group discussion.
- + C. To develop confidence in areas other than public address.

III. Classroom Procedures

- # A. Text used - Loren Reid, Speaking Well
- + B. Attendance requirements - Required to attend all

classes;
student receives "F" if speech is missed.

- * C. Number and types of speeches -
 1. Simple explanation and demonstration - 1-2 minutes
 2. Single illustration with imagery - 2 minutes
 3. Single point with illustration, 2 instances, and a restatement - 3 minutes
 4. Single point with illustration, instances, testimony or statistics, restatement - 4 minutes
 5. Speech to inform
 6. Speech to stimulate, convince or actuate - 5-7 minutes
 7. Final: open choice of purpose and subject - 10 minutes

+ D. Notebooks - No

* E. Course outline

Divisions - Based on text assignments and speeches

Oral and written assignments -

1. Seven speeches
2. Five information cards with subject and five sources
3. Five minute prose and poetry readings
4. Parliamentary session
5. Oral exercises.

+ F. Outside reading -
Monroe, Principles and Types of Speeches
Sample speeches

+ G. Grading factors -
Written work - 1/3
Oral work - 2/3

IV. Teaching Methods

* A. Methods of teaching rhetorical principles
Text and discussions
Quizzes
Mid-term and final examinations
Speeches and criticisms

B. Types of theory examinations
Objective-essay
Oral examinations occasionally

+ C. Conferences
One required each semester

Most students average two per semester

- # D. Methods of covering content of text
 - Occasional quizzes
 - Student speeches on unit topics
 - Supplementary lectures
 - # E. Methods of critiquing speeches
 - 1. Use critique - Yes
 - 2. Type - Oral and Written
 - 3. When orally evaluated - after each speech,
after several, after
all speeches
 - 4. Use of student evaluations -Yes
 - 5. Oral and written student evaluations - Oral and
Written
 - 6. Standard critique form - Experiment with several
 - # F. Lecture methods - No mass lecture
- V. Course Instructors
- # A. Number of different Instructors used - two or three
 - # B. Use of graduate assistants - No
 - + C. Personal opinions
 - 1. View on scope of speech training -
Speech is needed in all areas; this can be
supported by many personal examples and testi-
monies. Speech training is helpful to all vo-
cations.
 - 2. Opinion on use of graduate assistants -
Since I have been one, I hold a divided opinion.
The use of graduate assistants per se does not
weaken speech instruction. I personally object
to the use of graduate assistants who have had
no speech training or background. The use of
graduate assistants can often be more valuable
to the instructor than the student.
 - 3. Opinion on adequacy of students for normal
speaking situations -
Most of the students who pass this course are
not accomplished speakers. Less than 50% of
them will probably be comfortable in outside
situations.
 - 4. Opinion on trends in society affecting the
beginning course -
I would include some work in group discussion.

There is an important emphasis on mass communication and larger classes; there is more need for training in speaking to larger mass audiences.

The political trend places more emphasis on the need of stressing the ethical responsibility of the speaker.

AQUINAS COLLEGE

I. General Format

- * A. Title and number of course - Speech 101
- # B. How often course is offered - Each semester
- # C. How many sections - three and four
- # D. Course level- Freshman, Sophomore, Junior, Senior
- # E. Total enrollment - 52 to 72
- # F. Required of Speech Majors - There are none
 Speech Minors - Yes
 Other Departments - Speech is a choice
 of three

II. Goals and Objectives of the Course

- * A. "Every individual should strive to communicate the truth of himself and his ideas to his fellow men with open sincerity, with as much clarity as possible, and with whatever eloquence is possible to him by nature and through conscious effort (training) and practice.
- * B. "It is important that every man - and certainly every educated man - learn the discipline of clear, direct honest communication with other men, be it in public or private.
- * C. "It is our aim in this speech class to make the best qualities of conversation the norm of our acquired skills in public speaking.
- * D. "Speech is the whole man."¹

III. Classroom Procedures

- * A. Text used - Paul L. Soper, Basic Public Speaking

¹Quoted from Syllabus; see Appendix II

- + B. Attendance requirements - Required; excused for illness or other permissible reasons
- * C. Number and types of speeches -
 1. Introductory talk - two minutes
 2. Expository or descriptive speech - three minutes
 3. Narrative speech - four minutes
 4. Demonstration speech using visual aid - five minutes
 5. Speech "to inform" - six minutes
 6. Speech to convince - six minutes
- + D. Notebooks - No
- * E. Course outline

Divisions - These are based on the text and speaking assignments.

Written and oral assignments -

 1. Six speeches
 2. Appraisal of speech in Vital Speeches
 3. Practice reading selections on voice
 4. Analyze two speeches
- + F. Outside reading - Yes: periodicals and other texts
- + G. Grading factors - 1/3 - Examinations and speech analyses
2/3 - or more - Speeches

IV. Teaching Methods

- * A. Methods of teaching rhetorical principles -

Reading of text

Class discussion of text

Outside reading assignments

Examinations on text

Speeches and criticisms
- # B. Types of theory examinations - Essay
- + C. Conferences - Variable; individually arranged
- # D. Methods of covering content of the text -

Class discussion of text

(Mid-term) and final examination
- # E. Methods of critiquing speeches -
 1. Use critique - yes
 2. Type - Oral
 3. When orally evaluated - After each speech
 4. Student evaluations - yes
 5. Oral or written student evaluations - Oral

6. Use standard critique form - No

F. Lecture methods - No mass lecture

V. Course Instructors

A. Number of different Instructors used - 2

B. Use of graduate assistants - Yes

+ C. Personal opinions -

1. View on scope of speech training -
Speech training is very important today since this age is an age of communication. The educated man must be able to communicate honestly his ideas to his fellow men.

2. Opinion on use of graduate assistants -
This was tried once with an older man who had a good speech background, and it proved very effective. On the whole, students are often quite disappointed with graduate assistants and feel cheated.

3. Opinion on adequacy of students for normal speaking situations-
Most of the students will be able to adjust adequately to the normal speaking situations they may encounter; however, some of them will be insufficiently prepared for certain situations.

4. Opinion of trends affecting the beginning course -
One can see a strong emphasis on the communication process. There is also some emphasis placed on the whole thought process. Group Dynamics seems to be coming into greater importance.

BAPTIST BIBLE COLLEGE

I. General Format

* A. Title and number of course - Speech 103

B. How often offered - Each semester

C. How many sections - Four and five

D. Course level - Freshman

E. Total enrollment - 85

F. Required of Speech Majors - None

Speech Minors - Yes

Other Departments - All except Music

II. Goals and Objectives

- * A. To acquire a sound understanding of methods that promote good speech.
- * B. To develop skills in everyday speaking situations and public address.
- * C. To prepare for effective Christian service.

III. Classroom Procedures

- * A. Text used - McBurney and Wrage, Guide to Good Speech
- * B. Attendance requirements - Attendance is required at all classes with three unexcused absences allowed. Work missed must be made up within two weeks; no unexcused absences allowed on scheduled speaking days.
- * C. Number and types of speeches -
The types of speeches vary with different groups.
The assignments are taken from the text.
 1. two to four minutes
 2. three to five minutes
 3. four to six minutes
 4. five to seven minutes
 5. six to eight minutes
 6. Final Speech - ten to twelve minutes
- + D. Notebooks - Yes
- * E. Course outline -
Divisions - Based on text assignments and speeches
Oral and written assignments -
 1. Six speeches
 2. Book report on - Hall, The Silent Language
 3. Outside reading notes
 4. Critiques of speakers
- + P. Outside reading - Yes; other speech texts
- * G. Grading factors - 50% - Speaking assignments and critiques
50% - Notebooks and examinations

IV. Teaching Methods

- * A. Methods of teaching rhetorical principles -
Test and discussions
Quizzes
Mid-term and final examination

Outside reading
Speeches and criticisms

- # B. Types of theory examinations -
Mid-term: Essay - take-home speech analysis
Final: Essay - Construction of speech outline and manuscript
 - + C. Conferences - None scheduled; regular office hours
 - # D. Methods of covering content of text -
Occasional quizzes
Class discussions
Examinations
 - # E. Methods of critiquing speeches -
 1. Use critique - Yes
 2. Type of critique - Oral and written
 3. When orally evaluated - after all speeches
 4. Use of student evaluations - Yes
 5. Oral and written student evaluations - Oral and written
 - # F. Lecture methods - No mass lecture
- V. Course Instructors
- # A. Number of different Instructors used - two
 - # B. Use of graduate assistants - Yes
 - + C. Personal opinions
 1. View on scope of speech training -
Each year the need for effective communication becomes more important in our society, thus placing more and more importance on the need for speech training in our society. I personally feel that everyone can benefit by speech training.
 2. Opinion on use of graduate assistants -
A graduate assistant program can be successful for the beginning course in speech if it is a selective one. If a director must use just anyone, then often his program, as well as the student's, suffers. A well trained sensitive, graduate assistant can do much with beginning students.
 3. Opinion on adequacy of students for normal speaking situations -
I feel that the students who get "A" or "B" will be able to do a respectable job in normal speaking

situations; "C" students will probably have some problems in effective communication, doing an average job. On the average, I would say that 50% of the students who pass the course will adjust adequately to normal speaking situations.

4. Opinion on trends in society affecting the beginning course -
 There is a strong emphasis in our society on the use of group discussion for problem-solving, which is, and will continue to, make changes in the beginning course as well as the entire speech curriculum. There also seems to be a trend away from the entire course devoted to formal public address; the informal seems to be making inroads. Mass communication appears to be affecting the beginning course, and will probably continue to do so.

CALVIN COLLEGE

I. General Format¹

- + A. Title and number of course - Speech 103: Fundamentals of Public Speaking
- # B. How often course is offered - Each semester
- # C. How many sections - eight to twelve
- # D. Course level - Freshman and Sophomore
- # E. Total enrollment - 200
- # F. Required of Speech Majors - Yes
 Speech Minors - Yes
 Other Departments - Engineering, Pre-Seminary, Pre-Law

II. Goals and Objectives

To teach the mastery of speech fundamentals, especially disposition and delivery.

III. Classroom Procedures

- + A. Text used - Wilson and Arnold, Public Speaking as a Liberal Art
- + B. Attendance requirements - Required; provisions for

¹There was no syllabus available.

make-up with valid excuse

- + C. Number and types of speeches -
Six to eight speeches (variable with class size)
First few are mainly exercises of aspects of delivery.
The rest are Informative and Persuasive.
- + D. Notebooks - No
- + E. Course outline -
Divisions - Based on text assignments and speeches
Written and oral assignments -
1. Six to eight speeches
2. Three speech reports
- + F. Outside reading - No
- + G. Grading factors - $\frac{1}{3}$ - written work
 $\frac{2}{3}$ - oral work

IV. Teaching Methods

- + A. Methods of teaching rhetorical principles -
Text assignments
Outside reading assignments
Class discussions
Speeches and criticisms
- # B. Types of theory examinations - Objective - essay
- + C. Conferences - Yes
- # D. Methods of covering content of the text -
Class discussions
Quizzes
- # E. Methods of critiquing speeches -
1. Use of critique - Yes
2. Type of critique - Oral and written
3. When orally evaluated - After all speeches
4. Student evaluations - Yes
5. Oral or Written student evaluations - Oral and written
6. Standard critique form - No
- # F. Lecture methods - No mass lecture

V. Course Instructors

- # A. Number of different Instructors used - three to four
- # B. Use of graduate assistants - Yes

+ C. Personal opinions -

1. View on scope of speech training -
I'm all for it.
2. Opinion on use of graduate assistants -
Most unfortunate, but a fact of life.
3. Opinion on adequacy of students for normal speaking situations -
This is adequate, but two hours of preparation isn't much.
4. Opinion on trends in society affecting the beginning course -
One area is the possible use of television to make up for the rapidly increasing student body and limited staff.

EASTERN MICHIGAN UNIVERSITY

I. General Format

- * A. Title and number of course - Speech 121: Fundamentals of Speech
- # B. How often course is offered - Each quarter
- # C. How many sections - 40
- # D. Course level - Freshman
- # E. Total enrollment - 700
- # F. Required of Speech Majors - Yes
Speech Minors - Yes
Other Departments - All

II. Goals and Objectives

- * A. To stimulate the formulation of wholesome and desirable attitudes toward public speaking.
- * B. To equip the student with the basic principles of speech, including:
 1. The mechanics of delivery,
 2. The speech composition,
 3. Vocabulary building and pronunciation,
 4. Speech psychology,
 5. The physiology of voice.
- * C. To provide a laboratory for:

1. The improvement of the student's speech habits,
2. The acquisition of skill in public speaking,
3. The scrutinizing of original ideas and logical thought,
4. The strengthening of the student's self confidence and the development of his personality.

- * D. To develop greater skill in the evaluation of speakers and speeches.

III. Classroom Procedures

- + A. Text used - Dickens, Speech: Dynamic Communications

- + B. Attendance requirements - Required; included in final grade

- * C. Number and types of speeches -
 1. Any topic - four minutes
 2. Any topic - five minutes
 3. Any topic - six minutes
 4. Any topic - seven minutes
 5. Any topic - Final: seven minutes

- * D. Notebooks - Yes

- * E. Course outline

Divisions - Based on lectures and text assignments

- I. Lecture 1 - An Introduction to the Course
- II. Lecture 2 - Personal Adjustment
- III. Lecture 3 - Voice Improvement
- IV. Lecture 4 - Bodily Action
- V. Lecture 5 - Analysis of the Speaking Situation
- VI. Lecture 6 - Supporting Materials
- VII. Lecture 7 - Thought Content
- VIII. Lecture 8 - Structuring the Speech
- IX. Lecture 9 - The Language of Speech

Written and Oral Assignments -

1. Five speeches
2. Occasional exercises assigned to go in notebook
3. Student criticisms

- + F. Outside reading - Yes; reading in other speech texts

- + G. Grading factors - Grades are based mostly on speeches; also Mid-term and final examinations.

IV. Teaching Methods

- * A. Methods of teaching rhetorical principles -
Lectures

Reading of text
 Outside reading assignments
 Mid-term and final examinations
 Speeches and criticisms

- # B. Types of theory examinations - Objective and essay
- + C. Conferences - Yes; Conferences scheduled and also office hours are kept.

- # D. Methods of covering content of the text
 Class discussion of text
 Tests on text material
 Mid-term and final examinations

- # E. Methods of critiquing speeches -
 1. Use critique - Yes
 2. Type of critique - Oral and written
 3. When orally evaluated - After each speech
 4. Student evaluations - Yes
 5. Oral or written student evaluations - Oral and Written
 6. Use of standard critique form - No

- # F. Lecture methods - No mass lecture

V. Course Instructors

- # A. Number of different Instructors used - Ten

- # B. Use of graduate assistants - No

- + C. Personal opinions
 1. View on scope of speech training -
 Speech training can be profitable for all. This would not be so necessary, perhaps, if we were an "elite" society.
 2. Opinion on use of graduate assistants -
 This depends on a matter of priority since first commitment must be either to teaching or to class work. General experience has proven teaching to be somewhat more effective when graduate assistants are not used.
 3. Opinion on adequacy of students for normal speaking situations -
 A two-hour course is somewhat inadequate in terms of time; a three-hour course would prove much more advantageous.
 4. Opinion on trends affecting the beginning course-
 The trend toward technical orientation in our

society, seen in such courses as speech science, laboratory sessions, etc., will probably cause more changes in the future in the beginning course.

HOPE COLLEGE

I. General Format

- + A. Title and number of course - Speech 11: Fundamentals of Speech
- # B. How often course is offered - Each semester
- # C. How many sections - Twelve
- # D. Course level - Freshman
- # E. Total enrollment - 240
- # F. required of Speech Majors - Yes
Speech Minors - Yes
Other Departments - No

II. Goals and Objectives

- * A. To increase whatever degree of confidence with which any student begins the course.
- * B. To develop contact: a sense of communication.

III. Classroom Procedures

- + A. Text used - Dickens, Speech: Dynamic Communication
- + B. Attendance requirements - Yes; provisions for make-up if work is missed
- * C. Number and types of speeches -
 1. Speech on anything - three minutes
 2. "The best speaker I have ever heard and why he was that" - Four minutes
 3. Speech of conviction - four minutes
 4. Group discussion - three to four minutes
 5. Choice: 1) To entertain
2) A travelogue - Three to four minutes
3) To convince
 6. Final oral speech with manuscript - Six minutes
- + D. Notebooks - No

E. Course outline

Divisions - Based on text assignments and speeches

Written and oral assignments

1. Six speeches
2. Personal letter
3. List of differences between Speech and Writing
4. Several: "How this morning's speech could be improved"
5. Report on at least one forensics event

- + F. Outside reading - Yes; annotated bibliography kept
- + G. Grading factors - Based primarily on speeches, with 2/3 of the grade coming from the second half of the speeches.

IV. Teaching Methods

- * A. Methods of teaching rhetorical principles -
Textbook
Quizzes
Conferences
Examinations
Speeches and criticisms
- # B. Types of theory examinations - Objective quizzes
- + C. Conferences - Yes; several arranged during the year
- # D. Methods of covering content of the text -
Speech performances
Occasional quizzes
- # E. Methods of critiquing speeches -
1. Use critique - Yes
2. Type of critique - Oral and written
3. When orally evaluated - After each speech, after several speeches, after all speeches
4. Student evaluations - No
5. Oral or Written student evaluations - Don't use
6. Use standard critique form - Yes
- # F. Lecture methods - No mass lecture

V. Course Instructors

- # A. Number of different instructors used - 4
- # B. Use of graduate assistants - No

+ C. Personal opinions

1. View on scope of speech training -
All can profit from training in speech. Speech training shows the public speaker his ethical responsibilities.
2. Opinion on use of graduate assistants -
No opinion stated
3. Opinion on adequacy of students for normal speaking situations -
Students who pass the course with an "A" or "B" will be best adjusted for public speaking situations. Since the course is only two hours, most students would profit by taking the advanced public speaking course.
4. Opinion on trends affecting the beginning course -
There is a trend toward larger sections and new approaches to teaching more students per instructor. There is also a trend toward the use of programmed instruction; but speech is too personalized for this approach.

MICHIGAN STATE UNIVERSITY

I. General Format

- * A. Title and number of course = Public Speaking 101
- # B. How often course is offered - Each quarter
- # C. How many sections-30 to 40; eight to ten in Summer quarter
- # D. Course level - Freshman
- # E. Total enrollment - 650 to 800 Summer - 200
- # F. Required of Speech Majors - No
Speech Minors - No
Other Departments - Yes; several

II. Goals and Objectives

* General -

To assist students, through knowledge of and experience in the principles and methods of speaking, to operate more effectively as agents of change in speaking situations.

* Specific -

1. To help you understand and make effective use of the materials of speaking - materials of development, personal proof, and materials of experience.
2. To help you learn and put into practice the principles of good speaking - discovering or limiting the topic; adapting to the audience; organizing and outlining the speech; developing and using language for speaking; practicing and presenting the speech.
3. To help you feel more secure in the speaking situation by assisting you in a personal adjustment to your role as a speaker.
4. To help you understand and accept the responsibility of the speaker in society.
5. To help you understand the role of speaking in our society.
6. To help you develop the ability to analyze, criticize, and pass judgment on the speaking of others.

III. Classroom Procedures

* A. Text used - Hance, Ralph, Wiksell, Principles of Speaking

* B. Attendance requirements - Required; Make-up is at the discretion of the instructor

* C. Number and types of speeches -

1. Support of a single point - four minutes
2. Speech of conviction: Audience and occasion adaptation - four minutes
3. Speech with Deductive plan - four minutes
4. Speech with inductive plan - five minutes
5. Information - Six minutes
6. Advocacy - Seven minutes

* D. Notebooks - Yes

1. Syllabus with notes on speaking dates
2. Lecture notes
3. Reading notes
4. Speech outlines
5. Instructor's evaluations
6. Evaluations of own and other's speaking
7. Classmates' evaluations of your speaking
8. Written assignments

* E. Course outline

Divisions -

- I. Materials of Speaking
- II. Adapting to the Occasion and Audience

- III. Planning the speech
- IV. Presenting the Speech
- V. Speaking and Informing
- VI. Speaking and Advocating

Oral and written assignments -

- 1. Six speeches
- 2. Outline and list of sources of evidence
- 3. 250 word paper - Six common faults in first round of speeches
- 4. Outline and list of attention-arresting devices and list of motive appeals
- 5. Audience analysis of own speech
- 6. Outline and list of materials of development
- 7. Evaluation of best speech from the third round
- 8. Outline and list of materials of development
- 9. 500 word paper on reactions to Lecture on "Ethics"
- 10. Outline and list of visual and auditory aids
- 11. 500 word paper on analysis of speech outside of class
- 12. Outline and list of materials of development and statement of rationale of the speech

*+ F. Outside reading - No texts, only reading for speeches

* G. Grading factors - 60% - Speeches and written work on them
 40% - Examinations, written assignments, attendance, attitude

IV. Teaching Methods

* A. Methods of teaching rhetorical principles -
 Text assignments
 Lectures
 Written assignments
 Instructor and student evaluations
 Speech preparation and delivery
 Examinations

B. Types of theory examinations - Objective

*+ C. Conferences - Regular office hours and after class
 Students below "C" called in at mid-term

D. Methods of covering content of the text -
 Text Assignments
 Speeches
 Examinations

E. Methods of critiquing speeches -

1. Use critique - Yes
2. Type of critique - Oral and written
3. When orally evaluated - after each speech
4. Student evaluations - Yes
5. Oral or written student evaluations - Oral and written
6. Use standard critique form - Yes

F. Lecture methods - Mass video-taped lecture

V. Course Instructors

A. Number of different Instructors used - 10 to 12

B. Use of graduate assistants - Yes

+ C. Personal opinions -

1. View on scope of speech training -
Everyone can gain much value from speech training. This should be woven into the curriculum of all students from Kindergarten through college, giving opportunity for students to learn sound principles of communication and have opportunity to gain experience in speaking. Adult education programs should also offer speech education.
2. Opinion on use of graduate assistants -
I personally would not want to use anyone else. I have found that graduate assistants are sharp and quick to respond to the students; they are quite pliable and adaptable to the program of a large university. They have to be closely supervised, but carry out a more uniform program than older professors, who tend to be more independent.
3. Opinion on adequacy of students for normal speaking situations -
I feel that students who pass Public Speaking 101 will be able to handle most normal public speaking situations. They are not polished orators, but seem to be adaptable to normal situations.
4. Opinion on trends affecting the beginning course -
The trend today seems to be toward informal speaking situations, which can be seen in contemporary courses and texts. Today's course in public speaking must show the relation of speaking to the job; public speaking is not an isolated art. There is also a trend toward a mixing of the art of public speaking and the scientific approach as seen in speech science, communication theory, and related courses.

MICHIGAN TECHNICAL UNIVERSITY

I. General Format

- * A. Title and number of course - Humanities and Sciences
110: Fundamentals of Speech
- # B. How often course is offered - Each quarter
- # C. How many sections - One to three
- # D. Course level - Freshman, Sophomore, Junior, Senior
- # E. Total enrollment - 20 to 60
- # F. Required of Speech Majors - Have none
Speech Minors - Have none
Other Departments - Forestry, Business
Administration

II. Goals and Objectives

- * Course aim - To develop proficiency in the organization, the composition, and the delivery of speeches.
To provide the student with the basic speech skills that are a necessary supplement to his technical training:
 1. To aid the student in overcoming the fear of public speaking, and
 2. To aid the student in developing a proficiency in various speaking situations, including the oral report.

III. Classroom Procedures

- + A. Text used - Ross, Speech Communication
- + B. Attendance requirements - None; make-up only with excused absences
- * C. Number and types of speeches -
 1. Speech of Introduction - One minute
 2. Speech on Something Insignificant - Two to Three minutes
 3. Personal approach to a common object or occurrence - three to four minutes
 4. Action speech - four to five minutes
 5. Speech with variety in mood, tone, and subject matter - five to six minutes.
 6. Speech on controversial topic - five to seven minutes
 7. Final speeches
- + D. Notebooks - None required

* E. Course outline

Divisions -

- I. Qualities of a Good Speaker
- II. Sources for Speeches
- III. Organization
- IV. Visual effects
- V. Vocal Variety
- VI. Argument or Persuasion in Speeches
- VII. Impromptu Speaking

Oral and written assignments -

1. Seven speaking assignments
2. Possible critique of campus speaker

+ F. Outside reading - None required

+ G. Grading factors - Based on improvement in speeches

IV. Teaching Methods

* A. Methods of teaching rhetorical principles -
Reading of text
Critiques of speeches

B. Types of theory examinations - None given

+ C. Conferences - Office hours; two-day "open house" at
end of quarter

D. Methods of covering content of text -
Text assignments
Speeches

E. Methods of critiquing speeches -
1. Use of critique - Yes
2. Type of critique - Oral and written
3. When orally evaluated - After all speeches
4. Student evaluations - Yes
5. Oral or written student evaluations - Written
6. Use standard critique form - Yes

F. Lecture methods - No mass lecture

V. Course Instructors

A. Number of different Instructors used - Three

B. Use of graduate assistants - Not used

+ C. Personal opinions

1. View on scope of speech training -

My personal feelings are based on experience; I get letters or hear from alumni constantly telling me how often they must expose themselves publicly in speech situations. They are either grateful for having taken this course, or moaning not having taken it. So from a practical standpoint alone, I find it quite important in business and social areas. If it serves just once in future living, it is worth it.

2. Opinion on use of graduate assistants -
In the main, assistants do weaken a course; I am convinced that any fundamentals course is harder to teach than an advanced one, and it takes an exceptional assistant to be able to understand first of all the situation thoroughly, then to be able to reduce his knowledge to the simplest terms and devices, and finally to guide the do-it-yourself student through the varied pitfalls he might encounter.
3. Opinion on adequacy of students for normal speaking situations -
Yes, if the student has worked sufficiently hard at it, he can do well after leaving the course. But he would have to have the desire to improve; to get off the plateau that is often reached at the end of the course.
4. Opinion on trends affecting the beginning course-
The only changes will possibly be in the number of students taking the course - it's on the rise. Also, possibly, a division into a two-term course, with the second half delving into "bread-and-butter" speeches, parliamentary procedure, and anything else which could be of use in our modern society.

UNIVERSITY OF MICHIGAN

I. General Format

- * A. Title and number of course - Speech 100: Fundamentals of Public Speaking
- # B. How often course is offered - Each trimester
- # C. How many sections - 27; Summer term - Four
- # D. Course level - Freshman, Sophomore, Junior
- # E. Total enrollment - 648; Summer Term - 100

- | # | F. | Required of Speech Majors - Yes | Speech Minors - Yes | Other Departments - Teaching Certification students |
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II. Goals and Objectives

- * A. General purpose -
To develop your ability to think critically and to express orally these thoughts in an effective manner as possible. In order to achieve these ends, you will be acquainted with the basis for logical organization; assisted in developing an effective delivery; introduced to the logical and psychological principles of persuasion; and helped to develop clear communication through precise use of language.
- * B. Specific purpose -
To provide opportunity for analysis and reasoning... In addition to developing more fluency in expressing your thoughts in public, you should also mature in critical listening ability in order to off-set the dangers connected with uncritical acceptance or rejection of spoken communication.

III. Classroom Procedures

- * A. Text used - Brigrance, Speech: Its Techniques and Disciplines in a Free Society
- * B. Attendance requirements - Left up to individual instructor
- * C. Number and types of speeches -
 - 1. Personal experience
 - 2. Delivery workout speech
 - 3. One-point speech
 - 4. Speech to inform
 - 5. Group discussion
 - 6. Speech to inform
 - 7. Oral assignment - Choice of instructor
 - 8. Final presentation
- + D. Notebooks - None required
- * E. Course outline

Divisions -

- I. Introductory Principles of Public Speaking
- II. Mastering the Oral and Physical Presentation
- III. Developing Critical Thinking
- IV. Language in Communication
- V. Final Speech Assignment

Oral and written assignments

1. Eight speeches
2. Impromptu speeches
3. Group discussions

- + F. Outside reading - None required
- + G. Grading factors - Vary with instructors

IV. Teaching Methods

- * A. Methods of teaching rhetorical principles -
Text
Assigned reading
Class lectures and discussions
Occasional quizzes
Mid-term and final examinations
Speeches and criticisms
- # B. Types of theory examinations - Objective - essay
- + C. Conferences - Two conferences arranged per term
- # D. Methods of covering content of text
Class discussions
Quizzes
Mid-term and Final examinations
- # E. Methods of critiquing speeches-
1. Use critique - Yes
2. Type of critique used - Oral and written
3. When orally evaluated - After each speech, after
several speeches
4. Student evaluations - Yes
5. Oral or written student evaluations - Oral and
written
6. Use standard critique form - No
- # F. Lecture methods - Rarely use mass lecture

V. Course Instructors

- # A. Number of different Instructors used - About 14
- # B. Use of graduate assistants - Yes
- + C. Personal opinions -
1. View on scope of speech training -
Speech training is helpful for everyone, yet one
cannot say it is necessary to everyone.
2. Opinion on use of graduate assistants -
Experience has proven that the use of graduate

assistants has worked satisfactorily.

3. Opinion on adequacy of students for normal speaking situations -
About half of the students who pass the beginning course need further training to be comfortable in normal speaking situations.
4. Opinion on trends affecting the beginning course-
Semantics is making an impact on the beginning course. Mass communication seems to be affecting the beginning public speaking course. The need for further training in discerning the validity of the speaker's statements appears necessary.

WAYNE STATE UNIVERSITY

I. General Format

- * A. Title and number of course - Speech 0200
- # B. How often course is offered - Each quarter
- # C. How many sections - 30 to 40; Summer - 10
- # D. Course level - Freshman, Sophomore, Junior, Senior
- # E. Total enrollment - About 750
- # F. Required of Speech Majors - Yes
Speech Minors - Yes
Other Departments - Business Administration
Education, Engineering,
some Liberal Arts Departments

II. Goals and Objectives

- + The basic goals concern the instruction in the Five Canons in the standard order, with an emphasis on Informative speaking.

III. Classroom Procedures

- * A. Text used - Oliver and Cortright, Effective Speech, 4th Ed.
- + B. Attendance requirements - Required of all students
- * C. Number and types of speeches -
 1. Speech of Introduction - One to Two minutes
 2. Demonstration - Two minutes

3. Single point - One to two minutes
4. Project No. 1 -
 - a. Impromptu talk - One to two minutes
 - b. Single illustration - One to two minutes
 - c. Speech - Five minutes
5. Informative talks with one to two visual aids - .
Two to three minutes
6. Final speech

+ D. Notebooks - None required

* E. Course outline

Divisions -

- I. Orientation
- II. Invention, Arrangement, Style
- III. Articulation, Voice, Action
- IV. Informative speeches
- V. Final speeches

Written and oral assignments -

- Six speeches
- One-half minute reading prose record
- Reading aloud
- Three one-page listening project reports

Optional assignments -

- Panel discussion
- Persuasion projects

+ F. Outside reading - None

+ G. Grading factors - $\frac{1}{3}$ - Written work
 $\frac{2}{3}$ - Oral work

IV. Teaching Methods

* A. Methods of teaching rhetorical principles -

- Text assignments
- Quizzes and final examinations
- Listening projects
- Videotapes
- Speeches and criticisms

B. Types of theory examinations - Objective - essay

+ C. Conferences - Used much; no definite amount

* D. Methods of covering content of the text -

- Class discussion
- Speeches
- Quizzes and examinations

E. Methods of critiquing speeches -

1. Use critique - Yes
2. Type of critique - Written and oral
3. When orally evaluated - Variable, after several speeches
4. Student evaluations - Yes, some
5. Oral or written student evaluations - Oral and written
6. Use standard critique form - No

F. Lecture methods - No mass lectures

V. Course Instructors

A. Number of different Instructors used - 20 to 30

B. Use of graduate assistants - Yes

+ C. Personal opinions

1. View on scope of speech training-
I am personally in favor of speech training for everyone; this includes the Elementary, Secondary, and College student.
2. Opinion on use of graduate assistants -
(No opinion given)
3. Opinion on adequacy of students for normal speaking situations -
If a student gains an adequate knowledge of the Five Canons and can apply these in informative speaking situations, then he will be well adapted to normal speaking situations.
4. Opinion on trends in society affecting the beginning course -
I shall be surprised to see many changes. Informative speaking and the Five Canons are basic to all speaking and Speech Training.

SECTION II

Table 1

General Format

School	Title & Number of Course	How often Offered	Number of Sections
Adrian College	Speech 201: Principles & Practice in Speaking	Each Semester	5 - 7
Aquinas College	Speech 101	Each Semester	3 - 4
Baptist Bible College	Speech 103	Each Semester	4 - 5
Calvin College	Speech 103: Fundamentals of Public Speaking	Each Semester	8 - 12
Eastern Michigan University	Speech 121: Fundamentals of Speech	Each Semester	40
Hope College	Speech 11: Fundamentals of Speech	Each Semester	12
Michigan State University	Public Speaking 101	Each Quarter	30 - 40 Summer: 8-10
Michigan Technical University	Humanities & Social Sciences 110: Fundamentals of Speech	Each Quarter	1 - 3
University of Michigan	Speech 100: Fundamentals of Public Speaking	Each Trimester	27 Summer: 4
Wayne State University	Speech 0200	Each Quarter	30 - 40 Summer: 10

Table 1 - Continued

School	Course Level	Total Enrollment	Required by:
Adrian	Sophomore	130	Speech Major, Minor, Education, Business, Religion, Economics, Phys. Ed.
Aquinas	Freshman Sophomore Junior Senior	70	Speech Minors (No Speech Major offered)
B.B.C.	Freshman	85	Speech Minors, All departments except Music (No Major offered)
Calvin	Freshman Sophomore	200	Speech Major, Minor Engineering, Pre-Seminary, Pre-Law
E.M.U.	Freshman	700	Speech Majors, Minors All Departments
Hope	Freshman	240	Speech Majors, Minors
M.S.U.	Freshman	Av. 750	Rhetoric & Public Address Majors, Some other Departments
M.T.U.	Freshman Sophomore Junior Senior	57	Forestry Business Administration
U.of M.	Freshman Sophomore Junior	648	Speech Majors, Minors Teacher's Certificates
W.S.U.	Freshman Sophomore Junior Senior	750	Speech Majors, Minors, Business Administration, Education, Engineering, Liberal Arts

II. Goals and Objectives of the Course

A. Adrian College

1. To study rhetorical theory and give experience in the planning and delivery of the various types of speeches.
2. To give opportunity for practice in areas other than public address, such as group discussions.
3. To develop confidence in areas other than public address.

B. Aquinas College

1. Every individual should strive to communicate the truth of himself and his ideas to his fellow men with open sincerity, with as much clarity as possible, and with whatever eloquence is possible to him by nature and through conscious effort (training) and practice.
2. It is important that every man - and certainly every educated man - learn the discipline of clear, direct honest communication with other men, be it in public or private.
3. It is our aim in this speech class to make the best qualities of conversation the norm of our acquired skills in public speaking.
4. Speech is the whole man.

C. Baptist Bible College

1. To acquire a sound understanding of methods that promote good speech.
2. To develop skills in everyday speaking situations and public address.
3. To prepare for effective Christian service.

D. Calvin College

1. To teach the mastery of speech fundamentals, especially disposition and delivery.

E. Eastern Michigan University

1. To stimulate the formulation of wholesome and desirable attitudes toward public speaking.

2. To equip the student with the basic principles of speech, including:
 - a. The mechanics of delivery
 - b. The speech composition
 - c. Vocabulary building and pronunciation
 - d. Speech psychology
 - e. The physiology of voice.
3. To provide a laboratory for:
 - a. The improvement of the student's speech habits
 - b. The acquisition of skills in public speaking
 - c. The scrutinizing of original ideas and logical thought
 - d. The strengthening of the student's self confidence and the development of his personality
4. To develop greater skill in the evaluation of speakers and speeches.

F. Hope College

1. To increase whatever degree of confidence with which any student begins the course.
2. To develop contact, a sense of communication.

G. Michigan State University

General - To assist students, through knowledge of and experience in the principles and methods of speaking, to operate more effectively as agents of change in speaking situations.

Specific -

1. To help you understand and make effective use of the materials of speaking - materials of development, personal proof, and materials of experience.
2. To help you learn and put into practice the principles of good speaking - discovering, or limiting the topic; adapting to the audience; organizing and outlining the speech; developing and using language for speaking; practicing and presenting the speech.
3. To help you feel more secure in the speaking situation by assisting you in a personal adjustment to your role as a speaker.
4. To help you understand and accept the responsibility of the speaker in society.

5. To help you understand the role of speaking in our society..
6. To help you develop the ability to analyze, criticize, and pass judgment on the speaking of others.

H. Michigan Technical University

Course aim - To develop proficiency in the organization, the composition, and the delivery of speeches.

To provide the student with the basic speech skills that are necessary supplement to his technical training:

1. To aid the student in overcoming the fear of speaking in public,
2. To aid the student in developing a proficiency in various speaking situations, including the oral report.

I. University of Michigan

General Purpose - To develop your ability to think critically and to express orally these thoughts in an effective manner as possible. In order to achieve these ends, you will be acquainted with the basis for logical organization; assisted in developing an effective delivery; introduced to the logical and psychological principles of persuasion; and helped to develop clearer communication through precise use of language.

Specific Purpose - To provide opportunity for analysis and reasoning.... In addition to developing more fluency in expressing your thoughts in public, you should also mature in critical listening ability in order to off-set the dangers connected with uncritical acceptance or rejection of spoken communication.

J. Wayne State University

The basic goals concern the instruction in the Five Canons in the standard order, with an emphasis on Informative Speaking.

III. Classroom Procedures

A. Textbook used -

1. Adrian College - Reid, Speaking Well

2. Aquinas College - Soper, Basic Public Speaking
3. Baptist Bible College - McBurney and Wrage, Guide to Good Speech
4. Calvin College - Wilson and Arnold, Public Speaking as a Liberal Art
5. Eastern Michigan University - Dickens, Speech: Dynamic Communications
6. Hope College - Dickens, Speech: Dynamic Communications
7. Michigan State University - Hance, Ralph, Wiksell, Principles of Speaking
8. Michigan Technical University - Ross, Speech Communication
9. University of Michigan - Brigance, Speech: Its Techniques and Disciplines in a Free Society
10. Wayne State University - Oliver and Cortright, Effective Speaking, 4th Ed.

Table 2
Attendance Requirements

School	Required	Not * Required	Make-up	No *
Adrian College	x			x
Aquinas College	x			
Baptist Bible College	x		x	
Calvin College	x		x	
Eastern Michigan University	x			
Hope College	x		x	
Michigan State University	x			
Michigan Technical University		x	x	
University of Michigan	Left up to individual instructors			
Wayne State University	x			

*Not all schools responded in these categories

C. Number and types of speeches

1. Adrian College

- a. Simple explanation and demonstration - 1 - 2 minutes
- b. Single illustration with imagery - 2 minutes
- c. Single point with illustration, two instances and a restatement - 3 minutes
- d. Single point with illustration, instances, testimony or statistics, restatement - 4 minutes
- e. Speech to inform
- f. Speech to stimulate, convince, actuate - 5 - 7 minutes
- g. Final: open choice - 10 minutes

2. Aquinas College

- a. Introductory talk - 2 minutes
- b. Expository or descriptive speech - 3 minutes
- c. Narrative speech - 4 minutes
- d. Demonstration speech using visual aids - 5 minutes
- e. Speech to inform - 6 minutes
- f. Speech to convince - 6 minutes

3. Baptist Bible College

The types of speeches vary with the different groups; the assignments are taken from the text.

- a. 2 - 4 minutes
- b. 3 - 5 minutes
- c. 4 - 6 minutes
- d. 5 - 7 minutes
- e. 6 - 8 minutes
- f. Final speech - 10 - 12 minutes

4. Calvin College

Six to eight speeches are given, variable with class size. The first few are mainly aspects of delivery; the rest are informative and persuasive.

5. Eastern Michigan University

- a. Any topic - 4 minutes
- b. Any topic - 5 minutes
- c. Any topic - 6 minutes
- d. Any topic - 7 minutes
- e. Final: any topic - 7 minutes

6. Hope College

- a. Anything - 3 minutes
- b. "The best speaker I have ever heard and why he was that" - 4 minutes
- c. Speech to entertain - 4 minutes
- d. Group discussion - 4 minutes
- e. Choice: to entertain, travelogue, to convince - 3 - 4 minutes
- f. Final oral examination: expository speech in manuscript form, annotated for factors of attention - 6 minutes

7. Michigan State University

- a. Support of a single point - 4 minutes
- b. Speech of conviction: audience and occasion adaptation - 4 minutes
- c. Speech with deductive plan - 4 minutes
- d. Speech with inductive plan - 5 minutes
- e. Information - 6 minutes
- f. Advocacy - 7 minutes

8. Michigan Techical University

- a. Speech of introduction - 1 minutes
- b. Speech on something insignificant - 2 - 3 minutes
- c. Personal approach to a common object or occurrence 3 - 4 minutes
- d. Action speech - 4 - 5 minutes
- e. Speech with variety in mood, tone, and subject matter - 5 - 6 minutes
- f. Speech on controversial topic - 5 - 7 minutes
- g. Final speeches

9. University of Michigan

- a. Personal experience
- b. Delivery workout speech
- c. One-point speech
- d. Speech to inform
- e. Group discussion
- f. Speech to inform
- g. Oral assignment - choice of Instructor
- h. Final presentation

10. Wayne State University

- a. Speech of introduction - 1 - 1 1/2 minutes
- b. Demonstration - 2 minutes
- c. Single point - 1 1/2 minutes
- d. Project # 1

- Impromptu talk - minute
 Single illustration - 1 - 1 1/2 minutes
 Speech - 5 minutes
 e. Informative talks with one to two visual
 aids - 2 1/2 - 3 minutes
 f. Final speech - as long as time permits

Table 3
Notebooks and Outside Reading

School	Notebooks		Required Outside Reading	
	Required	Not Required	Required	Not Required
Adrian College		x	x	
Aquinas College		x	x	
Baptist Bible College	x		x	
Calvin College		x		x
Eastern Michigan University	x		x	
Hope College		x	x	
Michigan State University	x			x
Michigan Technical University		x		x
University of Michigan		x		x
Wayne State University		x	x	

E. Course outline

1. Adrian College

Divisions - Based on text assignments and speeches

Oral and written assignments

1. Seven speeches
2. Five information cards with subject and five sources
3. Three minute prose and poetry readings
4. Parliamentary sessions
5. Oral exercises

2. Aquinas College

Divisions - Based on text and speaking assignments

Written and oral assignments -

1. Six speeches
2. Appraisal of speech in Vital Speeches
3. Practice reading selections on voice
4. Analyze speech
5. Analyze speech

3. Baptist Bible College

Divisions - Based on text assignments and speeches

Written and oral assignments

1. Six speeches
2. Book report on Hall, The Silent Language
3. Outside reading notes
4. Critiques of speakers

4. Calvin College

Divisions - Based on text assignments and speeches

Written and oral assignments -

1. Six to eight speeches
2. Three speech reports

5. Eastern Michigan University

Divisions - Based on lectures and text assignments

1. Lecture 1 - An Introduction to the Course
2. Lecture 2 - Personal Adjustment
3. Lecture 3 - Voice Improvement
4. Lecture 4 - Bodily Action
5. Lecture 5 - Analysis of the Speaking Situation

6. Lecture 6 - Supporting Materials
7. Lecture 7 - Thought Content
8. Lecture 8 - Structuring the Speech
9. Lecture 9 - The Language of Speech

Written and oral assignments -

1. Five speeches
2. Occasional exercises assigned to go in the notebook
3. Student criticisms

6. Hope College

Divisions - Based on text assignments and speeches

Oral and written assignments -

1. Six speeches
2. Personal letter
3. List of difference between speech and writing
4. Several: How this morning's speech could be improved
5. Report on at least one Forensics event

7. Michigan State University

Divisions -

- I. Materials of Speaking
- II. Adapting to the Occasion and Audience
- III. Planning the Speech
- IV. Presenting the Speech
- V. Speaking and informing
- VI. Speaking and Advocating

Written and oral assignments -

- Six speeches
- Paper of 250 words on six faults of speakers
- Paper of critiques of speakers
- Paper of 250 words on best speech evaluation
- Paper of 500 words on lecture on "Ethics and the Speaker"
- Paper of 500 words on evaluation of a speech
- Annotated outlines of each speech

8. Michigan Technical University

Divisions -

- I. Qualities of a Good Speaker
- II. Sources for Speeches
- III. Organization
- IV. Visual Effects
- V. Vocal Variety
- VI. Argument or Persuasion in Speeches
- VII. Impromptu Speaking

Written and oral assignments -

1. Seven speeches
2. Possible critique of campus speaker

9. University of Michigan

Divisions -

- I. Introductory Principles of Public Speaking
- II. Mastering the Oral and Physical Presentation
- III. Developing Critical Thinking
- IV. Language in Communication
- V. Final Speech Assignment

Written and Oral assignments -

1. Eight speeches
2. Impromptu speeches
3. Group discussions

10. Wayne State University

Divisions -

- I. Orientation
- II. Invention, Arrangement, Style
- III. Articulation, Voice, Action
- IV. Informative Speeches
- V. Final Speeches

Written and oral assignments -

1. Six speeches
2. One half minute reading prose record
3. Reading aloud
4. Listening projects - three one-page reports

Optional assignments:

- Panel discussion
- Persuasion projects

F. Grading Factors

1. Adrian College - 1/3 - Written work
2/3 - Speeches
2. Aquinas College - 1/3 - Student analysis of speeches
and examinations
2/3 - Speeches
3. Baptist Bible College - 1/2 - Speeches and Critiques
1/2 - Notebooks and Examinations
4. Calvin College - 1/3 - Written work
2/3 - Speeches

5. Eastern Michigan University - Grades based mostly on speeches; also mid-term and Final examinations.
6. Hope College - Grades are based on speeches, with 2/3 coming from the second half of speeches
7. Michigan State University - 60% - Speeches and outlines
40% - Examinations assignments, attendance, attitude
8. Michigan Technical University - Grades based on speeches
9. University of Michigan - Factors vary with Instructors
10. Wayne State University - 1/3 - Written work
2/3 - Speeches

IV. Teaching Factors

A. Methods of Teaching Rhetorical Principles

1. Adrian College -
 - a. Text and discussions
 - b. Quizzes
 - c. Mid-term and final examinations
 - d. Speeches and criticisms
2. Aquinas College
 - a. Reading of Text
 - b. Class discussion of text
 - c. Outside reading assignments
 - d. Examinations on text
 - e. Speeches and criticisms
3. Baptist Bible College
 - a. Text and discussions
 - b. Quizzes
 - c. Mid-term and Final examinations
 - d. Outside reading
 - e. Speeches and criticisms
4. Calvin College
 - a. Text assignments
 - b. Outside reading assignments

- c. Class discussions
 - d. Speeches and criticisms
5. Eastern Michigan University
- a. Lectures
 - b. Reading of text
 - c. Outside reading assignments
 - d. Mid-term and final examinations
 - e. Speeches and criticisms
6. Hope College
- a. Text assignments
 - b. Quizzes
 - c. Conferences
 - d. Examinations
 - e. Speeches and criticisms
7. Michigan State University
- a. Text assignments
 - b. Lectures
 - c. Written assignments
 - d. Speech preparation and delivery
 - e. Speech criticism
 - f. Examinations
8. Michigan Technical University
- a. Reading of text
 - b. Speeches and critiques
9. University of Michigan
- a. Reading of text
 - b. Assigned reading
 - c. Class lectures and discussions
 - d. Quizzes
 - e. Mid-term and final examinations
 - f. Speeches and criticisms
10. Wayne State University
- a. Quizzes and final examinations
 - b. Textbook assignments
 - c. Listening projects
 - d. Videotapes
 - e. Speeches and criticisms

Table 4
Types of Theory Exams

School	No Exams	Objective Exams	Essay Exams
Adrian College		x	x
Aquinas College			x
Baptist Bible College*			
Calvin College		x	x
Eastern Michigan University		x	x
Hope College		x	
Michigan State University		x	
Michigan Technical University	x		
University of Michigan		x	x
Wayne State University		x	x

* Speech analysis examination- Mid-term
Speech construction examination- Final

B. Personal opinions of Instructors

1. Views on scope of speech training -

Prof. Donald J. Vedt, Adrian College

Speech is needed in all areas; this can be supported by many personal examples and testimonies. Speech training is helpful to all vocations.

Sister Mary de Chantal, O.P., Aquinas College

Speech training is very important today since this age is the age of communication. The educated man must be able to communicate honestly his ideas to his fellow men.

Irvin T. Lister, Baptist Bible College

Each year the need for effective communication becomes more important in our society, thus placing more and more importance on the need

for speech training in our society. I personally feel that everyone can benefit by speech training.

Prof. Thomas J. Ozinga, Calvin College
I'm all for it.

Prof. Thomas J. Murray, Eastern Michigan University
Speech training can be profitable for all. This would not be so necessary, perhaps, if we were in an "elite" society.

Prof. William Schrier, Hope College
All can profit from training in speech. Speech training shows the public speaker his ethical responsibility.

Prof. David Ralph, Michigan State University
Everyone can gain much value from speech training. This should be woven into the curriculum of all students from Kindergarten through college, giving opportunity for students to learn sound principles of communication and have opportunity to gain experience in speaking. Adult education programs should also offer speech education.

Prof. Joseph B. Kirkish, Michigan Technical University
My personal feelings are based on experience; I get letters or hear from alumni constantly telling me how often they must expose themselves publicly in speech situations; they are either grateful for having taken this course or moaning for not having taken it. So from a practical standpoint alone, I find it quite important in business and social areas. If it serves just once in future living, it is worth it.

Prof. William Sattler, University of Michigan
Speech training is important for all, yet one cannot say that it is necessary for everyone.

Prof. George V. Bohman, Wayne State University
I am personally in favor of speech training for everyone; this includes the Elementary, Secondary, and College student.

2. Opinions on use of graduate assistants -

Prof. Donald J. Veldt, Adrian College
Since I have been one, I hold a divided opinion. The use of graduate assistants per se does not weaken speech instruction. I personally object to the use of graduate assistants who have had

no speech training or background. The use of graduate assistants can often be more valuable to the instructor than to the student.

Sister Mary de Chantal, O.P., Aquinas College

This was tried once with an older man who had a good speech background and it proved very effective. On the whole, students are often quite disappointed with graduate assistants and feel cheated.

Irvin T. Lister, Baptist Bible College

A graduate assistant program can be successful for the beginning speech course in speech if it is a selective one. If the Director must use just anyone, then often his program, as well as the students, suffers. A well-trained sensitive graduate assistant can do much with beginning students.

Prof. Thomas J. Ozinga, Calvin College

Most unfortunate, but a fact of life.

Prof. Thomas J. Murray, Eastern Michigan University

This depends on a matter of priority since first commitment must be either to teaching or to class work. General experience has proven teaching to be somewhat more effective when graduate assistants are not used.

Prof. William Schrier, Hope College

No opinion stated.

Prof. David Ralph, Michigan State University

I personally would not want to use anyone else. I have found that graduate assistants are sharp and quick to respond to students; they are quite pliable and adaptable to the program of a large university. They have to be closely supervised, but carry out a more uniform program than older professors who tend to be more independent.

Prof. Joseph B. Kirkish, Michigan Technical University

In the main, assistants do weaken a course; I am convinced that any fundamentals course is harder to teach than an advanced one, and it takes an exceptional assistant to be able to understand first of all the situation thoroughly, then to be able to reduce his knowledge to the simplest terms and devices, and finally to guide the do-it-yourself student through the varied pitfalls he might encounter.

Prof. William Sattler, University of Michigan

Experience has proven that the use of graduate assistants has worked satisfactorily.

Prof. George V. Bohman, Wayne State University

Since these all have an M.A. or the equivalent, and are doctoral students, they are of the same or better quality than typical instructors that we could employ. All are required to have taken or are taking concurrently with their teaching the College Speech Methods course.

3. Opinions on the adequacy of students for normal speaking situations

Prof. Donald J. Veldt, Adrian College

Most of the students who pass this course are not accomplished speakers. Less than 50% of them will probably be completely comfortable in outside situations; 75% more will be adequately comfortable.

Sister Mary de Chantal, O.P., Aquinas College

Most of the students will be able to adjust adequately to the normal speaking situations they may encounter; however, some of them will be insufficiently prepared for certain situations.

Irvin T. Lister, Baptist Bible College

I feel that the students who get "A" or "B" will be able to do a respectable job in normal speaking situations; "C" students will probably have some problems in effective communication, doing an average job. On the average, I would say that 50% of the students who pass the course will adjust adequately to normal speaking situations.

Prof. Thomas J. Ozinga, Calvin College

This is adequate, but two hours of preparation isn't enough.

Prof. Thomas J. Murray, Eastern Michigan University

A two hour course is somewhat inadequate in terms of time; a three hour course would prove much more advantageous.

Prof. William Schrier, Hope College

Students who pass the course with an "A" or "B" will be best adjusted for public speaking situations. Since the course is only two hours, most students would profit by taking the advanced public speaking course.

Prof. David Ralph, Michigan State University

I feel that students who pass Public Speaking 101 will be able to handle most normal public speaking situations. They are not polished orators, but seem to be adaptable to normal situations.

Prof. Joseph B. Kirkish, Michigan Technical University

Yes, if the student has worked sufficiently hard at it, he can do well after leaving the course. But he would have to have the desire to improve, to get off the plateau that is often reached at the end of the course.

Prof. William Sattler, University of Michigan

About half of the students who pass the beginning course need further training to be comfortable in normal speaking situations.

Prof. George V. Bohman, Wayne State University

If a student gains an adequate knowledge of the Five Canons and can apply these in informative speaking situations, then he will be well adapted to normal speaking situations. He will, of course, want more work for unusual problems of persuasion.. This comes in the next course.

4. Opinions on trends in society affecting the beginning course -

Prof. Donald J. Veldt, Adrian College

I would include some work in group discussion. There is an important emphasis on mass communication and larger classes; there is more need for training in speaking to larger mass audiences. The political trend places more emphasis on the need for stressing the ethical responsibility of the speaker.

Sister Mary de Chantal, O.P., Aquinas College

One can see a strong emphasis on the communication process. There is also some emphasis placed on the whole thought process. Group dynamics seems to be coming into greater importance.

Irvin T. Lister, Baptist Bible College

There is a strong emphasis in our society on the use of group discussion for problem-solving, which is and will continue to make changes in the beginning course as well as the entire speech curriculum. There also seems to be a trend away from the entire course devoted to formal public address; the informal seems to be making strong inroads. Mass communication appears to be affecting the beginning course, and will probably continue to do so.

Prof. Thomas J. Ozinga, Calvin College

One area is the possible use of television to make up for the rapidly increasing student body and limited staff.

Prof. Thomas J. Murray, Eastern Michigan University
The trend toward technical orientation in our society, seen in such courses as speech science, lab sessions, etc., will probably cause more changes in the future of the beginning course.

Prof. William Schrier, Hope College
There is a trend toward larger sections and new approaches to teaching more students per instructor. There is also a trend toward programmed instruction. My opinion is that speech is too personalized for programmed instruction. I am wary of it and am inclined to doubt its efficacy until more evidence is in. On the size of classes, I still lean to small classes as the most effective.

Prof. David Ralph, Michigan State University
The trend today seems to be toward informal speaking situations, which can be seen in contemporary courses and texts. Today's course in public speaking must show the relation of speaking to the job; public speaking is not an isolated art. There is also a trend toward a mixing of the art of public speaking and the scientific approach as seen in speech science, communication theory, and related courses.

Prof. Joseph B. Kirkish, Michigan Technical University
The only changes will possibly be in the number of students taking the course - it's on the rise. Also, possibly a division into a two-term course, with the second half delving into bread-and-butter speeches, parliamentary procedure, and anything else which could be of use in our modern society.

Prof. William Sattler, University of Michigan
Semantics is making an impact on the beginning course. Mass communication seems to be affecting the beginning public speaking course. The need for further training in discerning the validity of the speaker's statements appears necessary.

Prof. George V. Bohman, Wayne State University
I will be surprised to see any changes. Informative speaking and the Five Canons are basic to all speaking and Speech Training.

Table 5

Conferences and Methods of Covering Content of the Text

School	Conferences		Methods of Covering Content of the Text					
	Office Hours	Scheduled Conferences	Text Assignments	Discussions	Speeches	Examinations	Quizzes	Lectures
Adrian College	x	1+	x		x		x	x*
Aquinas College	x		x	x	x	x		
Baptist Bible College	x		x	x	x	x	x	x
Calvin College	x		x	x			x	
Eastern Michigan University	x	1	x	x	x	x		
Hope College	x	1+	x		x		x	
Michigan State University	x		x		x	x		
Michigan Technical University	x		x		x			
University of Michigan	x	2	x	x	x	x	x	
Wayne State University	x		x	x	x	x	x	

*Also student speeches on unit topics

Table 6
Methods of Crittling Speeches

School	Teacher Evaluations					Student Evaluation			Standard Critique Form
	Type		When Orally Evaluated			Use of Critique	Type		
	Oral	Written	After Each Speech	After Several Speeches	After All Speeches		Oral	Written	
Adrian	X	X	X	X	X	Yes	X	X	No
Aquinas	X		X			Yes	X		No
Baptist Bible	X	X			X	Yes	X	X	Yes
Calvin	X	X			X	Yes	X	X	No
Eastern Michigan	X	X	X			Yes	X	X	No
Hope	X	X	X	X	X	No			Yes
Michigan State	X	X	X			Yes	X	X	Yes
Michigan Technical	X	X			X	Yes		X	Yes
Michigan	X	X	X			Yes	X	X	No
Wayne State	X	X				Yes	X	X	No

Table 7
Lecture Methods

School	No Mass Lectures	Live Mass Lecture	Taped Lecture
Adrian College	x		
Aquinas College	x		
Baptist Bible College	x		
Calvin College	x		
Eastern Michigan University	x		
Hope College	x		
Michigan State University			x
Michigan Technical University	x		
University of Michigan		x*	
Wayne State University	x		

*Rarely used

V. Course Instructors

Table 8

Number of Instructors Used and Use of Graduate Assistants

School	Number of Instructor	Graduate	Assistants
		Used	Not used
Adrian College	2-3		x
Aquinas College	2	x	
Baptist Bible College	2	x	
Calvin College	3-4	x	
Eastern Michigan University	10		x
Hope College	4		x
Michigan State University	10-12	x	
Michigan Technical University	3		x
University of Michigan	14	x	
Wayne State University	20-30	x	

CHAPTER III

CONCLUSIONS

In this chapter all of the data collected and compared in Chapter Two are analyzed and conclusions drawn, along with some projections for future curriculum evaluations. For the sake of consistency, the same format used in Chapter II is utilized in Chapter III. Answers to the questions presented in Chapter I under Justification are presented in this chapter.

General Format

- A. Every college offered the beginning public speaking course each quarter or semester of the school year, and most of the colleges offered the course during a summer session.
- B. The number of sections offered at each college ranged from five to forty. The average number of students in each section was about twenty to twenty-one.
- C. No evidence was presented to support the claim that this course under study is geared mainly to freshmen. Several geared the course to all grade levels, while four colleges geared their courses toward freshmen. One could generally say that this course in Michigan colleges is not planned for any one grade level.
- D. Of the ten colleges chosen for this study, nine re-

quired the beginning public speaking course of their Speech Majors and Minors.¹

- E. In one of the colleges the first course in public speaking was required by all departments; one college required this course of all students except those in one department. In nine of the ten colleges, the beginning public speaking course is required by other departments than Speech.

Goals and Objectives

- A. This section showed no evidence of a consistent pattern in the length of the beginning course.
- B. Each college stressed the importance of comprehending sound principles and being able to demonstrate these in speaking situations.
- C. Several of the colleges stressed the importance of being able to communicate ideas from speaker to listener.

Classroom Procedures

A. Textbook

About half of the texts used appeared to be in the traditional² style, while the other half were in the more modern style with an emphasis on the communication process.

Question - Does the choice of textbooks used in the courses of this study indicate any trend toward the

¹Some of the colleges offered no Speech Major

²The author used the term "traditional" to describe texts which are based on the Five Canons of Rhetoric.

influence of recent research in the communication process upon the beginning public speaking course?

Since half of the colleges in this study used a text which is modern in its approach and publication date, it appears safe to say that the choice of textbooks does show a trend toward the influence of recent research in the communication process upon the beginning public speaking course.

B. Attendance requirements

Attendance was required at all of the colleges except one. All but one of the colleges out of the five who replied gave provisions for make-up.

C. Number and types of speeches

Five to seven speeches each time the course was offered for each student in the class appeared to be the average. As to types of speeches, there was such a variety that no consistent pattern showed.

D. Notebooks

Notebooks were required of the students at only three of the ten colleges.

E. Outside reading

Six of the ten courses studied required outside reading apart from the text for the course.

F. Course outline

Most of the colleges based the course outline on the outline of the text and the speaking assignments. All of the colleges required oral and written work in ad-

dition to the regular speaking assignments.

G. Grading factors

Almost half of the ten colleges placed one-third of the weight on the written work and two-thirds of the weight on oral assignments in evaluating student work. In three of the colleges the evaluating was done on the basis of the oral work done.

Teaching Methods

A. Methods of Teaching Rhetorical Principles

All of the ten colleges used textbook assignments and speeches as a means of teaching rhetorical principles. Five of the colleges used class discussion, while half of the colleges also used quizzes as a means of teaching principles. Seven out of ten colleges utilized theory examinations in teaching methods. Five out of the ten colleges required outside reading as a learning tool. Four of the colleges used lectures, and one college used private conferences as a means to teach theory. Two colleges gave written assignments aimed at teaching theory.

B. Types of theory examinations

One college gave no theory examinations; two colleges gave only objective type examinations. One instructor used only essay type theory examinations. Half of the colleges used both objective and essay type examinations. One college employed a student speech analysis and speech construction as a means of testing theory comprehension.

It seems significant that half of the colleges appeared to favor both the objective and the essay type as the most expedient way of testing theory comprehension.

C. Conferences

All of the instructors maintained regular office hours for student conferences; four of the colleges scheduled conferences with the students to discuss privately any problems, and to criticize students' speeches.

D. Methods of covering contents of the text

All of the colleges participating used a textbook and made regular assignments. Six of the ten colleges used class discussion of the assigned materials in the text to aid further in learning rhetorical theory. Nine out of ten instructors replied that the assigned speeches were a further means of covering theory discussed in the text. Six of the instructors said that the theory examinations were a method of reviewing theory content. Six of the colleges used quizzes on the text material, and two colleges utilized lectures as a means of further covering theory.

F. Methods of critiquing speeches.

All of the instructors used a critique of student speeches; all ten of them used oral critiques, while nine out of ten employed both oral and written critiques. This would seem to indicate the importance instructors place on both oral and written critiques: the oral having the value of immediate evaluation, while the written gives

the speaker more time to evaluate his delivery as well as content and help him prepare for future speaking assignments. Six of the colleges replied that they evaluated orally the student's speeches after each speech; four of them evaluated orally after several speeches; half of the instructors orally evaluated after all the speeches in a class period. The questionnaire allowed the instructors to reply in one, two, or all three of the categories, which some instructors did. These replies show no definite pattern here, but rather a good distribution of practice as to when speeches are orally evaluated by the instructors. Nine of the ten colleges used student evaluations of student speeches. Eight out of these nine used both oral and written student evaluations. In the personal interviews with the instructors, it was learned by the author that the one instructor who did not use student evaluations felt that beginning students were not experienced enough to warrant taking class time to hear them. Standard critique forms were used in half of the colleges evaluated.

F. Lecture Methods

Eight of the ten colleges used no mass lecture methods: lectures were handled in individual classes. One of the colleges occasionally used video-tape lectures shown at scheduled times that were required viewing by the students. Only one of the colleges used mass lecture video-taped lectures, but these were viewed in

small groups. In conjunction with this, it is well to note that all of the instructors interviewed expressed their opinion as to the individuality of speech instruction and their concern that future classes do not grow too large for this individual approach. The evidence presented above seems to support this idea that as of yet this individuality is maintained in spite of the growing size of enrollment in these courses.

Course Instructors

A. Number and use of graduate assistants

Six of the ten colleges employed one to five instructors in the beginning public speaking course. Three colleges used from 10 to 15 instructors; while only one used 20 to 30 instructors in the beginning speech course. Six of the ten colleges used graduate assistants.

B. Personal opinions

1. Importance of speech training in our society

All of the instructors interviewed said that speech training is important; and all but one said that it is necessary and beneficial for everyone to have speech training. All of the professors interviewed shared with the author the growing need for speech training in our society.

2. Use of graduate assistants

Four of the ten professors interviewed expressed a favorable opinion toward the use of graduate assistants in the beginning public speaking program;

these opinions ranged from highly favorable to mildly favorable. Three of the instructors gave an non-commital answer. Three of the professors expressed an unfavorable opinion toward the use of graduate assistants.

In comparing the results of the use of graduate assistants with the personal opinions of the instructors, one concludes the following. There were four colleges which used graduate assistants, and the instructors expressed a favorable opinion toward their use. One instructor expressed an unfavorable opinion, yet used graduate assistants. One other college used graduate assistants, yet the instructor gave a non-commital answer as to his personal opinion. Two of the instructors were in favor of the use of graduate assistants even though the colleges did not use assistants. Two of the instructors gave non-commital answers in schools where graduate assistants were not used. Only two instructors gave an unfavorable response to graduate assistants in colleges where they were not used; whereas, four instructors expressed favorable opinions in colleges where graduate assistants were used. Only one college used graduate assistants where the instructor gave an unfavorable opinion toward their use.

3. Adequacy of students for normal speaking situations after graduation

Eight out of the ten instructors interviewed said that half or more of the students who pass their course would adjust adequately to normal speaking situations which they would encounter after graduation. Only one instructor said that he was not sure. Most of the instructors went beyond this opinion to state that they would encourage further training to equip better the student.

4. Trends in society that will affect the beginning speech course

This question evoked such a wide variety of answers that no consistent pattern developed. One should mention three items that were discussed most. Three of the instructors said that group discussion would continue to make inroads into the beginning course. Three instructors also said that the new discoveries in the area of mass communication would change somewhat the curriculum of the beginning public speaking course. Three instructors expressed opinions which involve the idea of larger classes with the use of programmed instruction and television in the beginning course. The responsibility of the speaker, the informal approach to public speaking, and the technical approach were mentioned twice. The following items were mentioned only once: the communication process, semantics, and the thinking process.

Question - What trends in society do the directors of the selected courses see that will affect their course in the near future? Will any of these

trends generally affect curriculum planning in the near future?

We mention here the three items that were discussed with some pattern of frequency:

1. Emphasis on group discussion seems to be on the increase. If this trend continues, it will most likely affect curriculum planning in the beginning course. It would appear that this would be more likely in the course that covers a full year rather than just one semester or one term. The short courses are rather full now, with little time for other areas.
2. The recent trend toward research in mass communications seems to be continuing and, according to several instructors, will probably affect the beginning speech course in the future. This trend will further be accelerated by the demands of society for training in the ability to communicate by means of mass media and methods. This trend seems to be making it more necessary for even the non-speech student to have some training in the area of mass communication. Perhaps this demand will bring some training in this area into the beginning course.
3. Speech training seems to be gaining more importance in the college curriculum, which means that more departments are making the beginning course required. If this trend continues, it will put more

demands on the speech departments for more and/or larger classes. Television is being used in one of the colleges surveyed as an experiment in mass lecture to make better use of teachers' time in small class instruction. Also, some instructors are evaluating the use of programmed instruction for teaching speech theory. It is yet too early to make any predictions, but it is obvious that as all of these demands continue to press upon the beginning course, they all cannot be incorporated into the beginning public speaking course as presently organized. Can one say that perhaps all but rhetorical principles and practice need to be weeded out of the beginning course, with only the advanced courses giving instruction in some of these other areas that have been discussed?

Personal Evaluations

As the author looks back on the past months spent on this study, several items come to mind. Since the beginning speech course is gaining in importance - seen in larger classes and more attention given to students taking the course by college and university administrators, - and since society is placing more emphasis upon the need for effective oral communication, there appears to be a need for periodic study of public speaking curricula, in order to maintain them at peak efficiency and effectiveness. Several of the directors interviewed expressed this desire and encouraged the present

study. The author can see further value in a standard questionnaire prepared by perhaps the Speech Association of America to be completed by the directors of the beginning courses. The answers to the questionnaire could be collected and evaluated, and the results used for future curriculum planning.

With so many trends and demands being placed on the beginning course, it would seem that soon we shall have to restrict the beginning course to public speaking alone and require further courses to teach discussion, communications theory, and the other aspects of communication referred to by the interviewees in this study.¹

¹ This practice is now followed by Michigan State University, among others.

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Appendix I

LIST OF COLLEGES IN MICHIGAN USED FOR THE PRELIMINARY LETTER
OF SURVEY

LETTER OF INQUIRY

Colleges in Michigan Used for the Preliminary Survey Letter

State Universities

Central Michigan University
Mt. Pleasant, Michigan

Detroit University
Detroit, Michigan

Eastern Michigan University
Ypsilanti, Michigan

University of Michigan
Ann Arbor, Michigan

Michigan State University
East Lansing, Michigan

Michigan Technical University
Houghton, Michigan

Wayne State University
Detroit, Michigan

Western Michigan University
Kalamazoo, Michigan

Four Year Church-related Colleges

Adrian College
Adrian, Michigan

Albion College
Albion, Michigan

Andrews University
Berrien Springs, Michigan

Aquinas College
Grand Rapids, Michigan

Calvin College
Grand Rapids, Michigan

Hillsdale College
Hillsdale, Michigan

List of Colleges (continued)

Hope College
Holland, Michigan

Madonna College
Livonia, Michigan

Mercy College
Detroit, Michigan

Olivet College
Olivet, Michigan

Two-Year Community Colleges

Alpena Community College
Alpena, Michigan

Battle Creek Community College
Battle Creek, Michigan

Flint Community College
Flint, Michigan

Grand Rapids Community College
Grand Rapids, Michigan

Lansing Community College
Lansing, Michigan

Muskegon Community College
Muskegon, Michigan

Northwestern Michigan College
Traverse City, Michigan

Port Huron Community College
Port Huron, Michigan

102 Amelia Street
Sparta, Michigan

For my M.A. Thesis in Speech, I am conducting this summer a study of the basic public speaking courses at each of selected colleges and universities in Michigan. This project will involve obtaining a syllabus of the basic public speaking course, the completion of a brief questionnaire, and a personal interview. The data obtained from these will allow me to describe and analyze what is currently being done in the basic public speaking course in Michigan schools and possibly make some predictions as to future trends.

I would appreciate your returning the enclosed post card along with a sample of the syllabus used in your beginning public speaking course as soon as you can conveniently do so if you wish to participate in this study. This will involve a summer interview. The questionnaire and the interview will not be long and involved.

Dr. David C. Ralph is directing this study, with Dr. Fred Alexander and Dr. Kenneth Hance on the committee.

Sincerely,

Irvin T. Lister
Michigan State University

ITL:pmr
Enc. - 1

Appendix II
SAMPLE QUESTIONNAIRE

QUESTIONNAIRE TO BE COMPLETED BY DIRECTORS OF THE BASIC COURSE

1. How often is this Public Speaking course offered? Each semester, trimester, or quarter _____. Once a year _____. Other _____.
2. How many sections are offered each time this course is taught? _____. Or it varies between _____ sections and _____ sections.
3. For what grade level is this course planned? Fresh. _____. Soph. _____ Junior _____ Senior _____.
4. What is your total enrollment each time this course is offered? About _____ men and _____ women.
5. Is this course required by Speech Majors? Yes _____ No _____. Speech Minors? Yes _____ No _____. Is this course required by other departments than Speech? Yes _____ No _____. If yes, which departments? _____.
6. How many different Instructors teach the course each time it is offered? _____. Do you use Graduate Assistants? Yes _____ No _____.
7. Do you discuss material from the text in class? Yes _____ No _____. What is your primary method of testing material covered in the text? Speeches _____ Quizzes _____ Examinations (Mid-term and Final) _____ Other _____.
8. Does the Instructor give a critique of speeches? Yes _____ No _____. If yes, is it oral _____ written _____ oral-written _____.
9. When are speeches orally evaluated? After all speeches _____ After several speeches _____ After each speech _____. Do you use student evaluations of speeches? Yes _____ No _____. If yes, are these evaluations oral _____ written _____ Both oral and written _____. Do you use a standard critique form for evaluations? Yes _____ No _____.
10. Do you use a mass lecture-small laboratory section in this course? Yes _____ No _____. If yes, do you use a live lecture _____ Video-tape _____ Other _____.
11. What methods of testing theory comprehension do you use? Objective _____ Essay _____ Objective-essay _____. Other _____.

Appendix III
COURSE SYLLABI

ADRIAN COLLEGE

SPEECH 201
PRINCIPLES AND PRACTICE IN SPEAKING

Text: Reid, Loren- SPEAKING WELL

COURSE SCHEDULE

- Period 1. Introduce course, brief lecture with question session. Individual introductions. Assign chapters 1 and 11, also pages 223-228 of chap. 16.
2. Discussion on basic information about speech-making, integrity, use of the body. Assign talk #1, a simple explanation and demonstration 1 to 2 minutes in length. Talks to be given on period 3. No notes allowed.
3. Demonstration speeches with oral and written comment. Assign chap. 2, pp. 22-28 and chap. 7. Also assign readings on imagery from Monroe.
4. Lecture and discussion on illustration, instances, subject choice, narration. Assign talk #2: A single, well-developed illustration (factual), complete with imagery. Talks to be 2 minutes in length; to be given on period 5. (no notes)
5. Talk #2 with oral and written comment. Assign remainder of chap. 2 and chap. 3.
6. Lecture and discussion on sources of material, evidence, speech purpose. Assign information cards on a "significant subject of student's choice." 5 cards required from 5 separate sources. To be turned in on period 7.
7. Quiz. Review of illustration and instance. Assignment of talk #3 to begin on period 9. Speech to use central idea (1 point), illustration, 2 instances, and restatement; talk to be 3 minutes in length. Outline will be due on speaking date. Assign chap. 4
8. Lecture and discussion on speech organization and outlining. Discussion of outline problems for talk #3.
9. Talk #3 with oral and written comment. First graded talk.
10. Repeat 9. Assign chaps. 12 and 13.

ADRIAN - 2

11. Lecture and class discussion on vocal production, improvement. Assign readings, to begin on period 13. Readings must be no more than 3 minutes in length, and must represent good literature, either poetry or prose.
12. Discussion of articulation and pronunciation problems in speaking.
13. Readings, with written and oral comment.
14. Repeat 13.
15. Assign short talk described in assignment 3 in Reid, p. 71. A 1-point speech with Central idea, Illustration, Instances, Testimony or statistics, and restatement, 4 minutes in length. Outlines to be due on period 16, talks to begin on period 18.
16. Repeat 13: finish readings, collect outlines, Assign chap. 14.
17. Return outlines with discussion of same. Discussion on chap. 14; the use of language.
18. Talk #4 with oral and written comment.
19. Repeat 18.
20. Repeat 18. Assign questions over material to date.
21. Discussion: review of material to date. Assign Chap. 5.
22. Mid-term Exam. Assign chaps. 8, 9, 10.
23. Lecture and discussion on audience adaptation, motivation. Assign chap. 6.
24. Discussion on introduction, conclusion, exposition, use of visual aids. Assign Talk #5, speech to inform (assignment 6, p. 127 in Reid) Outlines due on period 25, speeches to begin on period 27.
25. Outlines due. Discussion of audience participation: listening and critique.
26. Outlines returned, discussed, review of assignment.
27. Talk #5, with oral and written comment, assign chaps. 15 and 16.
28. Repeat 27 (class critique).

ADRIAN - 3

- Period 29. Discussion of logic, reasoning, emotion, persuasion. Begin assignment of next talk. (See period 30)
30. Assignment of talk #6. See assignments 9 and 11, pp. 214, 232 in Reid. Speech may be any one of three types: to stimulate, to convince, or to actuate. Speech is to be 5-7 minutes in length, to begin on period 34. Outlines due on period 32.
31. Repeat 27.
32. Repeat 27, collect outlines.
33. Outlines returned and discussed. Review speaking assignment. Assign chaps. 17 and 18.
34. Talk #6 with class critique.
35. Repeat 34.
36. Repeat 34.
37. Discussion of Parliamentary procedure. Assign session for period 40.
38. Repeat 34.
39. Assign final talk. This is to be a ten minute speech with the student assigning both purpose and subject. It is assumed he will choose from his own field of vocational preference. No outline required. Speeches to begin on period 41.
40. Parliamentary session.
41. Final speeches.
42. Repeat 41.
43. Repeat 41.
44. Repeat 41.
45. Repeat 41.
46. Review of course material for final exam.
47. Last oral exercises.

AQUINAS COLLEGE

SPEECH 101

Sister Mary de Chantal, O.P.

A STATEMENT OF PURPOSE

Man alone has the unique power and privilege of expressing himself through speech. As always, this privilege of communication through language carries with it a heavy responsibility. Every individual -- in accordance with his abilities and his training-- should strive to communicate the truth of himself and his ideas to his fellow men with open sincerity, with as much clarity as possible, and with whatever eloquence is possible to him by nature and through conscious effort (training) and practice.

As Pope Paul stated in his Encyclical--in a world where those who do not have the truth speak so eloquently (and therefore so convincingly) it is the duty of God's people to beg the Lord for "the great and uplifting gift of speech," that through the power of speech they may lead the world to truth.

Furthermore, since man can fulfill himself only in his relatedness with others, which is shown principally in his communication with his fellow men through speech, it is important that every man-- and certainly every educated man-- learn the discipline of clear, direct, honest communication with other men, be it in public or in private. The agony of learning to put our thought into simple, expressive language which has the virtue of being acceptable to others while at the same time being a true and honest expression of ourselves and our ideas, is far outweighed by the inestimable good that can come out of our sincere efforts.

Lastly, since public speaking has the same virtues as speech in private, it is our aim in this speech class to make the best qualities of conversation the norm for our acquired skills in public speaking. As a man reveals himself in his conversation, so too does he reveal himself in speaking before an audience. For speech--anywhere and under any circumstances--is an integral part of character and largely determines personality. SPEECH IS THE WHOLE MAN.

The development of this unique gift of man is, therefore, of primary importance to an educated person--to anyone who desires to develop himself fully as a person.

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Text: Basic Public Speaking, Paul L. Soper

Suggested Reading: Vital Speeches Magazine
Time or Newsweek Magazine
Harper's Magazine
The Atlantic Monthly
Saturday Review, the Yale Review
U.S. News & World Report
The Nation, and Fortune

(Choose 3 from this list, and follow through with them during the semester.)

On reserve: Stage Fright and What To Do About It,
Watkins - Karr
Hear! Hear! An Informal Guide to Public Speaking
Effective Speaking, Dale Carnegie

1. Introductory lecture: Basic Principles of Speech

- A. Speech is the whole man
- B. Man is a "person".
- C. Necessity of man's communicating with others, relating himself to others, in order to fulfill himself as a person.
- D. Man's relatedness shown principally in his communication with others through speech.
- E. Such effective speaking requires skill--and presupposes always an honesty, a sincerity, and an integrity within the speaker himself.
- F. Speaking carries with it serious responsibility.

Assign. Prepare a 2 min. introductory talk,
Chapter 1 read.

2. Brief discussion on Chapter 1 of text.
Introductory talk by students, 2 min. each.

Assign. Read Chapter 2 in text. (Brief discussion on this) Prepare a 3 min. Expository or Descriptive talk.

3. Discussion on Chapter 2, "Beginning Speeches:" developing, rehearsing, and presenting the speech. Developing self-confidence. Types of preparation and delivery.

Assign. Expository or Descriptive talk due next meeting.

4. Expository or Descriptive talks. *SEE assign. below #5.)

AQUINAS - 3

5. Expository or Descriptive Talks.

Assign. Narrative talks, 4 min. See suggestions in text p. 23.
Read Chapter 3, Selecting Speech subjects and Aims.

6. Expository or Descriptive Talks, finish.

Assign. Read Chapters 4 and 5: Finding and Recording Materials, Outlining the Speech.
Discussion on Chapters 3, 4, and 5-- next class period.
Narrative talks due --week from today.

7. Discussion on Chapters 3, 4, and 5 in text.

Assign. Due 2 weeks from today: After reading through some of the speeches from any issue of the Vital Speeches Magazine, choose one and, after studying it, write a brief appraisal, noting: (a) the specific purpose; (b) the main divisions of thought; and (c) whether the specific purpose is properly supported by the main points and each main point is properly supported by sub-points. Remember that the structural elements of a speech, as of a building, may be somewhat concealed. Therefore, be sure to analyse the speech for its structural development as well as for its content.)
Narrative Talks due next class period.

8. Narrative talks, 4 min.

Assign. Study carefully Chapter 6, "Supporting Materials;" Learn well the "verbal supports" discussed between pp. 84-108; we will refer to these again when studying Chapter 10 on "Planning the Informative Speech".

At the present, however, we will stress the use of visual aids discussed on pp. 108-113. Therefore - - Prepare a 5 minute demonstration, using some form or some kind of visual aid as suggested in your text.
Due: when the narrative talks are completed.
See below.

9. Narrative talks, con't.

10. Narrative talks.

AQUINAS - 4

Assign. VITAL SPEECHES analysis due next class period.
Read chapter 7 on "Physical Behavior";
Be prepared for a discussion on both
Chapter 6 and Chapter 7, next class period.

11. Narrative talks, concluded.

VITAL SPEECHES analyses due today.

Discussion on Chapters 6 and 7: Incorporate these
techniques in giving
your demonstrations.

Assign. Demonstrations due next class period.

Study chapter 8 on "Voice".

Practice exercises at the end of each section:

- 1.) Improving breathing & tone projection,
p. 136;
- 2.) Improved control of time element,
p. 142;
- 3.) Improvement of pitch, p. 150;
- 4.) Improving tone quality, p. 155.

Learn to read well one of the selections in
Appendix III, p. 314. As you rehearse your
presentation, refer to the Criticism Form
for Voice, Pronunciation, and Articulation
at the end of Ch. IX, p. 176.

Reading due as soon as we have taken the
exercises on "Voice," see below.

12. Demonstration speeches.

13. Demonstration speeches.

14. Demonstration speeches. *Assign: Be prepared for
exercises, ch. 8. next class.

15. Demonstration speeches, concluded.

Voice work: exercises which you practiced from
Chapter 8: Volume, tone production,
time, pitch, tone quality.

Assign: Read Chapter 9, Pronunciation & Articulation.
Practice exercises on p. 170 for class work.

16. Voice Work, con't.

17. Articulation: individual drill, exercises p. 170

Assign; Readings due next class period: selections from
Appendix III, p. 314 ff.

Assign con't:

Study carefully Chapter 10, "Planning the Informative Speech." Important chapter, the basis for good speech structure. Will discuss in class.

18. Readings.

Assign. Study an informative speech in an issue of the Vital Speeches magazine or in one of the speech anthologies listed on p. 359 in our text. Analyze it and write a brief report on: 1.) the introductory steps used and the introductory methods used to arouse interest; 2.) the type of speech plan used in the body; and 3.) the type of conclusion used.
Due: a week from today.

19. Readings

Assign. Prepare a 6 min. speech "to inform". As you rehearse your speech, refer to the Speech Criticism Form, p. 207.

HAND IN AN OUTLINE FOR YOUR SPEECH.

Due: a week from today, the period after our discussion on Chapter 10. Outline and speech due the same day.

20. Readings, concluded.

Any extra drill work on pronunciation and articulation, pitch or volume difficulties, pacing, rhythm, thoughtful reading --touch on basic principles of good reading.

Assign. Discussion on Chapter 10 next class period.
Vital Speeches analyses due next period also.

21. Discussion on Chapter 10, "Planning the Informative Speech". Analyses due today.

Assign. Informative speeches (6 min.) due next class.

22. Informative speeches.

Assign. Study Chapter 11, "Motivating the Audience in Persuasive Speech," p. 209.

23. Informative speeches.

Assign. Study Chapter 12, "Planning the Persuasive Speech," p. 243.

Assign con't:

Analyze: the speech "The Gold in the Clay Jars"
in Appendix IV, p. 344.

In this analysis, include the following points:

1. What kind of speech plan is used?
2. Why is the statement of the specific purpose delayed until midway in the speech?
3. What are the main divisions of the argument?
4. What are instances and kinds of reasoning and evidence used?

Due a week from today.

24. Informative speeches.

Assign. Prepare a 6 min. speech to convince. As you rehearse the speech, refer to the Speech Criticism Form, p. 263. Outline this speech, as studied in Chapter 12. Indicate concisely, in the left margin of the outline, each type of reasoning you use. Hand in outline the day you speak.

Due: a week from today.

25. Informative Speech, concluded.

Assign. Analyses on "Gold in the Clay Jar" due next period. Discussion on Chapters 11 and 12 due next period.

26. Discussion on Chapters 11 and 12: "Motivating the Audience in Persuasive Speech", and "Planning the Persuasive Speech".

HAND IN ANALYSES OF "GOLD IN THE CLAY JAR".

Assign. Speeches to convince, 6 min. due next class period.

27. Speeches to Convince, 6 min.

Assign. Read Chapter 13 on "Language".

28. Speeches to Convince.

29. Speeches to Convince.

30. Speeches to Convince.

There will be a written final examination covering the material we studied in our text, the principles discussed in our class work, as well as those gleaned from the required outside reading.

BAPTIST BIBLE COLLEGE

Speech 103 Syllabus

Fall - 1964

OBJECTIVES

1. To acquire a sound understanding of methods that promote good speech.
2. To develop skills in everyday speaking situations and public address.
3. To prepare for effective Christian service.

TEXT AND COLLATERAL READING

Text - McBurney and Wrage, Guide to Good Speech.

Each unit will be accompanied by assignments in other books on Reserve in the Library. Notes will be taken on these and entered in your Notebook.

From time to time, speeches will be assigned to be read in Vital Speeches, which will be on Reserve in the Library.

Several books will be assigned for reading and a book report due when your notebooks are turned in at the end of the semester. You will choose one book.

LECTURES

At various times during the semester Special Lectures will be announced that will supplement material found in the text. These will be held at times that all sections can meet together and attendance will be required. These lectures will take the place of regular scheduled classes. Notes from these will be entered in your Notebooks.

NOTEBOOK

All students are required to keep a Speech Notebook in which you will place all of your outlines, critiques, reading and class notes. They will also contain a detailed record of all of your research for each speech. These will be handed in with each speaking assignment and at such times as called for by the Instructor.

OUTLINES

With every speaking assignment, each student is

required to hand in before speaking a detailed outline of the speech. This is to follow the form given in McBurney-Wrage pages 91-94. Failure to turn in a typed outline in the proper form will result in no grade for the speech until corrected.

ATTENDANCE

A student is required to attend all classes, being allowed 3 "cuts" during the semester. Absences should be made up within two weeks or the grade becomes zero for the work. The Instructor will use his own discretion as to make up policies. If you are to be absent on a scheduled speaking day, it is your responsibility to provide a substitute or receive a zero for the speech.

GRADING

Each student will prepare and deliver 6 speeches during the semester. The grade from these and a grade based on listening critiques assigned during the semester will comprise half of your semester grade. The other half of the grade will be made up of the Notebook, mid-term, and a final grade based on a final theory exam. There will be several unannounced quizzes covering material assigned in the text. The mid-term will be a take-home exam to be announced later.

Your final grade in Speech 103 is not necessarily the mathematical average of all of your work. Each student is judged by the Instructor as to potential, progress, and speaking ability.

SEMESTER SCHEDULE

Unit One

Text - Chapters 1-3

Speaking assignments #1: 2-4 minutes

1. p. 8 #2
2. p. 9 #5
3. p. 18 #1
4. p. 19 #2
5. p. 32 #1
6. p. 33 #6

Unit Two

Text - Chapters 4-6

Speaking assignments #2: 3-5 minutes

1. p. 42 #1
2. p. 43 #5
3. p. 57 #3
4. p. 57 #4
5. p. 73 #3
6. p. 74 #4
7. p. 75 #5

Critique Assign: p. 58 #5

Unit Three

Text - Chapters 7-9

Speaking Assignments #3: 4-6 minutes

1. p. 95 #2
2. p. 108 #5
3. p. 124 #4
4. p. 124 #5

Critique Assignment p. 95 #1

Unit Four

Text - Chapters 10-12

Speaking Assignments #4: 5-7 minutes

1. p. 139 #1
2. p. 140 #4
3. p. 141 #5
4. p. 157 #1
5. p. 157 #3 & 4
6. p. 157 #5
7. p. 176 #2

Unit Five

Text - Chapters 13-14

Speaking Assignments #5: 6-8 minutes

1. p. 211 #2
2. p. 211 #3
3. p. 211 #4
4. p. 211 #5
5. p. 211 #6

Unit Six

Text - Chapters 15-18

Speaking Assignments #6: 10-12 minutes

1. p. 226 #2
2. p. 239 #3

B.B.O. - 4

- 3. p. 239 #4
- 4. p. 256 #2
- 5. p. 256 #3
- 6. p. 279 #3

EASTERN MICHIGAN UNIVERSITY

FUNDAMENTALS OF SPEECH -

121

Murray

Summer Session, 1965

General Aims

1. To stimulate the formation of wholesome and desirable attitudes toward public speaking.
2. To equip the student with the basic principles of speech, including: 1) the mechanics of delivery, 2) the speech composition, 3) vocabulary building and pronunciation, 4) speech psychology, 5) the physiology of voice.
3. To provide a laboratory for: 1) the improvement of the student's speech habits, 2) the acquisition of skill in public speaking, 3) the scrutinizing of original ideas and logical thought, 4) the strengthening of the student's self-confidence and the development of his personality.
4. To develop greater skill in the evaluation of speakers and speeches.

General Plan - Lectures

- Lecture 1. An Introduction to the Course
- Lecture 2. Personal Adjustment
- Lecture 3. Voice Improvement
- Lecture 4. Bodily Action
- Lecture 5. Analysis of the Speaking Situation
- Lecture 6. Supporting Materials
- Lecture 7. Thought Content
- Lecture 8. Structuring the Speech
- Lecture 9. The Language of Speech

Speeches

- Speech 1. Any topic: 4 minutes
- Speech 2. Any topic: 5 minutes
- Speech 3. Any topic: 6 minutes
- Speech 4. Any topic: 7 minutes
- Speech 5. Any topic: 7 minutes

Classroom Procedures

Seating: Students, if possible, sit in alternate seats and leave the front row vacant. Permanent seats are assigned. The seating can be temporarily changed from time to time

during the semester to provide speakers with some audience variety.

Conferences: Conferences are to be scheduled during the session for each student in order to allow for informal exchange of questions and advice. In addition, regular office hours are to be announced and posted on the office door.

Text: The textbook is a very important learning aid in this class. Textbook materials provide the background for speaking assignments, criticisms, and class discussions. Some time each week is reserved for discussion of the text, quizzes on the text, and questions which the text may stimulate. The textbook, along with material covered in class, is the basis for the midsession and final examinations.

Current Events: The use of current events, reports, and discussion to improve the content of speeches and to promote critical listening. There is no obligation to accept any point-of-view. Rather, the purpose is to stimulate the student's thinking on subjects which might well be the basis for class speeches. Some possible activities:

- a. One-minute talks on current happenings.
- b. Instructor or student leadership of general discussion of current problems.
- c. Student panels on specific events.
- d. A quiz based on a current issue.
- e. Brief explanations of current event quotations or current event pictures.

Speech Notebooks: A speech notebook is kept by students to record ideas for speeches, notations regarding classmates' speeches, the instructor's and students' critiques of their speeches, reports on outside speeches, lecture notes, and special exercises. This notebook is checked by the instructor at the end of the session.

Blue-Book Criticisms: These blue-book criticisms can be a valuable experience or mere busy work depending on the time and care given. The writing should develop the ability to recognize and use standards of criticism. The reading should help the student to understand how his speaking affects other people. The student will observe these instructions:

- a. Obtain a small blue-book and separate the pages from the cover.
- b. Use both sides of one page to evaluate each speaker, putting the speaker's name at the top of the page. Don't sign your own name.

- c. Divide your comments on each speaker into five divisions: 1) thinking, 2) subject matter, 3) language, 4) delivery, and 5) personality.
- d. Use ink or type. The speaker can be addressed directly, "you", or indirectly, "he". Base comments on all previous speeches.
- e. IMPORTANT: Do not take notes on a speaker while he is speaking. Jot down comments between speeches or after class.
- f. After writing all criticisms, place them inside the blue-book cover. Sign your name on cover ONLY.
- g. Hand in blue-books to instructor, who will check them and distribute the pages to the various speakers.

Speech Outlines: A speech outline is required for every speech. This outline, in ink or typed, is handed to the instructor or placed on his desk before class begins. The instructor records his comments on the outline and returns it to the student who files it in his speech notebook.

Make-up Speeches: Because of a tight schedule, it is not likely that missed speeches can be made up. If the student can adhere to the schedule he should secure a class member to exchange places with him. This applies not only to major speeches, but to introductions, critiques, or current events assignments.

Attendance: Attendance in a speech class is especially essential. Active participation as a speaker, a listener or a discussant is the responsibility of each student at every class period. Attendance is considered in final grades.

Schedule of Classes

First Week

Period #1

Lecture 1: An Introduction to the Course

Reading: Textbook, Chapter 1, "Approaching the Study of Speech"

Period #2

Lecture 2: Personal Adjustment

Reading: Textbook, Chapter 2, "Gaining Confidence and Poise"

Chapter 4, "Preparing the First Speeches"

Chapter 18, "The Speakers' Personality"

Assignment of Speech #1

Second Week

Period #1

Speech 1: Any topic: 4 minutes

Period #2

Speech 1: Any topic: 4 minutes

Period #3

Speech 1: Any topic: 4 minutes

Period #4

Lecture 3: Voice Improvement

Reading: Textbook, Chapter 10, "Vocal Communication"

Assignment of Speech #2

Period #5

Lecture 4: Bodily Action

Reading: Textbook, Chapter 9, "Visual Communication"

Third Week

Period #1

Independence Day Recess

Period #2

Speech 2: Any topic: 5 minutes

Period #3

Speech 2: Any topic: 5 minutes

Period #4

Speech 2: Any topic: 5 minutes

Period #5

Lecture 5: Analysis of the Speaking Situation

Reading: Textbook, Chapter 5, "Speech Purposes"
Chapter 12, "Audience Analysis"

Assignment of Speech #3

Fourth Week

Period #1

Speech 3: Any topic: 6 minutes

Period #2

Speech 3: Any topic: 6 minutes

Period #3

Speech 3: Any topic: 6 minutes

E.M.U. - 5

Period #4

Lecture 6: Supporting Materials

Reading: Chapter 6, "Speech Materials,"
Chapter 13, "Gaining Audience Attention"
Chapter 14, "Gaining Audience Under-
standing"

Period #5

Lecture 7: Thought Content

Reading: Textbook Chapter 16, "Building Audience
Attitudes"
Chapter 17, "Releasing Audience
Attitudes"

Assignment of Speech #4

Fifth Week

Period #1

Speech 4: Any topic: 7 minutes

Period #2

Speech 4: Any topic: 7 minutes

Period #3

Speech 4: Any topic: 7 minutes

Period #4

Lecture 8: Structuring the Speech

Reading: Chapter 7, "Speech Outlining"
Chapter 8, "Conclusions, Introductions,
and Transitions"

Period #5

Lecture 9: The Language of Speech

Reading: Chapter 11, "Verbal Communication"
Assignment of Speech 5

Sixth Week

Period #1

Speech 5: FINAL: 7 minutes

Period #2

Speech 5: FINAL: 7 minutes

Period #3

Speech 5: FINAL: 7 minutes

Period #4

Speech 5: FINAL: 7 minutes

Period #5

Review for Final Examinations

HOPE COLLEGE

Holland, Michigan

SPEECH 11

- I. AIMS: (1) to increase whatever degree of confidence with which any student begins the course;
(2) to develop contact, a sense of communication.
- II. TEXTBOOK - Public Speaking for College Students, Lionel Crocker, American Book Co., 1941.
OMIT Chapters 7 through 11, 19 through 22.
- III. SUPPLEMENTARY READINGS AND OTHER ASSIGNMENTS.
 - A. All students who aspire to A and B grades are expected to do some outside reading in the fields of their special needs or interests, in other textbooks such as Williamson's Speaking in Public or Oliver's Training for Effective Speech, or in reputable speech magazines such as the Quarterly Journal of Speech. (A sample of reading list for '45-'46 attached). The reports upon these readings are to follow good form for a bibliography; the notes are to be such only as to length as the person would want to retain for future use.
 - B. In Speech Assignment #4, each student is required to submit bibliographies only, of readings done for every one of the subjects discussed in class.
 - C. The following written assignments are called for during the semester, and are filed in each student's individual yellow manila folder.
 1. A personal letter, following the style suggested on p. 5 of Ewbank's Platform and Laboratory Projects for Speech I.
 2. A tabulated List of Differences between Speech and Writing, as also a List of Pros and Cons of Extemporaneous Speaking, (as compared to Memorized Speaking).
 3. In an early speech assignment, each student is to make written suggestions for classmates on "How This Morning's Speeches Could be Improved." (These are first recorded by the instructor, and then submitted to a committee of the class for clipping with scissors, and thus all comments upon each person reach the individual concerned)
 4. All speeches beyond Speech Assignment #1 are to be accompanied by an outline, due and submitted the day the speech is delivered. (No specific

kind of outline is required, except that in the case of Speech Assignment #3, the Logical Order type of outline as on pp. 229-230 of text is required).

5. Usually, at least one forensic event of the college (debate or oratorical contest) is reported on in writing.

IV. SPEECH ASSIGNMENTS

- A. MINOR - (3) Opening day students (1) introduce themselves; about the middle of semester students (2) engage in a 1-minute each round of impromptu speeches; each student (3) reads orally from assigned selections from APPENDIX I of text.

- B. MAJOR - (6)

1. Speech Assignment #1. A speech on anything. 3 minutes.
2. Speech Assignment #2. A speech on "The Best Speaker I Ever Heard and Why He Was That." 4 minutes. (See p. 15 of Ewbank's Platform Projects.)
3. Speech Assignment #3. A speech whose aim is conviction. 4 minutes. Recommended to be either upon a timely campus topic (dancing, improved chapel service, dormitory rules revision) or upon a timely national or international problem.
4. Speech Assignment #4. 3-4 minutes. Participation in a group in discussion of a timely current event subject, preceded by a short talk on some aspect thereof. (Subjects for '45-'46: (1) Our Relations with Russia; (2) The Negro Problem (3) Compulsory Military Training; (4) The Implications of the Atomic Bomb).
5. Speech Assignment #5. 3-4 minutes. Choice of: (1) a speech to entertain the class by any method (speech, impersonation, monologue), or (2) a travelogue (inserted in course in spring '46 on account many ex-GI's in class), or (3) another conviction speech.
6. Speech Assignment #6. 6 minutes. The final oral exam expository speech, both orally delivered and also written out and annotated for the Factors of Attention. (See Three Centuries of Speech Teaching Experience. "A Final Examination for the College Course in Speech Fundamentals", P. 16, pub'd by Michigan Assn. of Speech, in 1942.

V. TALKS BY THE INSTRUCTOR

- A. Aims, Attitudes, and Approach, and orientation talk.
- B. The Advantages of Extemporaneous Speaking.
- C. Common Mistakes in the First Set of Talks.
- D. Some Good Qualities of Speaking.
- E. Sources of Topics for Speeches.
- F. The Importance of a Study of Current Events.
- G. Action and Gesture.
- H. Nervousness, Stage-Fright, Fear, and Confidence.
- I. The Factors of Attention.

An effort is made by the instructor to see each individual student in private conference at least two times during the semester. These interviews vary in length from 5 to 50 minutes, depending upon the needs of the individual student.

MICHIGAN STATE UNIVERSITY
SPEECH 101

INSTRUCTIONS AND INFORMATION

This Syllabus for Public Speaking 101 has been prepared for you in order that you may learn at the outset what you need to know about the operation of the course. Please read it carefully and immediately. IT IS ASSUMED THAT YOU HAVE READ AND UNDERSTAND THE MATERIAL IN THIS SYLLABUS.

1. The Distinction Between Your Recitation Instructor and the Speech 101 Lecturer:

The lecturer and course chairman for Speech 101 is Dr. David Ralph. The name of your particular recitation instructor will depend upon the meeting time of your recitation section. Occasionally during the term you will be asked to name your Speech 101 instructor (at examination time for example). Your response should be the name of your recitation instructor.

At the first meeting of your recitation section, please obtain the name, address, extension number, and office hours of your recitation instructor.

2. The General Goal of Public Speaking 101:

To assist students, through knowledge of and experience in the principles and methods of speaking, to operate more effectively as agents of change in speaking situations.

3. Specific Goals of Public Speaking 101:

- a. To help you understand and make effective use of the materials of speaking - - materials of development, personal proof, and materials of experience.
- b. To help you learn and put into practice the principles of good speaking - - discovering or limiting the topic; adapting to the audience; organizing and outlining the speech; developing and using language for speaking; practicing and presenting the speech.
- c. To help you feel more secure in the speaking situation by assisting you in a personal adjustment to your role as a speaker.
- d. To help you understand and accept the responsibility of the speaker to society.
- e. To help you understand the role of speaking in our society.
- f. To help you develop the ability to analyze, criticize, and pass judgment on the speaking of others.

4. Teaching Methods of Public Speaking 101

- a. Study of the principles of speaking through careful reading of the text.

- b. Presentation of additional information through lectures.
- c. Preparation of written assignments to aid you in increasing your ability to select and adapt topics, discover and interpret evidence, use reasoning, organize and outline speeches, adapt to your audience and speaking occasion, and employ effective language.
- d. Investigation of specific subjects of value and interest to you and your classmates for development into worthwhile speeches.
- e. Preparation and delivery of various types of speeches in which you demonstrate your grasp of the principles of speaking.
- f. Criticism and evaluation of your speeches by section instructors and your classmates.
- g. Experience in evaluating and criticising the speaking of others.
- h. Examinations on principles of speaking.

5. Organization of the Course:

Each student is required to enroll in and attend one of two lecture section meetings held at 10:00 a.m. and 2:00 p.m. on each Monday of the term. Each student is also required to enroll in and attend a recitation section. The recitation sections are scheduled so as not to conflict with an available lecture period. All recitation sections follow either a Monday-Wednesday-Friday or a Tuesday-Thursday meeting pattern.

6. Attendance:

The official University policy with respect to absences is that "the student is expected to attend all class periods." This policy is strictly enforced by the staff of Speech 101. Any absence, no matter what the cause, will, of course, work against you. If you are absent from your recitation section for an acceptable reason you may be allowed to make up work you have missed. The decision as to what constitutes an "acceptable reason" for an absence is left to the judgment of your recitation instructor. There are no excused absences in Speech 101: there are only acceptable reasons for allowing you to make up work you have missed. With respect to absences because of illness the policy is rigid. Illness will constitute an acceptable reason for allowing you to make up work you have missed only if you present to your recitation instructor a written note from the Student Health Center. If you are absent and do not have an acceptable reason, you will receive an "F" grade for all work missed. It is obviously impossible to make up work missed at the lecture sessions.

Questions with respect to attendance in both lecture and recitation should be directed to your recitation instructor.

7. Work Schedule:

All assignments - - reading, oral, written - - are listed under the appropriate topic. In order to keep up with the work of the course, it will be necessary for you to study these assignments in advance of the time when the topic is under consideration. You will want to read ahead in your textbook and work ahead on oral and written assignments.

8. Textbook:

The textbook for Speech 101, is PRINCIPLES OF SPEAKING, by Kenneth G. Hance, David G. Ralph, and Milton J. Wiksell, published in 1962 by Wadsworth. You are requested to purchase a copy of the text. The textbook provides the major statements of theory in the course and is to be thoroughly mastered.

9. Lectures:

While the textbook presents the basic theory of Speech 101, the lecturer will present material which is both supplementary and complementary to that suggested by Hance, Ralph, and Wiksell. The lecturer will often present a different approach to many of the problems of public speaking. As a student of Speech 101 you are held responsible for the materials presented by the textbook and by your lecturer. Because of the large lecture enrollments, Speech 191 lectures are presented via closed-circuit television in smaller viewing rooms.

10. Speeches:

- a. Philosophy - This course is based upon the philosophy that public speaking includes not only "stand up" speaking with a formal audience but remarks in reply to speeches of others, committee reports, short statements, and all the many informal public speaking situations that daily confront us. Some opportunity will be given to you, therefore, to speak informally as well as formally in the classroom. Every student should take the utmost advantage of all the opportunities to speak which Speech 101 will offer.
- b. Choice of Subjects: At times your syllabus will limit your choice of subjects for a speech; at other times the choice will be yours. In every case you should treat your subject so that it is worthy of your audience's attention. A simple re-hash of a

single magazine article is not acceptable, nor is an old speech from your high school days.

- c. Mode of Delivery - Most of the speaking situations in which you will find yourself throughout your life, when you have been given some time to prepare, will demand an extemporaneous mode of delivery. Occasionally you will want to read from a manuscript, and at some point in your career you may even memorize a speech or two. Occasions which do not permit preparation will force you to speak impromptu. But you will use the extemporaneous mode most of the time, (often) and every speech assignment in this syllabus carries with it the requirement that you speak extemporaneously. (We use the term "extemporaneous" to mean that you will select or limit your topic, do research to equip yourself with the necessary knowledge, carefully outline and organize your thoughts, memorize "...the pattern of thought," but select the wording of the ideas at the moment you face your audience.)

The above statement should constitute a sufficient warning to those students who feel they must read or memorize their speeches. At no time will the requirements outlined in this syllabus be satisfied by either of these two modes of delivery.

- d. Evaluation - One of the most important teaching devices in any public speaking course is the experience of listening to the speeches of others, evaluating them, hearing the instructor's evaluation, and then profiting from what you have learned. This is one of the major reasons for the rigid requirement of attendance in Speech 101.

Your own speeches, too, will be evaluated, orally and in writing, by your recitation instructor. This is your opportunity to receive expert advice concerning your speaking at a relatively small cost. Learn everything you can from your instructor. He is the key figure in this course.

- e. Time Limits - You will note that each speech assignment carries with it an established time limit. Although these limits may be increased or decreased by your instructor, depending upon the enrollment in your particular recitation section, when they are definitely set they must be rigidly adhered to. Speaking over-time steals time from another student; speaking under-time cheats yourself.
- f. Your Responsibility as a Speaker - In the time schedule portion of this syllabus you will find a blank space in which you should indicate the dates on which you will

speaking. As soon as your recitation instructor has set up his schedule of speaking for the term, write your speaking dates in the appropriate blanks for all six of your speaking appearances. To expedite scheduling, your instructor will assign a recitation number to you which will be yours throughout the term. He will indicate those students who are to speak on a given day by number. You and you alone are responsible for seeing to it that you are properly assigned and for being present and prepared to speak at the proper time. For classes with maximum or near-maximum enrollments no time is available for make-up speeches. Unless you can satisfy your instructor with an "acceptable" reason for allowing you to make up work missed, your grade for that work will be 0. If your reason is "acceptable", you will simply miss the speech and no grade will be recorded. (Note that this applies only in those cases where it is impossible to make up work missed.) If the instructor and the class members permit, a special make-up period may be arranged for those who have missed a speech date for reasons which are "acceptable" to the instructor. Generally speaking, only the hospital-confined illness of yourself or a close relative will constitute an "acceptable" reason for allowing you to make up work missed.

11. Written Assignments:

Written assignments are an integral part of the course. They should be the best work of which you are capable and must be submitted when due. Late papers will be penalized and may be refused by your instructor.

12. Additional Assignments:

Additional assignments, reading, oral, or written, may be made at the discretion of your instructor.

13. Examinations:

There will be two major examinations in Speech 101: a mid-term and a final examination. The mid-term examination is scheduled for the fifth lecture period of the term and will be taken at your particular lecture meeting place. The schedule of the final examination may be found in the TIME SCHEDULE FOR CLASSES. You will take the Speech 101 final examination according to the meeting time and place of your lecture.

In addition to the mid-term and final examinations, you may be given unscheduled quizzes. These quizzes will be given during lecture periods.

The mid-term examination will cover text and lecture

assignments through topic III. The final examination covers the entire course, with emphasis on topics IV through VI.

14. Notebooks:

You are requested to maintain a standard sized notebook in which you are to keep the following material:

- a. This "Syllabus" with notes as to the dates on which you are to speak.
- b. Lecture notes. These notes will be more useful to you if you take them in outline form and then type them.
- c. Any notes you take while reading the textbook or other material.
- d. Speech outlines which have been graded and returned to you.
- e. Your instructor's evaluations of your speaking.
- f. Your evaluations of your own and your classmates' speaking.
- g. Your classmates' evaluations of your speaking.
- h. Your written assignments which have been graded and returned to you.

Your instructor may ask you to hand in your notebook at any time during the term.

15. Conferences:

Your instructor is available by appointment to aid in the solution of any problems which may arise. In addition, most instructors are available for a few minutes before and after the class hour. If you have difficulties, your instructor is available and willing.

16. Grades:

Speeches, including outlines and other written requirements associated with the preparation and delivery of speeches, will count approximately sixty percent of your total grade. Examinations, other written assignments, attendance, and your general classroom attitude will count approximately forty percent. You must achieve a passing grade in both the speech work and examinations in order to pass the course. Your recitation instructor may penalize you for failure to submit any required work.

You will note that as the term progresses you will receive number-scores rather than letter-grades for the completion of your assignments. This scoring system makes it difficult for your recitation instructor to give you a specific letter grade at any given moment. Your final grade in Speech 101 will be determined on

the basis of the cumulative number of points you receive for all assignments and examinations, and will not be determined until all information is available (this means until after your instructor has received your score on the final examination). At no time in the course should your recitation instructor be asked to commit himself to a letter grade based on incomplete information. Students are warned not to make the transposition of number-score to letter-grade themselves since such action would be little better than a guess and could lead to much disappointment.

17. Speech Proficiency Evaluation for Students Desiring a Secondary School Teaching Certificate.

Each student seeking certification for teaching in a secondary school will be required to present evidence of his speech proficiency. "Proficiency" may be defined as 1) creative and coherent development of thought (analysis, selection, and organization of speech materials); 2) oral language skills (pronunciation, grammar, style, physical activity, vocal intelligibility and variability, self-assurance); and 3) general effectiveness.

General Procedures for Speech Certification

1. With the adviser's assistance the student will select and enroll in a speech course (usually Speech 101, 108, or 401 or when appropriate, 116, 243, 260, 305 or 309)
2. At the beginning of the term, the course instructor will try to identify those students who desire speech certification. If the student does not notify the instructor within two weeks after the beginning of the quarter, certification cannot be granted in the course.
3. Before the final examination period, the instructor will submit a rating card for each candidate to the All-University Speech Evaluation Committee showing whether or not the student has demonstrated speech proficiency.
4. If certification is recommended, the student becomes eligible to student teach.
5. If the recommendation is that certification be withheld, the Secretary of the All-University Speech Evaluation Committee will propose procedures to make up the deficiency. This recommendation may include additional course work or consultation with the University Speech and Hearing Clinic.
6. The Speech Evaluation rating will not be related necessarily to the student's grade in the course. It is possible for a student to receive a high grade in the

course and not be certified. Conversely, it is possible for a student to receive a low grade in the course and be certified.

7. A report of each case will be made by the All-University Speech Evaluation Committee to the College of Education, with copies to the student and his adviser. Advisers are asked to urge the student to follow the recommendation of the committee at the earliest possible moment.
8. The student should fulfill the requirement as early as possible in his academic career. The requirement must be fulfilled prior to his student teaching.

Transfer students and students seeking secondary certification after graduation will be held to this requirement.

The following course outline is divided into six topics, each topic representing a major content area in public speaking. The text chapters indicated should be read in advance of preparing the oral assignments.

18. Schedule of Lecture topics

1. "Materials of Development"
2. "Arresting and Holding the Audience's Attention"
3. "Motivation and Motive Appeals"
4. "Organizing the Speech"
5. Mid-term Examination
6. "Evaluation in Speaking"
7. "Suggestion"
8. "The Domain of Public Speaking"
9. "Ethics and the Speaker's Responsibility"
10. "Speech and Society: An Overview"

.....

The following course outline is divided into six topics, each topic representing a major content area in public speaking. The text chapters indicated should be read in advance of preparing the oral assignments.

COURSE OUTLINE

Initial Reading Assignment: This material should be read by the first recitation class meeting.

- Chapter 1, "Some Thoughts About Speech"
- Chapter 2, "First Steps in Speaking"
- Chapter 18, "Leading a Meeting"
- Chapter 19, "Discussion or Conference"

Topic I

THE MATERIALS OF SPEAKING

The Speaker's Personal Proof

Materials of Development

Materials common to all speaking

Evidence

Reasoning

Materials of Experience

Common Forms

Motive appeals

Attention

Suggestion

Assignments:

Reading: These materials should be read as an aid to the preparation of the oral assignment below.

Chapter 3, "The Speaker as a Person"

Chapter 4, "Materials of Development"

Chapter 5, "Materials of Experience"

Oral: Each student will prepare and deliver a four minute speech offering direct support for a single point. The first thing for you to do is to decide definitely on the point you want to prove or explain. Synthesize your idea to a single declarative sentence. State it simply; for example, "minor league baseball is going out of business." After stating your point, stay with it -- try not to go off on a tangent. Now, gather and organize supporting evidence and round out the development of your point in the manner best suited to your purpose. In summary, what you are to do is to state your point; then you should develop it with "fact" and "opinion" evidence -- such as examples, narratives, statistics, quotations, etc. In your conclusion you should restate the original point. This speech is a simple three-point process: 1) you state your point, 2) you support and clarify your point with evidence, and 3) you restate the point and conclude. Be careful in selection of your topic; make sure it is a single point, worthy of talking about, and capable of expansion and clarification through the use of evidence.

Time Limits: 4 minutes per speech , 3 minutes per evaluation.

Purpose: Experience in using and evaluating evidence in a speech; experience in analyzing a topic; experience before your classroom audience.

Written:: 1) Each student will submit to his instructor at the time he is scheduled to speak (a) an outline of his speech, carefully following the instructions in Chapter 2 and the sample outline distributed earlier; (b) a list of the sources of his evidence. On your outline identify the types of evidence used, according to the information in chapter 4. Chapters 8, 9, and 10 may prove helpful in preparing this assignment.

2) At the first recitation meeting after the completion of Topic I, each student will submit to his recitation instructor a short paper (not to exceed 250 words) in which he lists and comments upon the six most common faults of speaking which he observed among the speeches presented as a part of this topic. A mere listing does not meet this assignment. Use the criteria in Chapter 2 as well as those things mentioned by the recitation instructor for evaluation.

Time schedule:

My speech is to be presented on:_____.

TOPIC II

ADAPTING TO THE OCCASION AND THE AUDIENCE

The Setting of the Speech

The Listeners

Analyzing the Listeners

Types of Audiences

Adapting to the Listeners

Assignments:

Reading: Chapter 6, "Understanding and Adapting to the Occasion"
Chapter 7, "Understanding and Adapting to the Audience"

Oral: Each student will choose a subject in which he strongly believes. He must consider the attitudes of his listeners toward his belief, as well as the problems contained in the classroom setting of his speech. He is to see how many attention-arresting devices he can

work into his speech, from beginning to end, yet he must not lose sight of the message of the speech. He will employ motive appeals, along with his reasoning and evidence, in an effort to convince his audience.

Time limits: 4 minutes per speech, 3 minutes per evaluation.

Purpose: Experience in analyzing and adapting to an audience and an occasion; experience in arresting and holding the attention of a group of listeners; experience in the use of motive appeals; experience in adapting logical materials to an audience.

Written:

1. Each student will submit to his recitation instructor on the day he speaks an outline of his speech, a list of his attention-arresting devices, and a list of the motive appeals he intends to employ. His outline will be based upon the instructions in Chapter II and the sample outline given him. However, he should begin reading chapters 8, 9, and 10 in order to provide him with knowledge by which to ~~improve~~ the composition of his speech.
2. At the first recitation meeting after the completion of Topic III each student will submit to his recitation instructor a paper in which he lists each member of his class audience, and makes a short statement about each member. The purpose is to detail what he knows about the composition of his audience. Use the materials in Chapters 5, 6, and 7 as criteria for these evaluations.

Time Schedule:

My speech is to be presented on: _____.

TOPIC III

PLANNING THE SPEECH

Assignments:

Reading: Chapter 8, "Selecting and Handling the Subject"
Chapter 9, "Collecting the Materials"
Chapter 10, "Outlining for Speaking"
Pp. 220-223; 236-246; 253-258.

Oral:: Each student will carefully choose and limit a topic, according to the principles and instructions in Chapter 8. He will collect his materials, recording them according to the instructions in Chapter 9. Then, selecting speech plan (a), (b), (d), or (e), from pp. 220-223 of his text, he will outline and organize his speech for presentation. The principles of outlining in Chapter 10 must be adhered to exactly. Additional instructions may be given the student by his recitation instructor or the course lecturer.

Time Limits: 4 minutes per speech, 3 minutes per evaluation.

Purpose: Experience in taking the materials of speaking and putting them together in a pattern which will produce an acceptable public speech.

- Written:
1. Each student will submit to his recitation instructor on the day he speaks a full outline of his speech, prepared according to the instructions in Chapter 10. He must be sure to use complete sentences and include an introduction and conclusion in his outline. At the top of the outline, immediately below the title, he will indicate what kind of speech he is using. He should also turn in a set of cards containing his materials of development at the same time.
 2. At the first recitation meeting after the completion of Topic III, each student will submit to his recitation instructor a short paper (not to exceed 250 words) in which he selects the best speech (in his judgment) presented as a part of this topic and evaluates the speech.

Time Schedule:

My speech is to be presented on: _____

TOPIC IV

Assignments:

Reading: Chapter 11, "Style in Speaking"
Chapter 12, "Delivery of Speaking"

Oral: Each student will carefully choose and limit a topic, according to the principles and instructions in Chapter 8. He will collect his materials, recording them according to the instructions in Chapter 9. Then, employing the deductive speaking plan described in pages 236-246 of his text (with such modifications as the student and his instructor may agree upon), he will outline and organize his speech for presentation. The principles of outlining in Chapter 10 must be adhered to exactly. Additional instructions may be given the student by his section instructor or the course lecturer. The instructor will carefully evaluate the student's choice and limitation of subject, his choice and development of the deductive speaking plan, AND the manner in which the student presents his speech.

Time Limits: 5 minutes per speech, 3 minutes per evaluation.

Purpose: Experience in taking the materials of speaking and putting them together in a pattern which will produce an acceptable public speech; experience in considering the language necessary to "put across" a speech employing the deductive pattern; experience in utilizing the principles of effective delivery in speaking.

- Written:**
1. Each student will submit to his recitation instructor on the day he speaks a full outline of his speech, prepared according to the instructions in Chapter 10, using the assigned speech plan or a variation of it. He must use complete sentences and include an introduction and conclusion in his outline. At the top of the outline, immediately below the title, he should indicate any special variation of the deductive speaking plan he intends to use. He should also submit at that time a set of cards containing the materials of development he is using.
 2. At the first recitation meeting following Lecture 9, "Ethics and the Speaker's Responsibility," each student will submit to his recitation instructor a short paper (not to exceed 500 words) reacting to the lecturer's point-of-view on ethics in speech-making. The student may agree with the lecturer's position.

Time Schedule:

My speech is to be presented on: _____

TOPIC V

SPEAKING AND INFORMING

Assignments:

Reading: Chapter 13, "Speaking to Inform"
Chapter 16, "Special Types of Speaking"
Chapter 17, "Audio-visual Aids in Speaking"

Oral: Each student is to report a process - how something is made, how something operates, how something is marketed, how a product is used, how an idea has developed, etc. In general, it is desired that the student take a fairly elaborate idea and reduce it to a short speech which can be understood by an audience which is not experienced in the matter under discussion. So far, as it is possible he is to reduce the process to a series of steps, employing one of the speech plans discussed in Chapter 13, organizing and outlining the speech according to the principles and methods he has studied in this course. Each of these main points is to be amplified with specific, concrete materials. The report must be interesting as well as informative. To assist in accomplishing these goals, the student must make use of visual or auditory aids (see Chapter 17). A complete reliance upon the black-board will not constitute an adequate use of visual aids. NOTE: This is not a "speech of demonstration," but an informative speech employing visual or auditory aids.

Time Limits: 6 minutes per speech; 2 minutes
per evaluation.

Purpose: Experience in organizing, outlining, and presenting an informative speech with the use of audio-visual aids.

- Written:
1. Each student will submit to his recitation instructor on the day he speaks a full outline of his speech, using one of the speech plans developed in Chapter 13 or a variation of one of these. In addition, he will submit a list of the visual or auditory aids he intends to employ.
 2. At the first recitation meeting after the completion of Topic V, each student will submit to his recitation instructor a short paper (not to exceed 500 words) analyzing

the delivery of a speech which he has heard in person outside of public speaking class or via television.

Time Schedule:

My speech is to be presented on: _____

TOPIC VI

SPEAKING AND ADVOCATING

Assignments:

Reading: Chapter 14, "Speaking to Advocate"
Chapter 15, "Speaking to Entertain"

Oral: Each student will prepare a speech of advocacy in support of or against a current policy of the national, state, or local government, or a principle, custom, or tradition of our society. The student must make an honest effort to analyze his subject, his audience members, the occasion, and his own prejudices in order to determine the relative amounts of the kinds of materials of speaking he wants to bring to bear in his speech. He should review the entire textbook, selecting and adapting those ideas which he believes will best aid him in this task. Materials of development, personal proof, and materials of experience will all form a necessary part of this speech. The speaker should have a specific reaction in mind which he wishes his audience to make to his speech. Depending upon his analysis of the situation, however, he may be more or less direct in his efforts to secure this reaction. One of the speech plans discussed in Chapter 14 will be selected by the student for his use.

Time Limits: 7 minutes per speech, 2 minutes per evaluation.

Purpose: Experience in the complete preparation and presentation of a speech of advocacy, including analysis of the audience, occasion, subject, and speaker; selection of the appropriate materials of speaking; organization of the speech in terms of the plan best suited to the situation (including the possibility of indirect approaches to the subject); presentations of the speech.

Written: Each student will submit to his recitation instructor on the day he speaks a full outline of his speech, prepared according to the instructions in Chapter 10, using one of the speech plans developed in Chapter 14 or a variation of one of these. In addition, he will submit a list of the materials of development which he intends to employ, along with a statement to his instructor of the rationale upon which he is operating in the preparation and presentation of his speech.

Time Schedule:

My speech is to be presented on: _____

MICHIGAN TECHNICAL UNIVERSITY
HUMANITIES & SCIENCES 110
A Detailed Syllabus
1965

Catalog description: "Fundamentals of Speech - a study of the basic principles of public speaking. Emphasis is placed upon the development of practical speaking abilities for everyday use. The course aims to develop the proficiency in the organization, the composition, and the delivery of speeches."

Reasons for including the course: To provide the student with the basic speech skills that are a necessary supplement to his technical training.

Elective in curricula to: All.

Absolute limit of enrollment: 20. (Suggested limit, 16)

Objectives:

1. To aid the student in overcoming the fear of speaking in public.
2. To aid the student in developing a proficiency in various speaking situations, including the oral report.

Text: (formerly) Brigrance, SPEECH COMMUNICATION, App. Cent. Croft.
(new) Ross, SPEECH COMMUNICATION, Prent. Hall.

Detailed Outline for a total of 10 weeks:

Week	Date	<u>PROCEDURE</u>
1	A	<p>Present an outline of the course: reasons for its existence, its values to the student, its objectives, its limitations under the quarter system; in other words, what it can and cannot do. A Preview of coming attractions, with the accompanying warning that in such a tight schedule there can be no laxity; assignments will not be overburdening, but they must be prepared and on time, to avoid falling behind schedule.</p> <p>A brief lecture on speeches of introduction, and on a few fundamentals in handling oneself in a speech situation. <u>Assignment:</u> a 1-minute speech of introduction, introducing oneself in the third person in some imaginary situation. <u>Text Assignment:</u> Ch. 1, 12.</p>
	B	<p>Speeches given. Notes made on each for private assessment of general level and tone of the group, to be used in setting up details for further</p>

future lectures.

Confession, good for the soul: a relaxed session, with the class discussing their feelings during this first speech, followed by a lecture on stage fright, and what can be done to check it. Text assignment: Ch. 2, 3.

- 0 Lecture: The characteristics and qualities of a good speaker - a sense of leadership, a sense of earnestness, a sense of sincerity, and a sense of humor. Frequent specific examples, bringing the qualities within reach of beginners. Assignment for 2-B, C: a short speech, 2-3 minutes, on something seemingly insignificant, with the object of saying more and more about less and less. Text Assignment: Ch. 4.

- 2 A Lecture: Where to find subject matter for speeches - by determining the tastes of the audience, by reaching into one's own background, and by finding clues in the occasion for the speech. A few precautions about "touchy" language and subjects, about complex subject matter, about highly complicated subjects. Consider the amount of time available, as well as the capabilities of the audience; that is, the capacity to comprehend. Reiterate assignment in light of this lecture, emphasizing the need to learn how to develop a thought: how to say more and more about less and less! Divide the class into 2 sections, temporarily, for the coming 2 assignments.

- B Group One speaks. Notes taken on critique sheets. Comment briefly on the speeches afterwards, giving additional hints on any unique or specific situations not previously covered in the lecture, but which reared ugly heads at this time. These additional hints should be continued throughout the course in order to cover the many situations which would be too time consuming in the lectures.

- C Group Two speaks. Same as above. Text Assignment: Ch. 7. Warning assignment for 3-B: a speech similar to the last one, with further emphasis on development and on finding material in unexpected sources.

- 3 A Lecture: On organization - ways to begin a speech, how to organize the body, how to close. Assignment for 3-B, C: a further suggestion on the speech, to search out some everyday common object or occurrence (cigaret smoke, crack on wall, stepping into shoes) and expand a personal approach to it. Time, 3-4 minutes.

- B Group Two Speaks, with specific comments made by instructor (and class, sometimes).
- O Group One speaks. Same as above. Text Assignment: Ch. 5, 8. Warning assignment for 4-B, O: a speech involving visual effects.
- 4 A Lecture: Visual variety - the need for motion, facial expression, movement, gestures, etc. Two kinds of gestures: conventional and descriptive. Class is now permanently divided into 3 sections to enable longer speeches. Assignment for 4-B, O and 5-A: speech utilizing action, perhaps how-to-do-something. Time, 4-5 minutes.
- B Group One speaks. Comments follow.
- O Group Two speaks. Comments.
- 5 A Group Three speaks. Comments. Text Assignment: Ch. 6. Warning assignment for next speeches: concentration of vocal variety.
- B Lecture: vocal variety - the many possibilities of combining the 4 components of voice (rate, quality, pitch, and volume) as they apply to meaning as well as to simply creating variety. Assignment: speech that incorporates changes in mood, tone, and subject matter in order to concentrate on appropriate variety.
- O Group Two speaks. Comments afterwards.
- 6 A Group Three speaks. Comments.
- B Group One speaks. Comments. Text assignment: Ch. 9, 10. Warning assignment: a speech to convince or persuade.
- O Lecture: The argumentative speech - how to convince an audience that it is wrong. Brief introduction to logic - inductive and deductive reasoning. Policies of fact, of action. (of action: 1. Need for a change? 2. This change possible? 3. More advantages than disadvantages? 4. Anything better around?)
- 7 A Lecture (con't): examples of logical fallacies, including as many common fallacies as might occur in or out of the speech situation in everyday life. Assignment: speech which presents a controversial position on any problem. Time, 5-7 minutes. Explain that butcher sheets will be written out in class by those not participating, to present a mass response

to the speech. Also explain that the next 2 sessions will be spent tape recording in order to recognize weaknesses in voice and work on them.

- B Studio. Taped speeches (ad lib) about 1 minute each, with class comments during playback. Assignment: prepare same subject matter for a more carefully planned speech, paying attention to vocal effectiveness.
- C Studio. Taped speeches again, this time prepared. Again, comments on playback.

- 8 A Group Three speaks. Comments taken down by class on butcher sheets (4 x 5's, divided into 3 parts - visual, vocal, argumentative criticisms), collected by instructor and taken home for appraisal of class perception. Sheets are annotated in red ink whenever necessary; instructor prepares one of his own, listing: 1.) Comments on this last speech, 2.) Comments on individual's speeches in general, start to finish, and 3.) Comments on possible ways of improving. A tentative final grade is added, on the basis of improvement. These sheets are returned the following session.

- B Group One speaks. An outline and schedule for final speeches given out.

- C Group Two speaks.

- 9 A One session of make-up speeches only, as noted during 1-A.

- B-C Final speeches.

- 10 A-B-C- Final speeches.

UNIVERSITY OF MICHIGAN

SPEECH 100

FUNDAMENTALS OF PUBLIC SPEAKING

Course Objectives

It is the general purpose of this course to develop your ability to think critically and to express orally these thoughts in as effective a manner as possible. In order to achieve these ends, you will be acquainted with bases for logical organization; assisted in developing an effective delivery; introduced to the logical and psychological principles of persuasion; helped to develop clearer communication through precise use of language.

It is also the specific purpose of the course to provide opportunity for analysis and reasoning. These will be accented during the entire semester, but particularly in the common materials assignment wherein each student will read a common fund of information as a basis for several speech rounds. In these assignments you will propose answers to urgent contemporary problems beginning with an attitude of neutrality in a speech to inform, formulating criteria and listing solutions in a discussion, and supporting an individual solution in a speech to persuade. In addition to developing more fluency in expressing your thoughts, in public, you should also mature in critical listening ability in order to foo-set the dangers connected with uncritical acceptance or rejection of spoken communication.

Required Work

1. A required text: William Norwood Brigance, Speech: Its Techniques and Disciplines in a Free Society, Appleton-Century-Crofts, 1961.
2. An additional book will be used in conjunction with selected assignments. The specific book will be assigned later.
3. A satisfactory presentation of all oral assignments where the fundamentals learned from lecture and discussion will be put into application.
4. Written assignments, those specifically described in the syllabus and additional papers assigned by the instructor.
5. Attendance at three Speech Assemblies where a variety of programs serve as laboratory experiences in public speaking.

6. A thorough understanding of the materials covered in the text, additional assigned reading material, class lectures and discussions, and written assignments.
7. Completing, with a passing grade, the mid-term examination, the final examination, and other examinations given by the instructor.

Classroom Procedures

1. All oral and written projects will be completed on the specified date. Failure to speak on an assigned day will reduce the student's grade.
2. Unexcused absences indicate a willingness to fail the course.
3. All oral performances will receive oral and written critiques by the instructor.
4. Specified time limits for each performance must be rigidly adhered to. The size of the group will determine the length of the speeches.
5. Students are expected to participate in all lecture-discussions. When the student is assigned as a critic, he will present an evaluation in light of his assigned criteria.
6. A supplement to this syllabus will be distributed wherein is indicated the exact days on which the student will speak.
7. A special class will be held for specific students who wish to devote more time toward developing their delivery. Each instructor will determine who these persons will be.

SCHEDULE OF ASSIGNMENTS

Date	Meeting	Assignments
------	---------	-------------

I. INTRODUCTORY PRINCIPLES OF PUBLIC SPEAKING

- | | | |
|---|----|---|
| — | 1. | Lecture-discussion: General introduction to the course, distribution of course materials, and discussion of requirements. Each student will be asked to present a brief self-introduction during this hour.
<u>Reading Assignment:</u> Foreward; Chapters 1 and 2.
<u>Additional Readings:</u> (On reserve in Undergraduate Library.) |
|---|----|---|

- a. Sarett, Foster, and Sarett, Basic Principles of Speech, 3rd ed. Chapters 1 and 2.
- b. Wilson & Carroll. Public Speaking as a Liberal Art. Chapters 1 and 2.
- c. Soper, Paul L., Basic Public Speaking, 3rd ed. Chapters 1, 2 and 3.
- d. Napiecinski & Ruechelle. Beginning Speech. Introduction.

____ 2. Lecture-discussion: Managing your ideas and yourself before an audience.

Reading Assignments: Chapters 3, 4, and 5.

Additional Readings:

- a. Monroe, Principles and Types of Speech, 4th ed. Chapters 8 and 9.
- b. Bryant-Wallace, Oral Communication, 3rd ed. Chapter 2.
- c. Reid, First Principles of Public Speaking. Chapters 2 and 3.
- d. Andersen, The Speaker and His Audience. Chapters 8 and 9.

Note: The speech topics and materials selected for speeches will have a definite relevance to the class. At no time will the class assume fictitious roles to correspond to a speech topic, such as engineers, UN delegates, or the like.

____ 3. Lecture-discussion: Organizing and adapting material for oral presentation.

Reading Assignment: Chapters 9, 11, and 12.

Additional Readings:

- a. Andersen. The Speaker and His Audience. Chapters 10 and 11.
- b. McCall and Cohen, Fundamentals of Speech, Chapters 3, 4, and 5.
- c. Weaver and Ness, The Fundamentals and Forms of Speech, revised ed. Chapter 2.
- d. White. Practical Public Speaking. 2nd ed. Chapter 4.

Note: By this time you should have begun thinking about your first speech. If you have questions on organization bring them up during this hour.

____ 4. Oral Assignment: Personal Experience Speech

PERSONAL EXPERIENCE SPEECH

1. Purpose: To make clear to the audience an incident with which you are familiar.
2. Subject: Each person may (1) begin with an adage or proverb and show how it relates to himself personally, (2) simply relate an incident in

your life which you feel is worth sharing with the audience, or (3) a special assignment described by your instructor.

3. Length: _____ Minutes

4. Suggestions:
- a. Be cautious of your time limit.
 - b. Choose a topic which is very familiar.
 - c. Rehearse several times outside of class.
 - d. Be prepared to be interrupted during your speech. Your instructor may wish to call something to your attention immediately.

_____ 5. Oral Assignment continued: Personal Experience Speech.

_____ 6. Oral Assignment continued: Personal Experience Speech.

II. MASTERING THE ORAL AND PHYSICAL PRESENTATION

_____ 7. Lecture-discussion: The place of the voice and the body in communication to an audience.

Reading Assignment: Chapters 16, 17 and 18.

Additional Readings:

- a. Anderson, Training the Speaking Voice, 2nd ed. Chapters 1 - 6.
- b. Eisenson & Brose, Basic Speech. 2nd ed. Chapters 3, 4 and 6.
- c. Dickens, Speech-Dynamic Communication, 2nd ed. Chapter 9 and 10.
- d. Gilman et.al. Fundamentals of Speaking. 2nd ed. Chapters 7 and 8.

Note: It is essential that the student become conversant with the vocabulary pertaining to vocal and physical communication; these terms will be used repeatedly throughout the course.

_____ 8. Lecture-discussion: The place of the voice and the body in communicating to an audience.

Reading Assignments: Review chapters 16, 17, and 18.

Note: Your topic for the workout speech should be selected by this date.

_____ 9. Oral Assignment: The Delivery Workout Speech.

The student will prepare a short speech according to the directions of the instructor. In all probability he will not complete it, due to the suggestions made during the course of the speech.

DELIVERY WORKOUT SPEECH

1. Purpose: The purpose is to emphasize competent vocal and physical delivery.
2. Subject: Any subject selected by the student is acceptable.
3. Length: _____ Minutes.
4. Workout
Techniques: The instructor will interrupt you at any time during your presentation and ask you to repeat a sentence or an idea in a different manner. In this way you will receive immediate comments and be able to change your pitch, rate, volume, articulation, etc., for improved vocal and physical presentation.
5. Organization: Use simple introduction, body, and conclusion type of organization.
6. Suggestions:
 - a. Choose a familiar topic because the interruptions may be quite distracting and cause you to lose your train of thought.
 - b. Reread chapters 16, 17, and 18 of the text because many of the terms explained there will be used in the workout.
 - c. Strive for one central purpose: a delivery which makes the best use of vocal and physical variety.
 - d. Maintain a positive frame of mind. Because of the frequent chidings you may feel "picked on" by the instructor; this is being done solely to suggest improvements in your presentation.

_____ 10. Oral Assignment continued: The workout speech.

_____ 11. Oral Assignment continued: The workout speech.

_____ 12. Oral Assignment continued: The workout speech.

III. DEVELOPING CRITICAL THINKING

A. THE USE OF SUPPORTING MATERIAL IN A ONE POINT SPEECH

- _____ 13. Lecture-discussion: Outlining and Supporting your ideas.
Reading Assignment: Chapters 13 and 14. Begin reading your common materials book.

- a. Buehler and Linkugel, Speech A First Course, Chapter 7.
- b. Lomas & Richardson. Speech: Idea and Delivery, 2nd ed. Chapters 5 and 6.
- c. Gilman, Aly, and Reid, The Fundamentals of Speaking, 1957, Chapters 4 and 6
- d. Sanford and Yeager, Principles of Effective Speaking, 6th ed., Chapters 2 and 3.

- _____ 14. Oral Assignment: The one-point Speech.
This can be modeled upon the "This I Believe" type of presentation begun by Edward R. Murrow. You are to give reasons for your belief.
Reading Assignment: Begin Reading your common materials book.

THE ONE-POINT SPEECH

1. Purpose: The speech purpose is to support a single idea.
2. Subject: Each student will select a subject about which he has strong personal feelings, either for or against.
3. Sample: Some ideas discussed in the past include:
"SGO does little good for the University"
"I believe in God"
"There is a need for movie censorship"
4. Length: _____ Minutes
5. Organization: Briefly, make sure that (1) your conclusion or general idea is stated, (2) your general idea is supported during the talk, and (3) Your conclusion is restated.
6. Suggestions:
 - a. Base your speech upon personal experience and facts.
 - b. Use several reasons in support of your main idea.
 - c. Amplify your single idea with examples illustrations, testimony, statistics; use visual aids.
 - d. Be certain your point of view is clearly expressed.
 - e. Plan your opening and closing remarks.

- _____ 15. Oral Assignment continued: The one-point speech.
- _____ 16. Oral Assignment continued: The one-point speech.
- _____ 17. Oral Assignment continued: The one-point speech.

18. Discussion: Explanation of common materials and assignments and selections of group topics.
(See common materials supplement)
Reading Assignment: Continue reading your common materials book. All members will have completed their reading at this point.
Note: During the hour the class will be given time to accomplish the following:
- Each student will vote in favor of one of the topic areas in which he desires to do intensive work.
 - If they wish, groups may phrase a specific question in their problem area, discuss individual responsibilities for their informative speeches, and set a time for any possible additional meetings.
19. Lecture-discussion: The understanding of supporting materials or methods of amplification in a speech.
Reading Assignment: Review Chapter 13.
Additional Readings:
- Monroe, Principles and Types of Speech, 4th ed., Chapter 12.
 - Bryant and Wallace, Oral Communication, 3rd ed., Chapter 5.
 - Walter and Scott, Thinking and Speaking, Chapter 3.
 - Baird and Knower, General Speech, 3rd ed., Chapter 6.
- Note: Although the principles discussed in this assignment are common to many speeches of information, the student is to apply them specifically in his first common materials speech.
20. Impromptu Speaking: Members may be asked to present a short speech on the material they have read in their common materials reader.
21. Mid-Term Examination
- C. THE USE OF CLARIFYING MATERIAL
22. Oral Assignment: The speech to inform.
Each student will make clear to the audience, to the best of his knowledge, his idea as to the background of the problem selected by the group.
Note: It is hoped that at this time the listener will begin formulating ideas about the problem to help him reach an intelligent decision as to the better solution.

THE SPEECH TO INFORM

1. Purpose: The specific purpose is to be a speech to inform on the common materials topic selected within each of the groups. In essence, each speaker will attempt clarification of a problem for himself and his listeners. (For complete directions see common materials supplement.)
2. Subject: The specific area selected by your group.
3. Length: _____ Minutes
4. Organization: Introduction, body, and conclusion.
5. Bibliography: Indicate in correct bibliographic form on your outline the source of your information.
6. Suggestions:
 - a. Be neutral in presentation.
 - b. Be vital, alive in presentation.
 - c. Use oral and visual supports to support your idea.

- _____ 23. Oral Assignment continued: The speech to inform.
- _____ 24. Oral Assignment continued: The speech to inform.
- _____ 25. Oral Assignment continued: The speech to inform.

D. THE USE OF GROUP ANALYSIS

- _____ 26. Lecture-discussion: General evaluation of the speeches to inform and an introduction to the basic elements of discussion.
Reading Assignment: Chapter 20.
Additional Readings:
 - a. Sattler and Miller, Discussion and Conference. Chapters 5, 10, and 13.
 - b. Baird, Argumentation, Discussion and Debate, Chapter 23.
 - c. Weaver and Ness, The Fundamentals and Forms of Speech, revised. Chapter 12.
 - d. Eisenson & Boase. Basic Speech. 2nd ed. Chapter 11.
- _____ 27. Class Discussions on common materials topic.
Each group will hold their own discussion with one member appointed as chairman. During the hour each group will (1) begin proposing solutions to the problem with which they began, and (2) begin setting up criteria which a good solution to their problem must meet. Usual

criteria are either interroagative or declaratory; for example:

- a. "Are most people in favor of the proposal?" or, "Most people should favor the proposal."
- b. "Is the solution workable?" or, "Any solution must prove workable."
- c. "Is the solution truly beneficial?" or, "The final solution should be beneficial."

GROUP DISCUSSION

1. Purpose: This is to be a short panel discussion wherein each group begins testing solutions to the problem phrased by his group. Advantages and disadvantages should begin to appear to assist in making the final, logical decision. (See also common materials supplement for complete directions.)
2. Subject: The precise topic selected by each group.
3. Length: _____ Minutes
4. Suggestions: See those specific hints listed in the common materials supplement pertaining to the leader and the participant.

E. THE USE OF PERSUASIVE TECHNIQUES

- 28. Lecture-discussion: The persuasive speech; organization, evidence and reasoning.
Reading Assignment: Chapters 6, 7, and 9.
Additional Readings:
 - a. Minnick, The Art of Persuasion, Chapter 6.
 - b. Freely, Argumentation and Debate, Chapters 5 and 7.
 - c. Brembeck and Howell, Persuasion: A Means of Social Control, Chapters 11, 12, and 19.
 - d. Kruger, Modern Debate, Its logic and Strategy, Chapter 10.
 - e. Oliver, The Psychology of Persuasive Speech, 2nd ed. Chapter 15.
- 29. Lecture-discussion: The persuasive speech; psychological principles of persuasion.
Reading Assignment: Chapter 8
Additional Readings:
 - a. Minnick, The Art of Persuasion, Chapters 7, 8, and 9.
 - b. Brembeck and Howell, Persuasion; A Means of Social Control, Chapter 10.
 - c. Weaver and Ness, An Introduction to Public Speaking, Chapters 6, 9, and 10.

- d. Napiecinski & Ruechelle. Beginning Speech.
Units IV and V.

- ____ 30. Oral Assignment: The speech to persuade.
Each member will bring to bear his strongest arguments as to why the audience should accept his proposal to the common materials problems.

THE SPEECH TO PERSUADE

1. Purpose: The final speech in the common materials round; a speech to persuade wherein you propose a solution to the problem selected by your group. The student is to make extensive use of evidence and reasoning. (For complete details, see common materials supplement.)
2. Subject: The same topic used by your group in the two preceding rounds.
3. Length: _____ Minutes.
4. Organization: That arrangement most appropriate for getting the audience to accept your proposal.
5. Bibliography: Indicate clearly your outside preparation for this assignment.

- ____ 31. Oral Assignment continued: The speech to persuade.
- ____ 32. Oral Assignment continued: The speech to persuade.
- ____ 33. Oral Assignment continued: The speech to persuade.

____ IV. LANGUAGE IN COMMUNICATION

- ____ 34. Lecture-discussion: Language and meaning in the communication of ideas.
Reading Assignment: Chapter 15.
Additional Readings:
- a. Sarett, Foster, and Sarett, Basic Principles of Speech, 3rd ed., Chapter 11.
 - b. Gilman et.a. Fundamentals of Speaking. 2nd ed. Chapters 5 and 6.
 - c. Johnson, Your Most Enchanted Listener, Chapters 1, 2, and 3.
 - d. Baird and Knowler, General Speech, 3rd ed., Chapter 9.

- ___ 35. Oral Assignment: Choice of instructor.
- ___ 36. Oral Assignment: Choice of instructor.
- ___ 37. Oral Assignment: Choice of instructor.

V. FINAL SPEECH ASSIGNMENT

- ___ 38. Oral Assignment: Final Presentation.
- ___ 39. Oral Assignment: Final Presentation.
- ___ 40. Oral Assignment: Final Presentation.
- ___ 41. Oral Assignment: Final Presentation.
- ___ 42. Open Day
- ___ 43. Open Day
- ___ 44. Open Day

WAYNE STATE UNIVERSITY - DEPARTMENT OF SPEECH

Summary of Minimum Requirements
to be Covered in Speech 0200

1. Textbook: Oliver & Cortright, Effective Speech, 4th ed.
Chapters 1-5, 8-21, should be assigned.
Other chapters optional.
2. Quizzes and examinations:
 - a. Two to three quizzes to stimulate early and regular study of the assigned chapters of the text.
 - b. A written final examination, one copy of which shall be filed with the Departmental Office.
3. Speech projects: A minimum of eight to ten graded projects. This program will strongly suggest short (one to three minute) introductory projects and those in reading aloud, drill, etc. Extra time and weight are suggested for the final and possibly an approximate mid-term project.
4. Listening projects: Three brief (one page) reports (critiques) of speech occasions outside class.
Suggested standards:
 - a. Not more than one sermon
 - b. At least one play (university or professional)
Critique should evaluate speaking of one important actor.
 - c. At least one debate or discussion.
 - d. Emphasize noted lecturers, preachers, actors, etc.
 - e. Not more than one radio and/or TV listeningThe course should be incomplete until critiques are satisfactorily filed with the instructor.
5. Speech defects: If a student seems to have a specific speech defect, he should be referred within the first two weeks to the Speech Clinic, 656 West Warren, for examination and treatment, if prescribed. Referral forms are available. Discharge forms from Clinic are required for completion of course grade. Course incomplete may be extended for additional quarters until discharge received.
6. General note: The Chairman or his secretary should be informed of all absences or substitutions of instructor in these classes. In case of problems of prospective absence, the Chairman's office will cooperate if a substitute is desired and seems unobtainable.
7. Videotapes: Inform class of separate schedule sheet and require return of tickets from listening room assistants.

Some Suggestions for Orientation Stage of Speech 0200 -
G.V.B.

Goals and topics

Nature and goals of a
speech course
Speech and the communi-
cation process (Cortright)
VIDEOTAPE # 1
Long history of rhetorical
teaching

(+ mechanical details of
the course:

--text
--quizzes and exam
--projects
--listening reports
--criticism
--grading
--attendance)

Text and Materials

Chapters 1,2,3,5 for general
understanding and attitudes.

Basic attitudes toward
speech.....

"What Do Audiences Expect
of Speakers"--handout

Explain "conversational
quality" (Bohman)
VIDEOTAPE #2

"Conversational Quality"
--handout

Set up standards of
directness, empathy,
for speech #2.

Chapter 4.

First elements of com-
position:
a beginning
an ending
a narrowed subject
a simple outline

(Depend on brief lecture
and assignment.)
Of. "one point speech",
especially in Monroe,
brief edition.

Projects: 1. First or second day: 1-1½ minutes to introduce
self; pick a personal interest that should
also interest class.
(Grade, but do not reveal to student.) Make
notes of student's speaking characteristics,
including any apparent defects or special
problems.
In summary comments, note communicativeness
or lack of it.

Projects con't: 2. A two-minute demonstration or exhibit of a model or real thing. (Not to teach visual aids, but to motivate ease and activity, conversational quality, etc.)

3. A one-point, clearly planned talk of $1\frac{1}{2}$ minutes.

In criticism, reemphasize conversational quality, ease, and activity.

--Add: re simple organization.

ADDITIONAL AND OPTIONAL TOPICS

Goals and topics: Discussion-- not for its own sake, but as a means of promoting lively conversation in a panel.

Text and Materials: Chapter 5 may be read for general information, not formal teaching.

Projects: Set up one to four panels of four to six persons, who meet to select a topic the class day or two before.

WHAT DO AUDIENCES EXPECT OF SPEAKERS?

I. Avoid unpleasant, annoying behavior when you speak.

A. In S. R. Toussaint's study, seventy per cent of audiences of students and adults found these "Extremely annoying:"¹

1. Mumbles his words
2. Continues when simply repeating.
3. Is unprepared.
4. Talks five to ten minutes after saying, "In closing..."
5. Unable to read manuscript well.
6. Makes personal remarks about a listener.
7. Loses temper over a disturbance in the audience.
8. Vague, indefinite in many statements.
9. Continually inserts "ah," "er," "uh".
10. Mispronounces common words.

B. In A. H. Monroe's study, student audiences associated these with ineffective speaking:²

¹S.R. Toussaint, A Study of the Annoying Characteristics and practices of Public Speakers. Ph.D. Dissertation. University of Wisconsin, 1938.

²A.H. Monroe, "Measurement and Analysis of Audience Reaction to Student Speakers Studied in Attitude Changes." Bulletin of Purdue University Studies in Higher Education. V.32 1937.

1. Monotonous voice.
2. Stiffness.
3. Lack of eye-contact with the audience.
4. Nervousness, fidgeting.
5. Little enthusiasm.
6. Weak voice.
7. Lack of knowledge.
8. Faulty grammar.
9. Indistinct speech.

II. Use characteristics most often associated with effective speaking.

A. In A. H. Monroe's study, student audiences liked:

1. Direct eye-contact with some of the audience all the time.
2. Alertness.
3. Enthusiasm.
4. Pleasant voice quality.
5. Physical activity.
6. Clear wording.
7. Strong, positive statements.
8. Good physical appearance.

"Conversational Quality"

Excerpts and comments selected by George V. Bohman from James A. Winans, Speech Making (1938), Chapter II, "Conversing with an Audience," pp. 11-45.

THE PROBLEM

How like a conversation is a public speech or public discussion?

Obviously, there are differences:

- A public speaker usually talks more loudly.
- A public speaker seems to do all the talking.
- A public speaker is expected to prepare.

Yet,

- Loudness is whatever is needed to be heard in any form of speech.
- Though often with few sounds, audiences directly respond to speakers: SPEECH, even formal public speaking, IS A DIALOGUE.
- So, too, conversers prepare for many private occasions and a public speaker is still a public speaker though lazy or forced to speak impromptu.

Common Misconceptions:

"It is not true that a public speech to be conversational need sound like conversation. Conventional differences may make it sound very different. However, conversation has many

different sounds... The same man in discussing the weather, politics, literature, religion, may have several different manners. He may be listless while speaking of your hobby, but while speaking of his own impassioned. The diction of the commonest man tends to become elevated when he speaks of elevated subjects, even in private conversation." (p. 17)

"When it is said that speeches should be enlarged conversation, do not understand that the suggestion is that they should be dignified, or strong, or eloquent. In particular, there is no suggestion that speeches should be delivered in a low, weak tone, or in a careless manner, or couched in other than good English. Give your thoughts fitting expression; to plain thoughts plain expression, to heightened thoughts heightened expression."

"Do not look upon your speech as performance, but as a genuine dealing with men."

"Be natural is adequate advice for a speaker."

THE SOLUTION: Conversational quality, not conversational style.

"....I am not here advocating any particular style of delivery." Webster's speaking style differed between juries and huge outdoor commemorative occasions.

Lincoln's style seems to have changed between campaigns and Gettysburg.

Woodrow Wilson, Franklin Roosevelt, Teddy Roosevelt, Wendell Phillips, William Jennings Bryan seemed to speak with different styles. Yet, each achieved fine reputations for excellent speaking.

The essence of good conversation may be found in these two qualities:

(1) "Full realization of the content of your words as you utter them."

(2) "A lively sense of communication" with the audience as you speak.

(1) A "full realization" involves re-creation of "the thought at the moment of delivery," no matter how many times the speech is delivered. EMPATHY is a word often used to describe this quality.

(2) True speech is a dialogue, conversation with an audience. It shows in eye contact, vocal patterns, and bodily action. The concept of "conversational quality" is not all of good delivery, but it describes the primary, essential attitudes of good speakers toward ideas and audiences and determines many characteristics of good delivery.

INVENTION, ARRANGEMENT, AND STYLE -- Speech 0200-- G.V.B.

Not less than 8-10 class days on teaching, exercises, and projects.

Text

Rhetoric--Five Canons
--Invention
(Bohman and Youngjohn)
VIDEOTAPE-3
--Canons of Rhetoric;
Invention.
Text, Chapter 8.

Text, Chapter 9
Re analysis of evidence
--the analytical,
deductive outline
of BRIEF

Text, Chapter 10

Text, Chapters 11, 12.

Lectures and Exercises

"Rhetoric--Five Canons"
--handout
1. Re subjects, narrowing,
etc.

MASTERY OF SUBJECT

2. Re investigation
reading
conversation
experience

MASTERY OF AUDIENCE

3. Re audience analysis for
facts
attitudes

4. Speech Plan
--Teach outlining
as in text except
pre-outline headings:
General Topic
Specific Subject
Status of Audience
Goal

5. Re Interest and
Forms of Support

Projects:

1. Begin MAJOR PROJECT.
 - a. Topic and subject cards.
 - b. Evidence cards and bibliography.
 - c. Brief or analytical outline -- on paper.
 - d. Audience analysis cards.
 - e. Speech Plan outline. In left margin, label:
techniques of Interest
Forms of Support
 - f. Deliver 5-minute speech as scheduled on
the preparation a-e.
2. (Prior to #1 e-f) Impromptu talk-- 1 minute
on dull subject. (Subjects available--G.V.B.)
3. A single illustration, full-blown, 1-1½ minutes
(from materials of 1. a-c).

Additional exercises and projects can be devised during the
period of work on 1. a-e.

"Rhetoric" for Speech 0200 -- THE FIVE CANONS

Rhetoric defined by Aristotle:

"The discovery of the available means of persuasion
in the circumstances....."

The five canons are the five major steps in the preparation
and delivery of a speech as developed by Classic writers on
rhetoric, Aristotle to Quintilian.

CANONS

End Products
(Exercises for 0200)

I. INVENTION -- inventio.

- | | |
|---|---|
| A. Choice and narrowing of a topic. | TOPIC CARD
TOPICS STATED |
| B. Research on a tentatively narrowed topic. | |
| 1. Evidence from written sources. | EVIDENCE CARDS |
| 2. Evidence from conversations. | |
| 3. Evidence from personal experiences. | |
| C. Analysis and synthesis of ideas on the subject.
<u>Goal</u> : MASTERY OF THE SUBJECT | BRIEF or DEDUCTIVE
ANALYTICAL OUTLINE |
| D. Analysis and evaluation of the audience.
<u>Goal</u> : MASTERY OF THE AUDIENCE | AUDIENCE ANALYSIS AND
EVALUATION CARDS |
| E. Statement of the final choice of specific PURPOSE of the speech on the finally NARROWED SUBJECT. | FINAL SUBJECT and
PURPOSE CARD |

I. ARRANGEMENT -- dispositio.

PATTERN OF MAIN POINTS
OF THE SPEECH (BODY)

Cf. with STRATEGY or
ARCHITECTURE

I.. STYLE -- elocutio.

FULL SPEECH PLAN
(Detailed outline)
See text for form.

Cf. with TACTICS or
CARPENTRY -- details of plan
and language, techniques, etc.
Includes:

- A. Details of introduction and conclusion
- B. Details of body of speech
forms of support

Pre-outline headings:
Specific subject
Status of audience
Specific purpose or goal

B. Details of body of speech con't:

Factors of interestingness, techniques for
persuasive techniques where appropriate
expository techniques where appropriate
arguments
unity, coherence, and emphasis

IF NEEDED, a few

CUE NOTES

V. REHEARSAL and REVISION --ancients called "memoria."

Practice and tinker with outline to improve both the
detailed speech plan and the delivery, without
memorization.

V. DELIVERY -- pronuntiatio.

This is the actual speech delivered to the audience for
which it was planned. (Speech not included in this paper)

Articulation, Voice, Action

Suggest not less than six or seven class days which would
include the following or equivalent:

Text

Chapter 15,
Articulation

Chapter 14,
Voice (Bahn)
VIDEOTAPE #4
"Voice"

Chapter 13,
Action (Cortright)
VIDEOTAPE #5
"Action"

Lecture, Drill, Discussion

Lecture, discussion, and ear
training of the consonants
(teach phonetic alphabet of
consonants)

Lecture demonstration of:
breathing--anatomy and physio-
logy, drills for fullness, power
vocalization--anatomy and
physiology, drills for relaxed
throat, full () tones . Coupled
with breathing.
resonance--anatomy and physio-
logy, drills for fullness,
flexibility.

Lecture, after inductive teaching
on:

actions of speakers:
amenities
empathy
for variety
emphasis, etc.

Include some class drill work on
motivation: arm and hand action.

Re: posture, stance, and walking

Projects:

- Chapter 15 - $\frac{1}{2}$ minute reading prose
RECORD for ear training of consonants, etc.
- Chapter 14 - Reading aloud (poetry?) for greater vocal flexibility, coherence of poetic order, and recheck of articulation.
- Chapter 13 - Inductive teaching of decor, walking, how to begin speaking, amenities of chairman.

INFORMATIVE SPEECHES FOR SPEECH 0200

Text

Lecture-Demonstration

Chapter 18,
"Speech to Inform"

1. Re Goals of Informative Speech:

Chapter 16,
"Using Visual Aids"

New free outline data

(if possible,
VIDEOTAPE #6 will become
available on "Informative
Speech, Visual Aids.")

General topic

Specific subject

Status of audience

SUPPLEMENT:

Specific goal:
(in terms of what percent
of audience taught to what
degree of proficiency or
recall)

A. H. Monroe's
Principles and Types
of Speech, Brief edition,
outline of
Speech to inform:

2. Re Special Monroe

(Introductory parts)

Form of outline of informa-
tive speech

Attention Step
Need to Know Step

3. Re Visual Aids

(See supplementary sheet to
be handed out)

Preliminary Summary

--with lecture

- I. Specific subject
- II. Main points reviewed
 - A. --
 - B. --
 - C. --

demonstration of good and
poor charts made by students

Discussion (Body)
I. (Detailed outline)

Final Summary

Projects:

Chapter 18 - Two 2½ to 3 minutes, informative talks
requiring, for each, one or two chart
visual aids, made by student speaker.

-- One should be a statistical representation.

Speech Plan Outline

To follow Monroe for informative speech.

VISUAL AIDS FOR SPEAKERS -- I. HOW TO MAKE VISUAL AIDS

1. How to make visual aids for effective use by speakers.

A. Visual aids must be clearly and easily visible.

1. Can you see every line of any value at the rear of the room--
 - a. Without straining your eyes? Test at mini-
 - b. From normal sitting position? mum 30 feet

2. Colors.

- a. Ordinarily use only dark, deep colors:
 - black on white or pastel.
 - white on black (or deep green).
 - dark red on white or pastel.
 - deep blue.
 - green (but be careful about using both.)

DO NOT USE:

Pastel crayons or paints.
More than 3 or 4 colors.
Rough, granular paper.
Light strokes of crayons.

3. Use solid lines, with brush or crayon.
(Felt pens are excellent.)
 - a. Good line -- ⅛"
 - b. Better line -- ¼"
 - c. Some line best at ⅜" to ½"

Avoid shaded lines if possible
Avoid even drawing pens.

4. Use minimum 22" x 28" flexible chartboard or white or black or pastel.
5. For projected visual aids:
 - a. Use ample candle power for distance from projector to screen.
 - b. Use ample candle power for size of room.
 - c. Enlarge for easy visibility at rear of room.

- B. Visual aids should be as simply constructed as possible.

WHEN IN DOUBT, MAKE TWO AIDS SHOWING SEPARATE PARTS OF STEPS OF AN IDEA.

1. In general, present one major idea at a time.
2. Usually, make your own stripped diagram or map instead of using detailed picture or map.
3. Consider whether a growing diagram will be simpler than putting the whole story in a single visual aid.

VISUAL AIDS FOR SPEAKERS --II. HOW TO USE VISUAL AIDS

- I. Choose kinds of visual aids appropriate to your purpose.

A. Principal Kinds of visual aids include:

1. Real Object
2. Model, either larger, smaller, or actual size.
3. Pictures, diagrams, cartoons, charts--two dimensional representation.
4. Projections of 3 or photography from real life.

B. Ways in which visual aids can be used by a speaker:

1. Exhibit.....Exhibit:
2. Demonstrate -as a whole
3. Demonstrate with group performance. -as a growing exhibit

-blackboard
-chalkboard
-feltboard
-visual cast

II. How to speak using visual aids.

- A. Do not stand between the visual aid and the audience.
- B. Talk to the audience, not to the visual aid.
- C. Know the visual aid well enough that you do not have to study it while you talk.
- D. Point to a chart, model, or object at the particular place to which you are referring.
- E. Use a pointer if one is available.
- F. Always point with the hand nearer the visual aid.
- G. Don't fondle or play with the exhibit. If you do not need the visual aid for part of the speech, lay it down or disregard it.

- III. A sample outline of steps in a speech to teach by demonstration with group performance. (Based on A. H. Monroe, Brief Edition.)

INTRODUCTION

1. What you are going to teach --(Attention turned toward the subject)
2. Why it is worth learning --(Need to know step)

3. A bird's eye view of the speech --(Preliminary Summary)
 - a. How it fits with what the listeners already know.
 - b. The main points of the plan.

BODY

1. A careful demonstration
2. A slow and careful trial, step by step, by each learner.
3. A repeated demonstration, checking difficulties and explaining precautions. (Personal help as needed.)
4. Repeated performances for speech and proficiency.

CONCLUSION -- (Final Summary)

State specifically the items you most want the audience to recall,
i.e., the principal steps of the process.

(This general pattern may be adapted for use with any informative speech.)

OPTIONAL PROJECTS AND FINAL SPEECH

Persuasion:

Note that the various chapters on persuasion are to be assigned whether or not there is time for projects in this field. You are free to include at least a general question on persuasion in the final examination. Explain to students that persuasion is treated specifically and intensively in Speech 0210 which follows this course.

Final Speech Project:

The final speech ought to be as long as time permits, with adequate criticism and time to tabulate class rankings of the speakers.

The final speech ought to demonstrate the best skills learned by the students. If the syllabus is closely followed, the students should be encouraged to present an informative final speech, if possible with a variety of visual aids.

Remember: The course grade should not be completed unless listening reports are handed in satisfactorily, unless clearance is received from any clinic references, unless the final speech, final examination, and other projects deemed essential are completed!

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