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ABSTRACT

A DESCRIPTIVE-ANALYTICAL STUDY OF THE BASIC PUBLIC SPEAKING COURSE AT MICHIGAN STATE UNIVERSITY

by William Bradshaw Lashbrook

This study was planned and executed to provide a description and critical analysis of the development and logistics of Speech 101 at Michigan State University. Special emphasis is given to the techniques for the evaluation of student performance employed in the course.

The study contains no explicit hypothesis to be tested in some statistical manner, though statistics have been used as methodological tools of description and evaluation. Data for the study covers the entire period of Speech 101's existence.

The major objective of Speech 101 is to train students to be more proficient agents of change in public speaking situations. An examination of the developmental stages of the course shows the definite influence of a desire to handle, efficiently and effectively, a large enrollment on the means used to obtain this objective. The most dramatic representation of this influence may be found in terms of the basic structure of Speech 101. By integrating the concept of "peer grouping" the recitation sections with the use of televised common lectures, the course is able to process a large number of students with a minimum number of staff members. The course also makes use of modern computerized techniques of data processing for many of the

tedious routines commonly associated with large enrollments.

Multiple-choice examinations are employed in Speech 101 as one of the techniques for the evaluation of student performance. Test items undergo a significant amount of scrutiny both before and after their use in a specific examination. Each question is subjected to computerized techniques of item analysis and then evaluated with respect to its difficulty, discriminating ability, and the relevance of its options. The study contains a detailed description of the processes of test item validation employed in Speech 101.

The study traces the development of and rationale for the rating scale used in Speech 101 to evaluate student oral performance. By use of the statistical technique of factor analysis, a multidimensional speech rating scale was developed for use in the course. Analysis of the results of student usage of the scale in both experimental and classroom situations shows a definite and consistent factor structure as a basis for speech evaluation.

A DESCRIPTIVE-ANALYTICAL STUDY
OF THE BASIC PUBLIC SPEAKING COURSE AT
MICHIGAN STATE UNIVERSITY

By

William Bradshaw Lashbrook

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Speech

1965

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ACKNOWLEDGMENTS

The writer wishes to acknowledge the assistance that he received from his guidance committee in the preparation of this manuscript. Special thanks go to Dr. David C. Ralph who directed the study.

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CHAPTER I
INTRODUCTION

The Purpose of the Study

The purpose of this study is three-fold: (1) to provide a detailed description of the development of Speech 101 at Michigan State University; (2) to examine the objectives and logistics of the evaluation of student performance in Speech 101; (3) to provide a critical analysis of the techniques of the evaluation of student performance, making use of data, statistical methodology, and results of the general research project conducted concurrently with this study.¹

The Mode of Research for the Study

The mode of research for the study is descriptive-analytical. It is descriptive in that an attempt is made to explore and define some of the motivations for the development of Speech 101 as well as the evaluative techniques employed in the course.² It is analytical in that

¹For the 1964/65 academic year, under the sponsorship of the Educational Development Program of Michigan State University, a research project aimed at expanding and improving the basic course in public speaking was conducted.

²The processes of exploration and definition to be used in the study fall under the label "descriptive" empirical research as discussed by Thomas L. Dahle and Alan H. Monroe, "The Empirical Approach," in An Introduction to Graduate Study in Speech and Theatre, ed. Clyde Dow (East Lansing: Michigan State University Press, 1961), Chapter 9, pp. 173-200.

the study attempts to examine critically the results of using these evaluative techniques within the context of Speech 101 as well as the procedures of interpretation and implementation of these results in terms of the objectives of the course.³ This study does not attempt to justify the techniques of evaluation nor the procedures of interpretation by direct comparison with other techniques and procedures not used in connection with Speech 101 or its associated research projects. The study contains no explicit hypothesis to be tested in some statistical manner, though statistics have been used as methodological tools of description and evaluation. In short, the study represents a bi-modal examination of specific aspects of a unique course in beginning public speaking.

Evaluative Techniques to be Studied

The study describes and analyzes two evaluative techniques of student performance employed in Speech 101 at Michigan State University. The first of these techniques is that of the written examination. The study attempts to describe the processes of test construction and item analysis used in Speech 101, and to analyze the procedures of interpretation and implementation of test results in light of the general objectives of the academic course.

³The critical examination of procedures falls under the label "critical" (analytical) research as discussed by Elton S. Carter and Iline Fife, "The Critical Approach," in Ibid., Chapter 5, pp. 81-103.

The second technique examined is that of speech evaluation, both by students in and instructors of Speech 101. The study describes the development of the Speech 101 rating scale and provides a critical analysis of the scale's use in experimental and classroom situations.

The The Significance of the Study

The significance of the study lies in three important areas. First, the study describes the development of a course in public speaking which attempts to meet the general problem of increased enrollment in institutions of higher learning. Second, the study provides a detailed description and critical analysis of a systematic attack on the problem of the evaluation of student performance within the context of a mass approach to speech education. Third, the study provides a descriptive and critical look at a set of evaluative techniques which are particularly and peculiarly adapted to computers.

The Limitations of the Study

The major limitation of the study stems from its mode of research. A descriptive-analytical study is not directed at the testing of theory which can be used to explain and/or predict the occurrence of specific events. This limitation of design can only be successfully overcome if, at the end of such a study, certain avenues of thought are open which were previously closed because of lack of infor-

mation about the nature of general problems and procedures by which those problems might be solved. This limitation seems inherent in modern education when pragmatic considerations (such things as increasing enrollments) have a greater impact on changing curricula than those of theoretical rationality. The writer would hope that this study provides a much needed bridge between theoretical and pragmatic approaches to the modern training of student speakers in the belief that both considerations have great relevance not only to the field of speech, but to the whole issue of the betterment of society through education.

The Structure of the Study

The remaining aspects of the study are divided into four chapters. Chapter II is entitled "THE DEVELOPMENT, OBJECTIVES AND LOGISTICS OF SPEECH 101." This chapter discusses the development of the course, the initial definitions and eventual refinements in the course objectives, the rationale for and procedures of peer-grouping, and the basis for student evaluations and grade determination. Chapter III is entitled "THE EVALUATION OF STUDENT PERFORMANCE USING WRITTEN EXAMINATIONS." This chapter deals with the objectives of testing procedures in Speech 101, the development and evaluation of examinations, and a critical analysis of the use of test results as measured against the objectives of the course. Chapter IV is en-

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titled "THE EVALUATION OF STUDENT PERFORMANCE USING THE SPEECH 101 RATING SCALE." This chapter concerns itself with the development and evaluation of the Speech 101 rating scales, an examination of the use of these scales by students in and instructors of Speech 101, and a critical analysis of the results of using such scales as measured against the objectives of the course. Chapter V is entitled "SUMMARY, CONCLUSIONS AND RECOMMENDATIONS." Each chapter will be descriptive-analytical in mode and presentation.

At the outset of this study it should be noted that a large percentage of the material on which the investigation is based is the product of the efforts of persons other than this researcher. The reader will become aware that the following chapters which deal with the development of Speech 101 and the development and analysis of evaluation techniques used in the course, are so structured as to provide both a report of significant findings and statements which determined the direction that Speech 101 took as well as an interpretation of the results of certain observed changes in the format of the course. The writer makes no claim with respect to the originality of the material being reported. He accepts only as his responsibility the obligation to be as factual and objective as possible. The interpretations of the results of course changes are primarily original with the writer. These interpretations

are generally presented under the label heading "results" in the chapters that follow. This method of distinguishing between the original and non-original aspects of this study with respect to the contributions of the writer, seems justifiable in light of a descriptive-analytical mode of research for the study, and is somewhat akin to the approach taken with the historical/critical mode of research which is common to the field of speech.

CHAPTER II

THE DEVELOPMENT, OBJECTIVES AND LOGISTICS OF SPEECH 101

The Development of the Course

Speech 101 officially became part of the curriculum at Michigan State University with the beginning of the Fall academic term of 1960. Actually, the birth of the course came a few months previously, on February 24, when by action of the faculty of the Department of Speech, Speech 201, "Principles of Speaking," a five credit course, was altered to:

Speech 101 - Public speaking 3(4-0), Fall, Winter, Spring, Principles and practices of effective speaking in both informal and formal situations. 1

Approved as a "minor change" by the University, this alteration signaled a significant reshaping of the structure and administration of the basic course in public speaking.²

The predecessor to Speech 101, Speech 201, combined the study of public speaking, group discussion, and argumentation into a single course offered for five credits under the direction of the course chairman, Dr. Jack Bain. In

¹Speech 101 Committee, "Committee Report on Speech 101: Public Speaking," Michigan State University, Department of Speech, May 18, 1960, p. 1. (Dittoed and in the files of the Department.)

²Ibid.

January of 1960 a committee composed of Drs. John Dietrich, Kenneth Hance, David Ralph, Murray Hewgill, and Fred Alexander, all members of the Department of Speech faculty, recommended that Speech 201 should be abolished and that its essential content should be divided between two new courses: Speech 101, Public Speaking; and Speech 116, Group Discussion. This committee went on to suggest that:

1. Speech 101 should be a 3-credit course.
2. Speech 101 should meet in mass lecture for one hour per week and in recitation for three hours per week, a total of four hours per week.
3. The co-ordinator and lecturer for Speech 101 should be Dr. David Ralph.
4. Speech 101 should be a departmental service course, not associated with a specific area of the department.
5. A working committee composed of David Ralph - Chairman, Fred Alexander, Murray Hewgill and Gordon Thomas, should present to the faculty of the Department of Speech, for their consideration, complete syllabi, procedures for operation, recommended textbooks and all other material necessary for the proper functioning of the course.³

The recommendations of the Speech 201 committee were adopted in total and the following course description appeared in the 1960-1961 Michigan State University Catalogue

Issue:

³Speech 201 Committee, "Committee Report on Speech 201: Public Speaking," Michigan State University, Department of Speech, January 14, 1960, p. 1. (Dittoed and in the files of the Department.)

101. Public Speaking
 (201) Fall, Winter, Spring 3 (4-0)
 Principles and practices of effective speaking
 in both informal and formal situations.⁴

There has been no change in this course description since that time.

Registration figures (Table 1) show a steady increase in the population of Speech 101 since its inception in the Fall of 1960. This growing enrollment has had a marked influence on both the administration and logistics of the course.

TABLE 1
 SPEECH 101 ENROLLMENT FOR THREE-QUARTER ACADEMIC YEARS
 1960-61 to 1964-65

Year	Fall	Winter	Spring	Total
1960-61	363	334	280	977
1961-62	525	367	320	1212
1962-62	562	417	323	1302
1963-64	642	513	437	1592
1964-65	742	770	530	2042

In terms of the administration of the course, Dr. David Ralph, from the outset, has been the chief administrator of Speech 101. He initially served both as

⁴Michigan State University, Michigan State University Catalogue Issue 1960-61 (Vol. 54, No. 13; East Lansing: Michigan State University Press, May 1960), p. 88.

1

lecturer for the course and co-ordinator for the various instructors. The primary responsibility of those instructors was to conduct the recitation sections in which students practiced the principles of effective public speaking as explained and amplified in the text and during the once-weekly lecture period. As enrollment grew in the course, it was necessary that this administrative organization be changed. Beginning with the Fall of 1961, Dr. Ralph became the chairman of the course and assumed the full responsibility for determining its content as well as the supervision and instruction of the Speech 101 teaching staff. It was felt that at the time such an administrative position was needed because the major burden for conducting recitation sections was falling on graduate students, some of whom had little teaching experience and most of whom had little prior knowledge of a mass approach to the teaching of public speaking.⁵ Dr. Ralph continued to be the course lecturer. For the Fall term of 1962, an administrative assistant was appointed by the department Chairman from among the teaching staff of the course. The name of the person for this position was recommended by Dr. Ralph. The primary motivation for the appointment of an administrative assistant was the decision to put the course lectures on video tape and the ensuing necessity to release

⁵John Barson, "Phase I: Interview with Dr. David Ralph, Speech 101," Michigan State University, Department of Speech, May 13, 1964. (Varifaxed and in the files of the Department.)

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Dr. Ralph from some of the routine work of the course in order that he could devote time to the preparation of the tapes. With the use of taped lectures came increasing administrative details. The position of the administrative assistant became a permanent one within the organization of Speech 101. Starting with the Fall of 1964, the position of research assistant was integrated into the administrative staff of Speech 101. This appointment was made necessary by the increased amount of research carried on in conjunction with the course.⁶

In terms of the logistics of the course, the previously mentioned problem of increased enrollment had a profound and dramatic effect. Early in the 1950's the University administration made the decision to do everything in its power to achieve the goal of providing a quality education to as many students as possible. It was realized that the meeting of this responsibility would involve a significant expansion of the facilities and staff of the University; but it was also felt that the University should examine its curriculum in terms of devising new methods and techniques for handling larger numbers of students while utilizing the existing facilities and staff. This latter challenge was presented in a speech addressed to the Academic Senate

⁶The position of research assistant was supported by funds provided by the Michigan State University Educational Development Program. The person filling the position was a member of the Speech 101 staff but did not teach the course.

of Michigan State University by President John Hannah in the Fall of 1960. At the suggestion of the then Chairman of the Department of Speech, Dr. John Dietrich, Dr. Ralph and the staff of Speech 101 began giving consideration to the problems of handling an increasing number of Speech 101 students within the context of the newly developed course.

From the beginning, a syllabus was used to provide the structure for the recitation sections. This syllabus contained primarily oral performance and text assignments. For the first full-year of the course the problem of scheduling of activities for the recitation sections was left to the recitation instructor. The requirement of handling as many students as possible made necessary a greater uniformity between recitation sections in the day by day scheduling of activities. In the Summer of 1961, the initial syllabus was revised to meet the demands of the anticipated enrollment of Fall 1961 and the scheduling of recitation section activities became the responsibility of the course's administrative staff.⁷ It was at the time of the revision of the course syllabus that the idea of "peer grouping" the recitation sections came into focus.

"Peer grouping" as developed at Michigan State Univer-

⁷Funds for these revisions came from a Michigan State University All-University Research Grant.

sity is primarily built around the idea of structuring the recitation portion of a public speaking class in such a manner as to allow the instructor to evaluate and critique half of the enrolled student's speeches, and for a group of the student's fellow enrollees to evaluate and critique the remaining oral performances required by the course.

The revised syllabus for Speech 101 outlined in detail six oral assignments for each student enrolled in a recitation section. Under the peer group system, the recitation instructor hears and gives critiques on three of the six oral performances by each student. The remaining three oral performances are evaluated by a group of the student's peers without the presence of the recitation instructor. Under the peer group system, therefore, since the recitation instructor is required to be with the class only half the time, the size of the normal recitation section can be doubled. It was reasoned that if it could be demonstrated that peer grouping represented a valid approach to practice in public speaking within the context of Speech 101, it also could be used as a technique for handling larger numbers of students without an increase in the staff of the course.

During the first year of Speech 101, the recitation sections were designed for an enrollment of twenty-two students. The revised syllabus was geared to a maximum recitation enrollment of twenty-five students, though the

idea of peer grouping was not instituted until a year later.

In addition to revising the course syllabus in the Summer of 1961, a day by day schedule for the recitation sections was developed. Both the revised syllabus and the daily scheduling plans became part of the structure of the course beginning with the Fall term of 1961. It was decided that the idea of peer grouping had merit but needed further development and experimentation before it could become an integral part of Speech 101.

The first experiment with peer grouping came during the Winter term of 1962. The concentration of the initial experimentation with peer grouping centered almost entirely on the logistics of handling fifty students in one recitation section under the direction of one instructor. Results of this experimentation were limited to the subjective judgments of the recitation section instructors involved. These judgments were:

1. The operation of the course is mechanically possible without undue strain on the instructor or students.
2. The students' morale appears very high. Students apparently welcome the opportunity to assume some of the responsibility for the operation of the course.
3. Attendance is as good, on a given day, in the section which is student operated as it is in the section which is instructor operated.
4. Assignments are carefully prepared and presented on schedule in the student operated classroom.

5. Examination scores average as high for the "peer grouped" sections as for the regular sections of the course.
6. The quality of student speaking seems as high as in the regular sections taught by this instructor last year.
7. The instructor and the student evaluators appear to agree in their abilities to discriminate between good, fair and poor speakers.⁸

On the basis of these conclusions it was decided to try two additional peer group recitation sections for the Spring term of 1962.⁹ This time an attempt was made to compare the students in the peer group with their counterparts in the regular 101 recitation sections.

Two areas of student performance, the mid-term examination and a particular oral assignment outlined in the course syllabus, were selected to reflect this comparison. Mid-term examination results showed no significant difference between students in the peer and non-peer recitation sections.¹⁰ The comparisons on the oral assignments were handled in the following manner:

⁸David C. Ralph, "Memo to Dr. John Dietrich, Chairman, Department of Speech, Michigan State University," no date available. (Typewritten and in the files of the Department.)

⁹Two members of the Speech 101 staff were involved with the peer group recitation sections for the Spring term of 1962: Dr. David Ralph and Mr. Jerry Anderson.

¹⁰William B. Lashbrook, "Speech 101 Experiment: Project 1," Michigan State University, Department of Speech, April 25, 1962. (Dittoed and in the files of the Department.)

Two samples were randomly drawn. Sample #1 represented fourteen students from the "peer group" section of Speech 101. Sample #2 represented seventeen students from a non-peer recitation section of Speech 101. Each student in the sample groups gave a speech as outlined in the Speech 101 syllabus under the heading Topic III. The speeches were evaluated by use of an interval scale by three instructors of the staff of Speech 101.¹¹ These evaluations took the form of a rating of one to eleven on the general criterion of "effectiveness." A mean rating score was computed for each student and recorded. A statistical analysis was then made on the mean rating scores using the Mann-Whitney U Test.¹²

Results of this project showed no significant difference between the speeches given by peer and non-peer students.

Encouraged by the results of the first two terms of peer group teaching and with no evidence to suggest that peer grouping in the Speech 101 recitation sections had a significant effect on student performances, a decision was made to convert the course to this new concept beginning with the Fall term of 1962.¹³ At the same time it was realized that the peer group concept needed more intense experimentation, both in terms of its pragmatic value for handling increased numbers of students and its educational value as a valid technique for use in a course in public speaking. Thus, the Fall term of 1962 represented

¹¹These instructors had no students involved in the experiment.

¹²Lashbrook, loc. cit.

¹³This decision was made by Dr. David Ralph, course chairman, and the Speech 101 Committee and was supported by the Chairman of the Department of Speech, Dr. John Dietrich.

not only the conversion of Speech 101 to peer grouping, but also the integration of conjunctive research as part of the course.

The Fall term of 1962 brought a significant change in the lecture portion of the course. During the two previous years of Speech 101, the lectures were presented once a week to each student in a face-to-face presentation by the course lecturer.¹⁴ As mentioned previously, during the second year of the course, a decision was made to put the lectures on video tape. This project began during the Fall term of 1962. In order to become familiar with the techniques of television, the course lecturer, Dr. David Ralph, decided that for the Fall term of 1962, the first lecture on a given topic would be delivered face-to-face to approximately half of the Speech 101 students and a second version of the same lecture would be given on live closed circuit television to the remaining half of the students enrolled in the course. A comparison of mid-term and final test results with particular attention given to those portions of each test coming directly from the lecture material showed no significant difference between test scores of students receiving the lectures on television and face-to-

¹⁴The same lecture was presented at two different times on Mondays so as to accommodate all the students enrolled in the course.

face.¹⁵

The first four lectures of Speech 101 were recorded on video tape during December of 1962 for showing during the Winter term of 1963. The remaining lectures were recorded on video tape during the first few weeks of the Winter term of 1963 and shown during the latter half of that term. An attempt was made to check to determine if the use of video taped lectures in the course had a noticeable effect on either student lecture attendance or morale. No difference was found between the percentage of lecture attendance as a result of giving video taped lectures and the pre-television lecture attendance.¹⁶ Data provided from the use of an open-ended questionnaire were interpreted as showing no objection on the part of the students to receiving their lectures on television whether live or on video tape.¹⁷

During the Spring term of 1963, an attempt was made to investigate the degrees of agreement among student evaluators in the peer groups and the degree of correlation between grades assigned by recitation instructors and peer group evaluators.

Using Kendall's Coefficient of Concordance on twenty-

¹⁵Robert Kinstle, "Student Attitude as a Function of the Mode of Presentation in a Lecture Segment of a Course in Basic Public Speaking," Michigan State University, Department of Speech, April 1963. (Dittoed and in the files of the Department.)

¹⁶Ibid.

¹⁷Ibid.

one panels of peer group evaluators, it was concluded that while the peer group evaluators tended to agree quite strongly most of the time, they occasionally were unable to agree on their discriminations of student'speakers' abilities.¹⁸

The second study of the correlation between instructors' grades and those assigned by peer group evaluators was inconclusive.¹⁹

It should be stated that the research conducted in Speech 101 during the 1962-63 academic year suffered in both technique and rationale. The techniques employed were generally suited for small groups, but the meager control of the variables in the cited examples and the failure to replicate the experiment leaves the issue of the power (the ability of the technique to recognize a false null-hypothesis) of the statistics as used in the controlled situation unresolved. In the cases cited, there seems a desire to test a theoretical hypothesis of no significant difference between groups. One can legitimately question the rationality when such a hypothesis is tested by statistics based themselves on the assumption of no difference. In general,

¹⁸Robert Kinstle, "Analysis of Agreement Among Student-Assigned Evaluative Rankings: Project 002," Michigan State University, Department of Speech, May 1963. (Dittoed and in the files of the Department.)

¹⁹Robert Kinstle, "Correlational Analysis of Speech Grades Assigned by Instructors and Peer Evaluators," Michigan State University, Department of Speech, June 1, 1963. (Dittoed and in the files of the Department.)

it can be said of the early research connected with Speech 101 that there was a noticeable willingness to commit type II error and that if such were committed, it tended to reinforce the intuitive observations of instructors teaching the course, thus creating a bias in the direction of change.

Beginning with the Fall term of 1962, the textbook used in Speech 101 was shifted from Fundamentals of Public Speaking by Bryant and Wallace to Principles of Speaking by Hance, Ralph, and Wiksell. Two reasons suggested this change: (1) the need to up-date the examples of speeches and terminology used in the course; (2) the need to use a text with assignments suitable to the concept of peer group recitation sections.²⁰

A significant reorganization of the research of Speech 101 came with the Fall term of 1963. Dr. Craig Johnson joined the staff of the Speech Department and took over the direction of the major research related to the course. At that time a decision was made to concentrate on two areas of investigation: (1) the development of valid and discriminating items for the written examinations used in the course and (2) the development of valid and discriminating criteria to be used in the evaluation of oral performances in the recitation sections. It was also decided that beginning with the Fall term of 1963, a special period would be assigned for research within the schedule of activities

²⁰Barson, "Interview with Dr. David C. Ralph," loc. cit.

for the recitation sections. Priority for the use of this period would be given to those projects related to the course, and if no such project was in progress, the period would be made available to other departmental projects requiring the use of large numbers of subjects. It will suffice for this section of the study, dealing with course development, merely to note the integration of the concept of research into the context of Speech 101. In later chapters related to the specific techniques of the evaluation of student performance, a detailed discussion will be made of the development of written examinations and the speech evaluation forms used in the course.

As was previously mentioned, beginning with the Fall term of 1964, the position of research assistant was added to the administrative staff of Speech 101. At the same time Dr. Johnson moved from the Department of Speech to a position within the central administration of the University.²¹ The two major areas of investigation cited for the previous year remained the prime emphasis of the research conducted during the 1964-65 academic year. Despite his change of assignment, Dr. Johnson maintained a keen inte-

²¹Dr. Craig Johnson and the Chairman of the Department of Speech, Dr. John Dietrich both left the Department of Speech during the 1963-64 year. Dr. Dietrich became Assistant Provost for the University in charge of the Educational Development Program and Dr. Johnson went jointly with EDP and the Office of Institutional Research.

rest in the Speech 101 research projects and served as an advisor for the research assistant in the course.

The Fall term of 1964 also signaled the beginning of a significant development of student evaluation within the context of the course. During the summer months of 1964, a decision was made to convert the procedures for grade determination in the course so as to be handled by the University's CDC 3600 digital computer. Two FORTRAN IV programs were written, one dealing with the mid-term grade estimates and the other with final grade determinations. Both programs became part of the course during the Fall term of 1964.²² A more detailed discussion of the procedures for grade determination as well as the rationale for their use will be provided in a later section of this chapter. It should also be noted that starting with the Fall term of 1964, procedures for the evaluation of items used on the written examinations also became computerized.²³

Summary of the Development of Speech 101. -- In a real sense, Speech 101 from its inception has represented a unique approach to the teaching of public speaking. From the beginning in the Fall of 1960, an overriding consid-

²²The programs dealing with Speech 101 grade determination were authored by the research assistant for the course during the 1964-65 year.

²³The procedures were not changed from those used during the previous year, but the mechanics of doing them were programmed for the 3600 computer. This programming was done by the Office of Evaluation Services.

ration for the handling of the problem of increased enrollments had a marked effect on the development of the course. Speech 101 represents a mass attack on the problems of speech education and frequently the necessity to expand within the limits set on the staff and facilities has played the major part in the decisions to change the structure of the course. It is obvious that these decisions were made more intuitively than scientifically and that the evaluation of the course in terms of objectives relevant to public speaking has taken a backseat to the logistics of handling large numbers of students. It can be said of the development of Speech 101 that it was never restrained by the rigors of tradition and scientific methodology. But such freedom is not without cost, for it allows the circumlocution of the issues of educational value and reliable pedagogy. These issues have always been of concern to those directly involved with the course. When the structure of Speech 101 became formalized and incorporated organized research as a part of the course, it became possible for educational value and reliable pedagogy to be seriously considered.

The Objectives of Speech 101²⁴

Speech 101 is viewed both by the University and the Department of Speech primarily as a service course. In

²⁴The current version of Speech 101 will be that of the 1964-65 academic year.

general, a service course is one in which an attempt is made to develop and refine a specific skill or skills which are judged to be of value to all educated persons regardless of their specific academic disciplines. Although none of the colleges of Michigan State University actually requires Speech 101 as part of its curricula, there is some evidence to suggest that many subject areas do recognize the value of a proficiency in public speaking. The College of Education, for example, does require of its candidates for secondary teaching certificates, a demonstrated ability in oral communication. Such a requirement can be satisfied in one of two ways: (1) successful completion of one of several speech courses, including Speech 101, or (2) the passing of a Speech Proficiency Test administered by the Department of Speech. Most students seem to prefer the former to the latter method of meeting this requirement, and Speech 101 is elected by more students than all of the other eligible speech courses combined. Other disciplines within the University appear, at least, to recommend Speech 101 for ninety-three per cent of the students enrolled in the course come from colleges other than the College of Communication Arts.

The Department of Speech requires that its majors concentrating in public address take Speech 101. This accounts for about two to five per cent of the enrollment for any given term.

TABLE 2

101 ENROLLMENTS BY PERCENTAGES ACCORDING TO COLLEGE 1964/65

COLLEGE	Fall	Winter	Spring
COLLEGE OF COMMUNICATION ARTS	%	%	%
(a) Advertising	0	1	0
(b) Journalism	.5	.5	.5
(c) Television & Radio	3	1.5	1.5
(d) Communication	.5	.5	0
(e) Speech	<u>5</u>	<u>4</u>	<u>1.5</u>
TOTAL	9	7.5	3.5
College of Agriculture	5	9	10
College of Arts & Letters	11	9	12
College of Business	4	6	6
College of Education	32	29	20
College of Engineering	.5	.5	1
College of Home Economics	4	5	7
College of Venerinary Medicine	0	0	.5
College of Natural Science	4	6	7
College of Social Science	18	16	18
University College	12	12	14

From the beginning, the general goal of Speech 101 has been as follows:

To assist students, through knowledge of and experience in the principles and methods of speaking; to operate more effectively as agents of change in public speaking situations.²⁵

²⁵Speech 101 Administrative Staff, "Syllabus for Speech 101: Public Speaking," Michigan State University, Department of Speech, May 18, 1960. (Mimeographed.)

It is significant to note that this general objective of the course remained unaltered despite the many changes that Speech 101 has undergone since its creation. While it is difficult to deduce specific criteria for the evaluation of a course from such a general objective, it does appear that one rather important criterion is implied; that students be trained in such a way as to make them more effective public speakers as a result of taking Speech 101.

The original course syllabus listed the following specific goals for the course:

- A. To help the student learn and put into practice the principles of good speaking; discovering or adapting the topic; finding, recording and interpreting materials of speaking; adapting to the audience; organizing and outlining the speech; developing and using language for speaking; and practicing and presenting the speech.
- B. To help the student feel more comfortable in the speaking situation by assisting him in a personal adjustment to his role as speaker.
- C. To help the student understand the role of speaking in our society.
- D. To help the student understand and accept the responsibility of the speaker to his society.
- E. To help the student develop the ability to analyze, criticize, and pass judgment on the speaking of others.²⁶

Beginning with the Fall term of 1962, an additional goal was added to the course syllabus:

²⁶Ibid.

To help the student (you) understand and make effective use of the materials of speaking - materials of development, personal proof, and materials of experience.²⁷

It was felt that this change from the listing of goals in the original syllabus was made necessary because of the terminology of the new textbook used in the course.²⁸ There was also a modification made in Goal A of the original syllabus. It was changed to:

To help 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.²⁹

This change, primarily in the area of evidence, was made in order that the goals of the course might reflect the method of organization of the new textbook adopted for the Fall term of 1962.

The rhetorical objectives of the course are best represented in that part of the syllabus which describes the purpose of each of the oral assignments contained therein:

1. To provide the student with experience in using and evaluating evidence in a speech; experience in analyzing a topic; experience before a classroom audience.
2. To provide the student with experience in

²⁷Ibid., ed. 1962.

²⁸Kenneth G. Hance, David C. Ralph, and Milton J. Wiksell, Principles of Speaking (Belmont, California: Wadsworth Publishing Co., 1962).

²⁹Speech 101 Administrative Staff, loc. cit.

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.

3. To provide the student with the materials of speaking and methods for putting them together in a pattern which will produce an acceptable public speech.
4. To provide the student with experience in considering the language necessary to "put across" a speech employing the inductive pattern; experience in utilizing the principles of effective delivery in speaking.
5. To provide the student with experience in organizing, outlining and presenting an informative speech with the use of visual aids.
6. To provide the student with experience in the complete preparation and presentation of a speech of advocacy, including analysis of the audience, occasion, subject, and speaker; experience in the selection of the appropriate materials of speaking; experience in the organization of the speech in terms of the plan best suited to the situation (including the possibility of indirect approaches to the subject.)³⁰

These purposes seem to correspond closely to the traditional canons of rhetorical theory: invention, arrangement, style, and delivery.³¹

Summary of Objectives of Speech 101. -- The goals and objectives of Speech 101 as stated in the course syllabus

³⁰ Ibid.

³¹ The approach to the so-called "lost" canon of "memory" used by Speech 101 is putting emphasis on the extemporaneous mode of speech delivery.

are not so defined that it can be objectively determined whether they are achieved.

If these objectives were phrased in such a manner as to suggest specific behavior patterns, the task of evaluation of the course could be scientifically approached. One comment may be made as a result of comparing the phraseology of the general goal of the course with its specific goals and purposes. It appears that the philosophy of the course assumes that the experience it provides for each student is rhetorically sound; furthermore, it assumes that the mere act of experience on the part of the student, as structured by the course syllabus, helps to make him more effective in public speaking situations. It is not said that the experience provided will make the student an effective agent of change but that he will be more effective than before. In general, it can be said of Speech 101, that its objectives are so phrased that it would be difficult to avoid meeting them.

Two general statements need to be added with respect to the lack of behaviorally oriented goals for Speech 101. First, work is now being done within the framework of the course to phrase its objectives in terms of observable behavior. Second, the list of goals as it now stands is probably more complete and more integrated with the assignments than most beginning speech courses.

The Logistics of Speech 101

The present assignments of Speech 101 can be divided into two classifications: written and oral. The present written assignments can be subdivided into two categories: those dealing with specific recitation assignments, and the written examinations. All assignments are outlined in the course syllabus.³²

There are two written examinations given during each term of Speech 101: a mid-term and a final. The mid-term examination is given at the fifth lecture period of the course and covers approximately 40% of the course material (lecture and textbook assignments.) The mid-term contains fifty five-option multiple choice items. These items are written by the recitation instructors and material for them is taken from the course lectures and textbook assignments. No letter grade is given for a score on the mid-term examination and the student is informed only of his raw score. A frequency distribution is made of the raw scores; the mean and standard deviation are computed and are available for distribution to the students by the recitation instructors. The final examination contains one hundred five-option multiple choice items and covers all lecture and textbook assignments for the course. About 40% of the final examination covers the same material as the mid-term; no letter grade is given for a raw score on the examination.

³²Speech 101 Administrative Staff, op. cit., ed. 1965.

The final examination is given according to the Michigan State University Final Examination Schedule, as contained in the "Schedule of Classes" for the particular term.³³

The specific written assignments related to activities carried on within the recitation sections tend to vary from term to term and from one recitation section to another. The only uniform requirement of the course in this area is that a written speech plan is to be prepared by the student for each of his oral assignments. These speech plans are handed to the particular recitation instructor prior to the delivery of the speech and are evaluated by him. At the discretion of the instructor, the evaluation of the speech plan may modify the score given to the student on his oral presentation. An examination of the course syllabus (see Appendix A) reveals references to other written material in conjunction with given speech assignments. The completion of these assignments is optional with the recitation instructor and is, in part, dependent on the size of the recitation section.

Six oral assignments comprise the student's public speaking experience in Speech 101. All speeches are given in the recitation sections. They are so scheduled that the student speaks once every five meetings of the recitation

³³Michigan State University, Time Schedule for Classes: Spring 1965 (Vol. 59, No. 9; East Lansing: Michigan State University Press, February 1965), p. 73.

section (on the Monday-Wednesday-Friday pattern). Each of the oral assignments has a specific purpose (these purposes have been stated as the rhetorical objectives of the course). All oral presentations in Speech 101 require the student to speak extemporaneously. Any other mode of delivery is discouraged and penalized at the discretion of the recitation instructor. The speeches are evaluated (either by "peers" or by the recitation instructor) via the use of a specialized "speech evaluation form." Each speech has a weighting factor as follows:

Speech I	2	WF	
Speech II	2	WF	
Speech III	3	WF	
Speech IV	3	WF	
Speech V	5	WF	
Speech VI	5	WF	³⁴

The major logistical problem that confronts Speech 101 is the scheduling of written and oral assignments mentioned above within the context of the peer group recitation section.³⁵ Recitation sections for Speech 101 are offered in three sequential patterns.³⁶ Some of the sec-

³⁴Speech 101 Administrative Staff, "Speech 101 Instructor's Manual," Michigan State University, Department of Speech, 1962, p. 10. (Mimeographed.)

³⁵Speech 101 was converted to peer group recitation sections in the Fall of 1962. This conversion affected the total procedures of the course. Non-peered recitation sections, when they were made necessary because of enrollment irregularity, involved a modification of these procedures.

³⁶Speech 101 lectures occur on Monday at three specific times in order to accommodate the various schedules of the students enrolled in the course.

tions follow a Monday-Wednesday-Friday or Tuesday-Wednesday-Thursday pattern, each class period being fifty minutes in length. The remaining sections follow a Tuesday-Thursday pattern, each period being eighty minutes in length. For our purposes, the first two patterns can be combined so that the discussion of the logistics of the recitation period involves sections that meet for three fifty-minute periods per week and sections that meet for two eighty-minute periods per week.

As was stated previously, the instructor of the peer group recitation section is responsible for fifty students. Two adjacent rooms are made available for each peer group recitation section. For the first two class periods the recitation instructor meets with all fifty students in the larger of the two classrooms assigned.³⁷ During these periods the instructor explains the general procedures of the course, talks about the nature of peer grouping and the responsibilities that the student is expected to assume as a result of being a peer group member, assigns a recitation number to each student, hands out a schedule of recitation activities based on the assigned numbers, and makes an initial reading assignment from the course textbook. During the orientation periods a member of the administrative staff of Speech 101 assigns each student to a

³⁷

Two class periods are provided for course orientation regardless of the daily sequence of the recitation periods.

room in which he can view the course lectures on video tape. The student receives during the first period of the recitation section a copy of the course syllabus (Appendix A) and a schedule of events (Appendix B), a set of instructions explaining the procedures of peer grouping (Appendix C), a sample speech plan (Appendix D), and an information form to be filled out and returned at the next recitation section meeting (Appendix E).³⁸ The operation of the peer group is also role-played under the direction of the recitation instructor during the orientation periods. A more detailed discussion of the operation of the orientation portion of the course can be found in the "Speech 101 Instructor's Manual" (Appendix F).³⁹

Once the orientation periods have been completed, actual peer grouping begins. The students with recitation numbers 1-25 meet in one of the assigned rooms and the students with numbers 26-50 in the other. These rooms are used for the activities of the recitation section throughout the term. For convenience, students in one room are referred to as Group A and the students in the other room as Group B.

The recitation instructor spends approximately half

³⁸Speech 101 Administrative Staff, loc. cit., pp. 11-15.

³⁹In many cases these room assignments correspond to the recitation sections in which the student originally enrolled. In the scheduling of recitation sections, the University does not make reference to the concept of peer grouping.

the term with Group A and half with Group B. In actuality, the instructor alternates between the groups according to the oral assignments outlined in the course syllabus. Thus, he is with Group A for Topics I, III, and VI and with Group B for Topics II, IV, and VI.⁴⁰ The remaining oral assignments for each group are given before the class without the recitation instructor's presence.

The peer grouping procedure relies a great deal upon the student's assumption of some of the responsibilities for the course administration. When the instructor is present, one member of the group serves as timekeeper for student speakers and another member as chairman for the day. The chairman is responsible for the scheduling of the day's activities. The recitation section schedule (Appendix B) is so structured as to allow for a day by day change of the students who serve as timekeepers and chairmen. When the instructor is not present, the chairman also takes the roll for the day, distributes the necessary materials to the peer evaluators and schedules the day's activities. In addition, five to eight members of the group serve as an evaluative panel for the day's speeches. They rate each speaker using a prepared speech evaluation form and give an oral critique of each speech. The chairman for the day gathers up the completed speech evaluation forms and the

⁴⁰For Group B, Topics V and VI are transposed so that all Topic VI speeches are heard by the recitation instructor.

speech plans and returns them to the instructor at the end of the recitation period. The peer evaluators are changed daily. Furthermore, the schedule is so arranged that a speaker does not evaluate those who evaluate him on a given speech topic.

When the recitation instructor is present he replaces the peer evaluators. He hears all the speeches for the topic in question, fills out a speech evaluation form and gives an oral critique. Because of the tight scheduling, it sometimes becomes necessary for the timekeeper to regulate the oral critiques given by the recitation instructor.

Since a major portion of this study is concerned with the specific methods used in the evaluation of student performances, a detailed discussion of them will be provided in succeeding sections. However, since we are here concerned with the logistics of Speech 101, it seems fitting to give some consideration to the evaluation of student performance as it relates to grade determination.

Before the conversion of Speech 101 to peer grouping, a student's grade was determined by his accumulation of letter grades on each of six to eight speeches, on the mid-term and final examinations, and additional written work required at the option of the recitation instructor. Weights were given to each of these listed segments in such a way that approximately 60% of the student's grade was deter-

mined by his oral performance and approximately 40% by the grade he received on the written work of the course. Each recitation instructor was responsible for the determination of his particular students' final grades, although what constituted a specific letter grade on both the mid-term and final examinations was the decision of the administrative staff of the course. No requirements were made as to the distribution of grades either for the recitation sections or for the course in general. At the time of the decision to convert the course to peer groups certain modifications were made in the grade determining procedures. The 60/40 ratio was still maintained, but the number of speeches involved in the final grade determination was reduced to the three speeches heard by the recitation instructor. In addition, the written work required in the recitation sections became a variable used to modify the particular grade on an oral performance rather than a direct factor in the final grade determination. Thus, since the Fall of 1962, a student's grade in Speech 101 has been a function of his score on three instructor evaluated speeches and his scores on the mid-term and final examinations.⁴¹ The policy of establishing a specific letter

⁴¹The course syllabus states that a student must achieve a passing grade in both the oral and written aspects of the course in order to successfully complete the course. The degree to which this requirement has been enforced has varied from term to term. This was particularly true before peer grouping was begun. With the act of con-

grade for any given item was abandoned in favor of points which could be weighted according to the value of the item. It was reasoned that a student's grade would then be a representation of his total accumulation of points for the course. For the first two years in which the course was peer grouped, a distribution of the total number of points for all students was made and intervals were established in order to make estimates of final grades based on this distribution. However, the responsibility for the final grade for a student rested with the recitation instructor.

When Dr. Craig Johnson took over the responsibility of the research projects directly related to Speech 101, he chose to concentrate on the determination of valid measuring instruments in the form of written examinations and speech evaluation forms. His initial research provided some interesting information with regard to the effects of particular items used to determine the final grades in Speech 101. Using the techniques of regression and factor analysis, he found that approximately 67% of a student's final grade in Speech 101 was determined by his scores on the written examinations and approximately 33% on the basis of the instructor evaluated speeches. Further investigations

structuring a distribution of the total accumulation of points, the enforcement of this regulation became stronger, especially when the issue was the passing or failing the written examination. The determination of what constituted a failing oral performance was left entirely in the hands of the recitation instructor until Fall, 1964.

showed that the reason for this reversal of the policy stated in the course syllabus, was the failure of the recitation instructors to utilize the whole range of numerical ratings on the oral assignments. These findings, together with the establishment of a "speech evaluation form" which showed a significant degree of reliability in the experimental situation, resulted in a major change in the logistics of grade determination for Speech 101.

The following procedure for grade determination was instituted in Speech 101 during the Fall term of 1964. Construction of the mid-term and final examinations became the responsibility of the research assistant in the course, though the policy of having the recitation instructors contribute the items to be used remained unchanged. The course chairman continues to scrutinize and approve all examinations prepared.⁴² The scores that the student receives on each test are standardized. These standard scores are then weighted so that the final examination standardized score has twice the weight of the mid-term examination standardized score. These weighted scores are then added together and the totals are standardized and recorded as the "total written score" for the student. After a distribution of scores on each of the three speeches for all students enrolled in the course is determined, a mean and

⁴²Instructions for writing multiple choice questions are included in the "Instructor's Manual" for the course (Appendix E).

standard deviation are computed and a standard score evolved for each student's speech. This represents a significant departure from previous years of Speech 101 where the recitation instructor determined the speech score that a student received on a given oral performance independently of the scores given by other recitation instructors. The standard speech score for a particular topic is weighted in such a way that the score on the first instructor evaluated speech is weighted as two units, the second instructor evaluated speech as three units, and the third instructor evaluated speech as five units.⁴³ These weighted standard scores are then added together and their total is standardized and recorded as the "total speech score" for the students. Both the total written and speech scores are scaled so as to have a mean of 50 and a standard deviation of 10. These total scores are then multiplied by .40 and .60 respectively so as to meet the requirement of the 60/40 ratio of speech to written scores. These scaled totals are added together and form the basis on which a final grade is determined for each student. The mathematics of this grading procedure is performed by the CDC 3600 computer

⁴³Peer group evaluations had been used only experimentally as a basis for grade determination. This fact does not express any lack of confidence in the evaluative ability of students, but only a reluctance to incorporate this feature into the grading procedures until that time when an adequate Speech 101 rating scale has been developed.

owned by Michigan State University. For the current version of Speech 101 the final decision for the relationship between a specific score and a letter grade is made by the administrative staff of the course.⁴⁴

Summary of the logistics of Speech 101. -- The preceding discussion represents an attempt to outline some of the important procedures that have been evolved for Speech 101 and serve to structure its operation. This discussion is not complete in itself but should be supplemented by the cited material in the Appendices of this study.

Summary of Chapter II

Chapter II of this study has attempted to trace the development of Speech 101 at Michigan State University. In addition the objectives and logistics of the current version of the course have been listed so as to provide the structure in which the evaluative techniques can be effectively described and analyzed. A major concern of this study is for the techniques of evaluating student performances employed in Speech 101. Chapter III will concentrate on the development and evaluation of the written examinations in the course, and Chapter IV will describe the development and evaluation of the "speech evaluation forms."

⁴⁴The mid-term grade estimates are determined in a similar fashion, but are based only on the first instructor graded speech and the student's score on the mid-term examination.

CHAPTER III
THE EVALUATION OF STUDENT PERFORMANCE USING
WRITTEN EXAMINATIONS

The purpose of this chapter is to describe and analyze the use of written examinations in Speech 101 as a technique for the evaluation of student performance. The presentation will be divided into three areas: (1) the objectives of the testing procedures employed in Speech 101; (2) the development of the test items and the administration of the examinations; (3) the analysis and interpretation of the test results.

The Objectives of the Testing Procedures

There are two basic objectives of the testing procedures used in Speech 101. The first objective points to a desire on the part of the administrative staff of the course to measure a student's knowledge of the principles and concepts of speech. This goal assumes a difference between knowledge of principles and concepts of speech and their application in the oral situation. As McBurney and Wrage point out:

The fact that knowledge about speech contributes to skill in speech is often taken to mean that skill implies knowledge and knowledge implies skill. This hasty conclusion is dangerous and a half-truth which often results in serious mis-evaluation. One person may give creditable speeches without any real understanding of principles. Does this mean that speech is an empiric knack, and that no relationship exists

between understanding and skill? Not at all! It simply means that there are individual differences in speech competence related to aptitude and maturation. To make a person think he understands the principles of speech because he can give a passable speech or even a good speech is to run the risk of denying him opportunities for greater skill through better understanding; and, by the same token, to make another think he does not understand the principles because his speech leaves something to be desired may seriously mis-direct his efforts. One of the best ways to avoid these mis-evaluations is to test understanding of principles independently of skill.¹

The second objective of the Speech 101 testing procedure is to evaluate examination questions. Major concern for the development of acceptable test items began with the Fall term of 1963. A goal was set to accumulate 1000 test items which could be used in different combinations and could be structured to fit the assignment schedules of the course.

The method used for the attainment of the two stated objectives of the Speech 101 written examinations has been to develop and administer a multiple-choice form of test. This type of examination format was chosen because, as Travers points out:

The multiple-choice type of problem presents a flexible kind of problem situation and, contrary to a common misconception, it can be used to appraise thinking skills as well as simple recognition skills. There is nothing unrealistic about the way in which students respond, though many critics feel that the free-answer test represents something much nearer to the situations that arise

¹James H. McBurney and Ernest J. Wrage, The Art of Good Speech (New York: Prentice-Hall, Inc., 1953), pp. 54-55.

in daily life than does the multiple-choice type of test. However, there are two sides to this question. In most problems that are commonly encountered in life, the possible solutions are evident and the problem is largely that of selecting the right solution. Most of the mistakes that people make in life are not the result of failure to consider the correct solution to a problem as a possible one; they result more frequently from a failure to consider the correct solution as the best and the resulting choice of an inferior alternative. Very few situations are even encountered, outside of scientific work, in which the individual does not have to make a choice from the alternatives which present themselves. Consequently, the multiple-choice test problem is not so artificial as it may seem to be at first sight. In most multiple-choice problems in which the student has to weigh the relative merits of the various solutions, the tasks he performs are not very different from those he must undertake in daily life.²

Two other advantages to the multiple-choice form of examination are its adaptability and its ease of scoring. The multiple-choice form is adaptable to a wide variety of item topics. It can be used to measure knowledge of facts, such as definitions and dates, where the student's response depends on recall and he either knows the answer or does not know it. The form can also be used to measure complex abilities and fundamental understandings, which "in most cases, require the student either to see new relationships between facts or apply principles to relatively novel situations."³

² Robert M. W. Travers, How to Make Achievement Tests (New York: Ocysey Press, 1950), pp. 62-63.

³ Ibid.

Multiple-choice items are well adapted to modern techniques of machine scoring.⁴ New electronic scoring machines are located in several test scoring centers (including the Office of Evaluation Services of Michigan State University). These techniques of machine scoring requires the student to make an opaque mark in a required space on a specified answer sheet. At Michigan State University these answer sheets are read by an optical scanner which records on the answer sheet the total number of questions responded to as well as the number of correct choices made by the student. In addition, this machine will punch on IBM data cards how the student responded to each test item as well as the number of items he answered and his score based on his correct choices. This type of machine can score and punch information for approximately 1000 answer sheets per hour. The IBM cards can go directly to a computer for the determination of percentile and standard scores as well as for item analysis.

Thus, the versatility of measurement of a multiple-choice test and its ease of scoring make this form of examination particularly suitable for use in Speech 101.

Test Construction and Administration

All tests in Speech 101 are in the multiple-choice

⁴Kenneth F. McLaughlin, Interpretation of Test Results (Washington: United States Department of Health, Education and Welfare, 1964), pp. 15-16.

format. The examinations cover material presented in the weekly lecture periods and in the textbook for the course. There are two such tests: a mid-term, consisting of fifty items; a final, consisting of 100 items. Individual questions are written by the recitation instructors of the course.

As was stated in the preceding section, the initial effort of the research in the area of Speech 101 written examinations has been to develop a sufficient number of acceptable test items. This objective has had a direct bearing on the procedures of test development used in the course. The course requires of the recitation instructor that he write five, five-option, multiple choice items per week.

At first, the instructors were given free range of the textbook and lecture material from which to write items. It soon became obvious that such a freedom provided no guarantee of items of sufficient coverage of the course material. Thus, it became the responsibility of the administrative staff of Speech 101 (primarily that of the research director) to assign specific material from which test items should be written. Such a procedure then allowed for the development of a reservoir of test items which covered the essential material of the course. As the number of available items increased, the specificity of sources for the items tended to relax.

The major problem discovered with allowing the recitation instructors to write the test items was the fact that most of them had little experience in the writing of multiple-choice questions. For the first two years of the course, no real instruction was given in how to write acceptable questions. Consequently, a great many items were rejected by the administrative staff of the course and were never used in tests. In the case of such rejection, the questions were destroyed and the recitation instructors told to construct new items covering the same material as the rejected ones. When Dr. Craig Johnson became research director for the course (Fall term 1963) a set of instructions for writing multiple-choice items was added to the "Speech 101 Instructor's Manual."⁶ Some time was also devoted in the Speech 101 staff meetings to the writing of test items.⁷ As a result of these instructions and discussions there appeared to be an increase in the number of items which on their initial presentation were accepted as useable on an examination.

The following represents the form in which the items written by the recitation instructors were handed to the

⁵F. Craig Johnson and George R. Klare, "Procedures for Item Writing," Michigan State University, Department of Speech, 1963. (Dittoed and contained in the "Speech 101 Instructor's Manual," Appendix F.)

⁶Staff meetings in Speech 101 are held once a week during a given term and are attended by the recitation instructors and the administrative staff of the course.

administrative staff of the course:⁷

Figure 1

Classifying the Audience Chapter 7 -- page 117.			
TOPIC		OBJECTIVE	
<p>Establishing a basis for the hearers' confidence in the speaker is the first task when dealing with:</p> <p>(1) an apathetic audience.</p> <p>(2) a hostile audience.</p> <p>(3) a friendly audience.</p> <p>(4) a mixed audience</p> <p>(5) a neutral audience.</p>			
KEY	REFERENCE	DIFFICULTY	DISCRIMINATION
2	WBK 10/12/64		

As was stated previously, when the questions are received by the administrative staff of the course, they are screened in order to determine their usability. While this judgment is fairly subjective, two general criteria are kept in mind: (1) the appropriateness of the idea reflected in the question to the material stressed in the course; (2) the degree to which the question corresponds to the multiple-choice format. Items which appear to meet these

⁷These forms are standard for multiple-choice questions and are provided by the Michigan State University Office of Evaluation Services.



criteria are filed as "usable" in Speech 101 examinations. It is from this file that the actual examinations for the course are constructed.

Approximately three weeks prior to the time that a particular examination is to be given, questions are selected from the file labelled "usable." This selection is structured by the requirements that a given test should: (1) be based on items covering the course's lectures and textbook assignments which are pertinent to the amount of material that the student is supposed to have studied by the time of the examination; (2) reflect points of emphasis in the course. Questions once selected (this initial choosing of test items is done by the research assistant of the course) are scrutinized by the course chairman. This check accomplishes two things. First, it provides for a second application of the criteria for item selection. Second, it tends to sift questions so that they do not cover identical material.

Questions which pass the above screening processes are then combined in order to make two forms of a particular test. These forms differ only with respect to the ordering of the items.⁸ Each form of the examination is then typed

⁸For the first two terms of 1963/64 two separate examinations were constructed. This procedure allowed for the evaluation of 300 items per term, but caused some degree of confusion when the two tests showed significantly different results. In an attempt to be fair to the student, in the Spring of 1964 the test construction policy shifted to the preparation of two forms of the same examination.



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and mimeographed together with a cover sheet and a set of instructions for taking the test.⁹ A specially prepared answer sheet provided by the Michigan State University Office of Evaluation Services is attached to each examination. These answer sheets are adapted to rapid scoring by machines.

The scheduling of Speech 101 is such that a given examination must be administered three times in order to be taken by all the students enrolled in the course. Both forms of the constructed examination are administered during each of the three examination periods.

The actual administration of a particular examination is conducted by the entire staff of Speech 101. The fact that, in number, this staff is significantly smaller (because of peer grouping in the recitation sections) than other courses involving 600 to 800 students per term, somewhat justifies certain security procedures associated with the giving of an examination. The number of people available to administer an examination varies, but the ratio has worked out to be two proctore per 100 students taking the examination.¹⁰ One supervisor (usually a representative of the administrative staff of the course) gives in-

⁹For security purposes each form of the examination is mimeographed in two colors. Thus, to the eye, there are four versions of each test.

¹⁰There are two examination periods, each of which involves approximately 40% of the course enrollment. The third examination period tends to cover the remaining 20% of the course enrollment.

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instructions to the students for filling out the answer sheets and for leaving the examination room. Once these instructions have been given, the students are told to begin the examination.

When the student has finished the examination, he leaves the room as instructed. Students with one form leave by one door, students with the other by a second door. This procedure allows for a preliminary sorting of the examinations and answer sheets. Once all the students have taken the examination, the answer sheets are checked to make sure that they have been sorted correctly and are then put in order according to the recitation section number of the students. Answer sheets for both forms of the examination are given to the Office of Evaluation Services for scoring. In addition to scoring the answer sheets, the Office provides IBM punched cards for each answer sheet. These cards contain the total scores and the students' responses to each item on the examination. The answer sheets and the punched cards are returned to the administrative staff of Speech 101 for analysis and interpretation.

Results of the Examination Procedures

The most immediate use made of the examination results in Speech 101 is their integration into the grade determining procedures outlined in Chapter II of this study. At this time an assumption is made that the student's examination score is a reflection of his knowledge of the prin-

ciples and concepts of speech covered by the test. The rationale for this assumption is based primarily upon the idea that the screening processes for test item selection are such as to certify a certain degree of face validity to an examination in total.¹¹

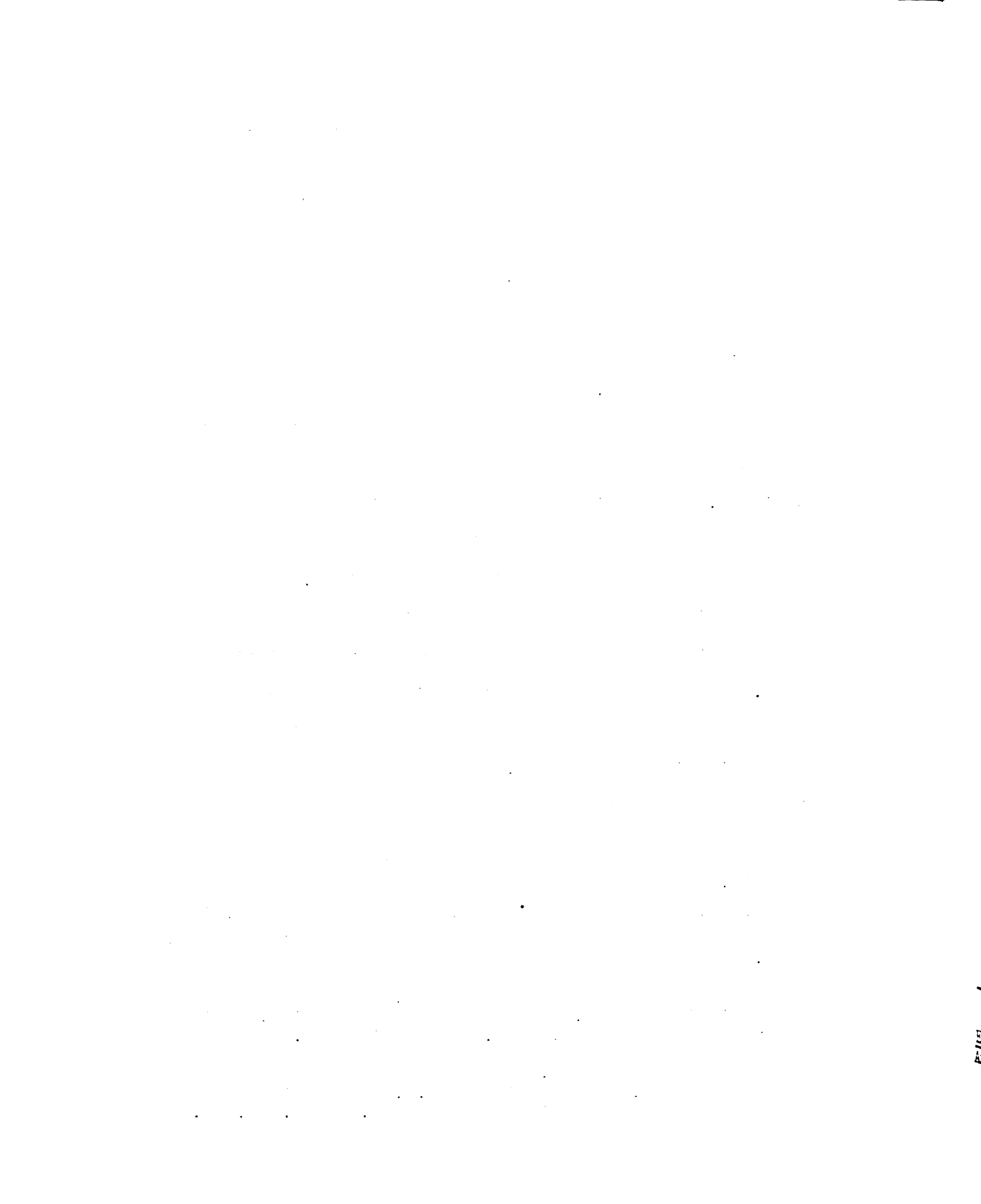
Once the process of grade determination has been completed, a statistical analysis is made of the items used on the examination. The major purpose of this item analysis is to determine whether or not the specific questions used on the examination meet certain requirements of "acceptability." Two criteria of acceptability are used in the evaluation of Speech 101 examination items: (1) their difficulty; (2) their discriminating ability.

The index of difficulty is defined as the percentage of the total group marking a wrong answer or omitting the item.¹² Such a definition is consistent with the most frequently used and convenient method for computing and expressing item difficulty.¹³ For the purposes of Speech 101 each examination can be assumed to be a power test

¹¹Face validity is here used in its conventional sense, that is, the degree to which a test appears to measure what it is supposed to measure. In the case of Speech 101, this decision is made by those familiar with and responsible for the content of the course at the time of test item selection.

¹²Office of Evaluation Services, "Program FO 303 for IBM Digital Computer," Michigan State University, Office of Evaluation Services, 1965. (Magnetic Tape.)

¹³William K. Price, "The University of Wisconsin Speech Attainment Test." (Unpublished Ph.D. dissertation, Department of Speech, University of Wisconsin, 1965). p. 74.



since ample time is allowed for the student to consider every item on the examination. No correction for guessing is applied in the computation of item difficulty. There appear to be a great many divergent opinions on the matter of a correction for the guessing factor on multiple-choice examinations.¹⁴ Since this issue is unresolved in the minds of test constructors, and since Speech 101 examinations are assumed to be power tests, the lack of a correction factor in the determination of item difficulty is not viewed as a significant weakness in the process of item analysis used in the course.

The second index that is computed for each item is a measure of its discriminating power. The index of discrimination is defined as "the difference between the percentage of the upper group (top 27%) marking the right answer and the percentage of the lower group (low 27% marking the right answer."¹⁵ Item discrimination can be viewed as a relationship between the item and a criterion variable (in the case of Speech 101, the total test score). Wood suggests that:

When the total score on a test is used as the criterion variable for judging the discriminating power of each item in it, the resulting instances, reflect, among other influences, the

¹⁴Frederick B. Davis, "Item Selection Techniques," in Educational Measurement, ed. E. F. Lindquist (Washington: American Council on Education, 1951), Chapter 9, p. 271.

¹⁵Office of Evaluation Services, loc. cit.

extent to which the item measures the same mental functions as the total score. The fact that some items prove to have more discriminating ability than others means that for the group tested they are better measures of whatever the whole test actually measures.¹⁶

The discriminating power of a test item is an expression of its ability to distinguish between good and poor students. If an item has high discrimination, it means that the top students on the examination get it correct while the low students fail it. The most convenient method¹⁷ for determining the discriminating power of a test item, and the one employed by the Michigan State University Office of Evaluation Services, is that developed by Johnson and called the ULI or "upper-lower index."¹⁸ The following represents the statistical notation of ULI:

$$ULI = \frac{R_u - R_e}{f}$$

Where:

R_u , R_e = the number of students giving the correct answer in the upper and lower groups respectively.

f = the number of students in each group.

The upper and lower groups used for Speech 101 exami-

¹⁶Dorothy Adkins Wood, Test Construction (Columbus, Ohio: Merrill Publishing Co., 1961), p. 43.

¹⁷Office of Evaluation Services, "Interpretation of the Index of Discrimination," Michigan State University, Office of Evaluation Services, 1965, pp. 1-3. (Mimeographed.)

¹⁸A. P. Johnson, "Notes on a Suggested Index of Item Validity: The Upper-Lower Index," Journal of Educational Psychology, XLIII (1951), pp. 499-504.

nations are the 27% of the examinees who scored highest on a particular test and the 27% of the examinees who scored lowest on the same test. To avoid compounding the error factor associated with the ULI statistic with the variable of item-ordering, only one form of the examination is used for item analysis.

In the process of evaluating a test that has been given, an operational value is assigned to each of the criteria of acceptability.

If, as a result of item analysis, an examination question has a difficulty within the range of 35% to 65% inclusively, and it has sufficient discriminative ability, the item will be judged acceptable for future use in Speech 101. Price points out the advantage of setting up a range of values for the index of difficulty:

The difficulty of the item is a critical factor in item selection in that it controls the shape of the distribution of the test scores, and the shape of the distribution controls the efficiency of the test. If the test is too hard, the distribution will be positively skewed and the test will discriminate well among only the good students. If the test is too easy, the distribution will be negatively skewed and the test will discriminate well among only the poor students. In order to achieve a symmetrical, normal distribution of test scores, the distribution of item difficulties should cluster around the 50% level.¹⁹

In applying the criterion of discrimination to test-items of acceptable difficulty, it was decided that a ULI

¹⁹Price, op. cit., p. 78.

value of .20 or higher would be sufficient to meet the objectives of a standard Speech 101 examination. Such an operational value for the discrimination criterion is suggested by Guilford in Psychometric Methods.²⁰

Thus, for each item to be judged "acceptable" it must have a difficulty within the range of 35% to 65% inclusively and an index of discrimination equal to or greater than .20.

In addition to the application of the two criteria of acceptability, the options of the item are checked to see if they are plausible alternatives. An option is designated plausible if it is responded to by at least 3% of the examinees. Items which are acceptable but contain non-plausible options are marked for revision.

The following material illustrates the process by which examination items are evaluated after item analysis. For illustrative purpose questions from the Fall term 1964 final examination are represented. An asterisk signals the correct response to the item.

Item 1

To find newspaper coverage of an event in the past, you would look in the:

- (1) Readers' Guide.
- (2) Poole's Index.
- (3) Evergreen Review.
- * (4) New York Times Index.
- (5) National Editorial Review.

²⁰J. P. Guilford, Psychometric Methods (2nd ed.; New York: McGraw Hill, 1954), p. 428.

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TABLE 3
ITEM ANALYSIS OF QUESTION 1

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	9	14	0	58	3	0	0	84
	11%	17%	0%	69%	4%	0%	0%	
Middle 46%	24	20	4	82	14	0	0	144
	17%	14%	3%	57%	10%	0%	0%	
Lower 27%	16	19	5	27	17	0	0	84
	19%	23%	6%	32%	20%	0%	0%	
Total	49	53	9	167	34	0	0	312

Difficulty 47: Discrimination .37

Question 1 was judged acceptable and filed for future use without revision.

Item 2

Which of the following is not a characteristic of style?

- (1) Clarity
- *(2) Invention
- (3) Forcefulness
- (4) Vividness
- (5) Adaptability

TABLE 4
ITEM ANALYSIS OF QUESTION 2

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	1	75	0	0	8	0	0	84
	1%	89%	0%	0%	10%	0%	0%	
Middle 46%	7	110	1	3	23	0	0	144
	5%	76%	1%	2%	16%	0%	0%	
Lower 27%	13	48	2	6	15	0	0	84
	15%	57%	2%	7%	18%	0%	0%	
Total	21	233	3	9	46	0	0	312
	7%	75%	1%	3%	15%	0%	0%	

Difficulty 26: Discrimination .32

Question 2 was rejected on the grounds that its difficulty did not fall within the acceptable range.

Item 3

The most important difference between oral and written styles is:

- *(1) instant intelligibility.
- (2) combination of words.
- (3) vivid language.
- (4) sentence length.
- (5) mode of expression.

TABLE 5

ITEM ANALYSIS OF QUESTION 3

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	70	1	0	3	10	0	0	84
	83%	1%	0%	4%	12%	0%	0%	
Middle 46%	86	2	4	7	45	0	0	144
	60%	1%	3%	5%	31%	0%	0%	
Lower 27%	32	4	3	6	39	0	0	84
	38%	5%	4%	7%	46%	0%	0%	
Total	188	7	7	16	94	0	0	312
	60%	2%	2%	5%	30%	0%	0%	

Difficulty 39: Discrimination .45

Question 3 was judged acceptable but marked for revision of options 2 and 3.

Item 4

The speaker's stand is:

- (1) never to be used.
- (2) to be gripped with the hands when tense and nervous.
- (3) never to be leaned upon.
- (4) to be used when appropriate rules are followed.
- *(5) to be dominated by the speaker.



TABLE 6

ITEM ANALYSIS OF QUESTION 4

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	0	0	1	24	59	0	0	84
	0%	0%	1%	29%	70%	0%	0%	
Middle 46%	0	0	12	49	83	0	0	144
	0%	0%	8%	34%	58%	0%	0%	
Lower 27%	0	1	5	47	31	0	0	84
	0%	1%	6%	56%	37%	0%	0%	
Total	0	1	18	120	173	0	0	312
	0%	0%	6%	38%	55%	0%	0%	

Difficulty 44: Discrimination .33

Question 4 was judged acceptable but marked for revision of options 1 and 2.

Item 5

Advocacy, or persuasion, is:

- (1) absent in the kaffeeklatsch.
- * (2) at times a strengthening of an attitude already present.
- (3) more often a characteristic of informal speaking than it is of drama.
- (4) one of four major kinds of speaking.
- (5) of more relevance for the salesman than the clergyman.

TABLE 7

ITEM ANALYSIS OF QUESTION 5

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	1	74	3	5	1	0	0	84
	1%	88%	4%	6%	1%	0%	0%	
Middle 46%	4	95	13	29	3	0	0	144
	3%	66%	9%	20%	2%	0%	0%	
Lower 27%	3	29	8	37	7	0	0	84
	4%	35%	10%	44%	8%	0%	0%	
Total	8	198	24	71	11	0	0	312
	3%	63%	8%	23%	4%	0%	0%	

Difficulty 38: Discrimination .53



Question 5 was judged acceptable and filed for future use without revision.

Item 6

- It should be assumed that the entertainment talk:
- (1) is a legitimate and major speech type.
 - (2) is an integral part of a lecture.
 - * (3) gives greater understanding to the audience than to the speaker.
 - (4) would be employed by the clergyman in a sermon.
 - (5) is easily adapted to any subject.

TABLE 8

ITEM ANALYSIS OF QUESTION 6

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	0	9	19	1	55	0	0	84
	0%	11%	23%	1%	65%	0%	0%	
Middle 46%	3	11	35	5	90	0	0	144
	2%	8%	24%	3%	63%	0%	0%	
Lower 27%	3	7	9	12	53	0	0	
	4%	8%	11%	14%	63%	0%	0%	
Total	6	27	63	18	198	0	0	312
	2%	9%	20%	6%	63%	0%	0%	

Difficulty 80: Discrimination .12

Question 6 was rejected on the grounds that neither its difficulty nor its discrimination fell within the acceptable range.

Item 7

- When using visual aids, the speaker should:
- (1) put the aids on an easel or blackboard.
 - (2) put the aids in front of the speaker's stand.
 - * (3) stand at the side of the material
 - (4) concentrate on the audience.
 - (5) watch for audience feedback and misunderstanding.



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TABLE 9
ITEM ANALYSIS OF QUESTION 7

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	0 0%	0 0%	58 69%	12 14%	14 17%	0 0%	0 0%	84
Middle 46%	1 1%	1 1%	88 61%	20 14%	34 24%	0 0%	0 0%	144
Lower 27%	3 4%	1 1%	41 49%	9 11%	30 36%	0 0%	0 0%	84
Total	4 1%	2 1%	187 60%	41 13%	78 25%	0 0%	0 0%	312

Difficulty 40: Discrimination .20

Question 7 was judged acceptable but marked for revision of options 1 and 2.

Item 8

Lord Chesterfield held of style that:

- (1) "le style est l'homme meme."
- (2) style is a two-edged sword.
- (3) the highest style comes from a pure soul.
- *(4) style is the dress of thought.
- (5) it is a torrent of words drowning all thought.

TABLE 10
ITEM ANALYSIS OF QUESTION 8

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	3 4%	7 8%	6 7%	67 80%	1 1%	0 0%	0 0%	84
Middle 46%	5 3%	24 17%	6 4%	105 73%	4 3%	0 0%	0 0%	144
Lower 27%	1 1%	15 19%	11 13%	52 62%	4 5%	0 0%	0 0%	84
Total	9 3%	47 15%	23 7%	224 72%	9 3%	0 0%	0 0%	312

Difficulty 28: Discrimination .18

Question 8 was rejected on the grounds that neither its difficulty nor its discrimination fell within the acceptable range.

Item 9

In the speech to entertain, a long narrative demands that the speaker:

- (1) hurry along.
- (2) use more pauses than usual.
- (3) read from notes.
- *(4) possess an excellent vocabulary.
- (5) use no description.

TABLE 11

ITEM ANALYSIS OF QUESTION 9

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	4	12	1	66	1	0	0	84
	5%	14%	1%	79%	1%	0%	0%	
Middle 46%	10	38	4	92	0	0	0	144
	7%	26%	3%	64%	0%	0%	0%	
Lower 27%	9	24	2	48	1	0	0	84
	11%	29%	2%	57%	1%	0%	0%	
Total	23	74	7	206	2	0	0	312
	7%	24%	2%	66%	1%	0%	0%	

Difficulty 34: Discrimination .22

Question 9 was rejected on the grounds that its difficulty did not fall within the acceptable range.

Item 10

The audio-visual aid has most value when used:

- (1) dynamically.
- *(2) to supplement a normal communicating process.
- (3) exclusively of all other methods of communicating.
- (4) in large rooms.
- (5) when the subject matter of the speech is factual.

TABLE 12
ITEM ANALYSIS OF QUESTION 10

	Item Response Pattern							Total
	1	2	3	4	5	Omit	Error	
Upper 27%	5	71	0	0	8	0	0	84
	6%	85%	0%	0%	10%	0%	0%	
Middle 46%	6	109	2	1	26	0	0	144
	4%	76%	1%	1%	18%	0%	0%	
Lower 27%	5	50	4	5	20	0	0	84
	6%	60%	5%	6%	24%	0%	0%	
Total	16	230	6	6	54	0	0	312
	5%	74%	2%	2%	17%	0%	0%	

Difficulty 26: Discrimination .25

Question 10 was rejected on the grounds that its difficulty did not fall within the acceptable range.

As stated previously, items which fail to meet the criteria of acceptability are destroyed and those which meet the requirements are filed for future use.²¹ Items which are judged acceptable, but require some revision of their options, are returned to the recitation instructors for modification. There are no specific instructions provided for this modification, though the instructors are given the results of the item analysis of the particular question. Revised items are treated as new questions

²¹As a point of interest, a periodic check is made of the content of those questions which item analysis has determined to be too easy and non-discriminating. If the content of these questions, in the mind of the course chairman, reflects material that has been emphasized in the lectures and textbook, they are retained in a special file. It is felt that this type of question might point to some attainable behavioral objective for the course.



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available for immediate use on a given examination

Summary of Chapter III

There are two objectives for the use of written examination as a technique for the evaluation of student performance in Speech 101: (1) to determine the degree to which the student has mastered certain principles and concepts of speaking; (2) to evaluate examination questions according to certain criteria with a view toward their eventual use on standardized Speech 101 tests.

It was observed that the validity of a given Speech 101 examination is based solely upon the judgment of the administrative staff of the course at the time of its construction. It was suggested that a set of behaviorally phrased course objectives would be a real asset to this type of judgment. This would be particularly true at the time when a decision is being made as to the relevance of the test item to the material stressed in the course. A thorough attempt to match examination questions to the behavior patterns of effective speakers would appear to add more weight to the assumption that a given Speech 101 examination score reflects the student's knowledge of the essential principles and concepts of public speaking.

As was noted at the outset of this chapter, a goal was set to develop 1000 acceptable test items which could then be used in different combinations to form the Speech 101 examinations. The dual purpose of the testing procedure

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is justified in terms of this goal. At the present time approximately 500 items have been judged acceptable (between 50% and 60% of the items on a given examination are so judged). The application of a set of behavioral objectives to item selection processes would probably reduce the number of available questions. Thus, it behooves those directly concerned with the course to give some serious consideration to how the processes of item selection can be made more efficient. There are two suggestions that can be made in this area: (1) that once the behavioral objectives of the course have been determined they should be made available to the recitation instructors as aids in test item construction; (2) that more time be devoted, in the staff meetings of the course, to the issues of initial item writing, and particularly to how to revise questions that do not have plausible options.

The accumulation of a large number of acceptable test items will allow for the construction of similar examinations of which the scores may validly be used as a basis for the comparison of students from one test to another. The present statistical standardization of total scores for such a purpose is not very meaningful when one considers that these scores are based on totals from examinations which are only partially successful at making distinctions between good and poor students.

It should be noted that the application of the statistically oriented indexes of difficulty and discrimination does not directly confront the issue of test validity. The meeting of these criteria by all the items on an examination assures only that a distribution of test scores will be such that a statistically significant distinction can be made between them. While it is true that this type of distinction is necessary when the tester is faced with the pragmatic need to give grades and be fair to students, it is not a substitute for the notion that a test should have a meaningful relationship to the principles and concepts being examined.²²

²² For an excellent discussion of test validity see Lee J. Cronbach, Essentials of Psychological Testing (New York: Harpers, 1965), pp. 96-123.

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CHAPTER IV
THE EVALUATION OF STUDENT PERFORMANCE
USING THE SPEECH 101 RATING SCALE

The purposes of this chapter are to present the rationale for the use of a rating scale in the evaluation of student public speaking performances; to trace the development of the Speech 101 rating scale; and to analyze and evaluate the results of using the Speech 101 rating scale in both experimental and classroom situations.

Rationale for the Use of Speech Rating Scales

In principle, the objective of a rating scale is to render the variable of human judgment as accurate and objective as possible. In a very real sense, rating scales are attempts to standardize those evaluations which are dependent upon human judgment. It is generally the case in a basic course in public speaking that the evaluation of student oral performance is the product of just this type of judgment. It may be considered or spontaneous, advanced by expert or uninformed, but it is human and the act of making some type of evaluation based on a performance is judgmental. The degree to which such judgments have been standardized by the field of speech is an open question. In 1928, in the first article offering a rating scale to appear in the Quarterly Journal of Speech," Stevens remarked, "any rating scale, based as it must be on opinion,

falls considerably short of the concreteness and accuracy of objective measurements."¹ Fortunately, some significant advances have been made in the field of psychometric measurement since 1928 which have made "the concreteness and accuracy of objective measurement" more attainable in the construction of rating scales for the evaluation of public speaking. Particularly, the technique of factor analysis has enabled researchers to make objective estimates of the components of judgment involved in the evaluation of public speaking either by expert or lay opinion. All this is offered in justification for the consideration of the use of rating scales in the evaluation of public speaking, and as a practical answer to those who feel now as Stevens did in 1928.

In 1929, Knower listed twelve values for the use of rating scales in the evaluation of student oral performance. These values are still applicable to the field of speech education. They are:

1. The use of rating scales may lead among teachers of public speaking to less dogmatism and a more open-minded approach to our problems of content and methodology.
2. The use of rating scales may have an educational value to students of public speaking in that they keep the elements of the situation constantly before them.

¹Wilmer E. Stevens, "A Rating Scale for Public Speakers," Quarterly Journal of Speech, XIV (April, 1928), p. 226.

3. The use of rating scales makes possible a fairly accurate weighing of the elements in the total situation.
4. The use of rating scales makes possible a more scientific, objective, and verifiable basis of measuring speech performance in terms of a specific performance.
5. Rating scales are more likely to lead to accurate grading than when the instructor "gets an impression" or follows random clues.
6. Rating scales may be devised to represent speaking ability in terms of a raw score or in a graphic manner.
7. Rating scales may be used as a pedagogical device to increase the interest of students in class work.
8. Rating scales furnish a record of speech which may be used to advantage in speech training.
9. Rating scales furnish a measure by which ability to rate others may be determined.
10. Rating scales enable the computation of a group judgment which may have more objective value than individual criticism.
11. Rating scales may be used to compare the work of sections taught by the same instructor.
12. Rating scales may be used to compare the work of sections taught by different instructors.²

While there seems a sufficient rationale for the use of rating scales in public speaking courses, the nature of a proper scale, complete and with meaningful items, has

²Franklin H. Knower, "A Suggestive Study of Public Speaking Rating Scale Values," Quarterly Journal of Speech, XV (February, 1929), pp. 30-41.



been a perplexing problem for the field of speech.

Review of Recent Literature

With Respect to Speech Rating Scales

The major research studies in the field of speech since 1930 dealing with rating scales as a basis of speech evaluation can be divided into three classifications:

(1) those studies dealing with items that could or should be included on speech rating scales; (2) those studies dealing with the comparative results of different forms of speech rating scales; (3) those studies dealing with the reliability of ratings on speeches.

In 1934, Norwelle³ conducted a study in which he surveyed twelve of the then popular textbooks of basic public speaking for "the various elements that make up an effective speech." He came up with twenty-four items. By having students and "prominent speakers" rank what they considered to be the eight most significant items, he was able to reduce the list to the following ten scale items: (1) selection and organization of ideas; (2) use of language; (3) audibility; (4) directness; (5) agreeableness; (6) emphasis; (7) naturalness; (8) poise; (9) position; and (10) gestures.

³Lee Norwelle, "Development and Application of a Method for Measuring the Effectiveness of Instruction in a Basic Speech Course," *Speech Monographs*, I (September, 1934), pp. 41-63.

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In 1936, Monroe, Remmers and Lyle⁴ published a rating scale based on the following items: (1) posture; (2) directness; (3) enthusiasm; (4) bodily action; (5) voice; (6) attention; (7) objectivity; (8) concreteness; (9) motivation; (10) organization; (11) general effectiveness.

In 1941, Bryan and Wilkie⁵ advanced for consideration a sixteen item rating scale including the following: (1) opening remarks; (2) personal appearance; (3) voice; (4) distinctiveness; (5) flow of words; (6) self-control; (7) degree of energy; (8) platform behavior; (9) personality; (10) sincerity; (11) command of language; (12) basis of thought; (13) interestingness; (14) reasoning; (15) concluding remarks; (16) value of speech.

In 1957, Brooks⁶ constructed a forced choice scale for measuring speaking achievement in which he used descriptive phrases such as "speaks fluently, good sentence structure, excessive movement, and lack of information" as items.

⁴A. H. Monroe, H. H. Remmers, and E. V. Lyle, Measuring the Effectiveness of Public Speaking in a Beginning Course ("Studies in Higher Education," No. 29; "Bulletin of Purdue University," SSSV, No. 1; Lafayette, Indiana, Purdue University, 1936).

⁵Alice I. Bryan and Walter H. Wilkie, "A Technique for Rating Public Speeches," Journal of Consulting Psychology, V (March-April, 1941), pp. 80-90.

⁶Keith Brooks, "The Construction and Testing of a Forced Choice Scale for Measuring Speaking Achievement," Speech Monographs, XXIV (March, 1957), pp. 65-73.

In 1962, Becker⁷ experimented with instructor ratings of 442 freshman speeches on the basis of an eleven item rating scale including: (1) subject; (2) analysis; (3) material; (4) organization; (5) language; (6) adjustment; (7) bodily action; (8) voice; (9) articulation and pronunciation; (10) fluency; (11) general effectiveness.

In the previously cited study, Price⁸ in 1964 was able to develop a scale, via factor analysis, which was originally based on thirty-five items (coming from an examination of currently available speech literature) and later reduced them to six items: "(1) does the speaker sound reasonable?; (2) is the speaker intelligible?; (3) does the speaker communicate well through bodily action?; (4) is the speaker socially acceptable?; (5) does the speaker use language vividly and imaginatively?; (6) does the speaker have a pleasing voice?"

From an examination of the research in the field of speech which seems relevant to the choosing of items to be included on a rating scale, it seems fair to conclude that although there is little agreement among experts with respect to specific items, the examined scales consistently allude to the same broad areas of evaluation of speeches. In general, these broad areas of consideration correspond

⁷Samuel L. Becker, "The Rating of Speeches: Scale Independence," Speech Monographs, XXIX (March, 1962), pp. 38-44.

⁸Price, op. cit., pp. 218-239.

to the traditional canons of rhetoric. It is also true that the cited studies tend to depend upon the experts in the field in order to generate or select items to be included on scales.

The second area of concern of speech researchers with respect to rating scales deals with the various rating techniques, their comparative results and their applicability to the evaluation of speeches. This specific area of interest came into prominence in the 1940's and 1950's.

Two studies by Thompson, one in 1943⁹ and the other in 1944¹⁰ dealt with the determination of the relative accuracy of common rating techniques used to evaluate public speaking. Thompson experimented with two techniques for rating student speeches: (1) descriptive scaling and (2) the Bryan-Wilkie scale. He concluded that no one rating technique had a great advantage over any other.

Some work has been done in the field of speech dealing with scaling techniques which are dependent upon rank-order. A study by Fotheringham¹¹ dealt with the advantages of re-

⁹Wayne Thompson, "Is There a Yardstick for Measuring Speaking Skill?" Quarterly Journal of Speech, XXXIX (February, 1943), pp. 87-91.

¹⁰Wayne Thompson, "An Experimental Study of the Accuracy of Typical Speech Rating Techniques," Speech Monographs, XI (1944), pp. 67-79.

¹¹Wallace C. Fotheringham, "A Technique for Measuring Speech Effectiveness in Public Speaking Classes," Speech Monographs, XXIII (March, 1956), pp. 31-37.

quiring judges to rank speeches rather than rating them. He maintained that such a method reduces the error caused by generosity and social pressure involved with rating scales. However, this research was done before the era of application of factor analysis to the development of rating scales.

Brooks, in his study, found that the ratings on a forced choice scale were comparable with those ratings of the same speaker using a numerical scale.¹²

From an examination of the research in the field of speech dealing with the issue of the superiority of one rating technique over another it continually appears that there is no evidence that one technique offers any great advantage over any other developed technique. The choice of rating method seems to have been consistently a function of the pragmatic needs of the researcher.

The third area of concern for speech researchers has been the problem of determining rating validity and reliability. This problem has two facets: (1) the nature of a meaningful and reliable item on a specific scale; (2) the nature of the relationship between the reliability of a given scale item and the number of raters.

Little work has been done beyond the establishment of face validity for items used on the various rating scales

¹²Brooks, loc. cit.

developed for the evaluation of public speaking. Most of the early studies dealing with the selection of scale items have depended upon so called expert judgment for the selection of items. The lack of agreement among the various groups of experts (a group being those used for a particular study) with respect to specific items points to the difficulty of relying upon the attainment of face validity. The factor analytic studies such as those of Becker¹³ and Price¹⁴ go beyond the establishment of face validity when they apply the results of actual item usage to the reduction of the list of variables from which scale items are eventually chosen. However, it has never been precisely determined how far these techniques go in the direction of standard validity measures.¹⁵

Several studies have demonstrated that an increase in the number of raters using a particular scale yields a significant increase in the reliability of the judgments offered.¹⁶ However, as Miller points out, this finding has little meaning unless the established reliability is somehow tied to a corresponding increment in consistency

¹³Becker, loc. cit.

¹⁴Price, op. cit.

¹⁵Guilford, op. cit., pp. 354-57.

¹⁶Keith Brooks, "Some Basic Considerations in Rating Scale Development," Central States Speech Journal, IX (February, 1957), pp. 27-31.

resulting from each increase in the number of raters.¹⁷

At the conclusion of his article, with respect to the degree of agreement among raters of public speaking, Miller suggests that the problems of reliability and validity are yet persistent:

I believe that the reliability and validity of speech ratings often suffer because of ambiguity and uncertainty regarding what we are about. Here, the need for clear and precise specifications of behavioral objectives becomes important.¹⁸

The purpose of this section of this chapter dealing with a brief review of research from the field of speech with respect to rating scales is merely to establish the fact that the nature of a proper scale, complete, and with meaningful items remains an open question.

The Development of the Speech 101 Rating Scale

From its inception in the Fall of 1960, Speech 101 used some form of rating scale for the evaluation of student oral performance. Appendix G contains a copy of the first Speech 101 rating scale.

The inclusion and selection of items for the first Speech 101 rating scale were based on the decisions of the teaching staff of the course with the approval of the course

¹⁷Gerald R. Miller, "Agreement and the Grounds for It: Persistent Problems in Speech Rating," The Speech Teacher, XIII (November, 1964), pp. 257-61.

¹⁸Ibid., p. 261.



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chairman. The value of this scale was fairly well limited to the convenience of recording comments for students under general concepts of rhetorical theory. No attempt was ever made to make a student's grade a function of this rating scale, though it is probably true that the listing of the included labels and the requirement that the instructor making the evaluation of a student speech classify his comments according to those items, did affect the grade a student received. It can be said of the first Speech 101 rating scale, that it was never intended to meet any of the objective standards for the evaluation of rating scales, and that in terms of its convenience as a method of recording observations, it represented a pragmatic consideration within the early development of Speech 101.

The working out of the mechanical aspects of peer grouping postponed a major concentration on the development of a new Speech 101 rating scale until the Fall term of 1963. It was at this time that Dr. Craig Johnson became the research director of the course. Because peer grouping required student evaluation of student speeches without an instructor's presence (and consequently, interpretation of the basis of evaluation), because the initial Speech 101 rating scale had not been subject to any type of validation that might answer criticisms of its use, and because there was general interest in the whole question of evaluation of student oral performances on the part of the



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entire staff of the course, (an interest that extended beyond concepts of nominal scaling), a decision was made to develop a new rating scale.

Initially, the problem of developing a new Speech 101 rating scale was attacked from the point of view of student use, that is, from the basis of what students themselves considered to be important items in the evaluation of public speaking. During the Fall academic term of 1963, students enrolled in Speech 101 were asked to list those items which they felt described both good and bad public speaking. As a result of this investigation, a large, somewhat redundant list of items was obtained. Two lists were gone over by the administrative staff of Speech 101 and were reduced to forty-six items. These forty-six items were then put into a scaling form similar to a semantic differential. (See Appendix H for this scaling form.)

During the Winter term of 1964, scales using the forty-six items were used by peer evaluators in selected sections of Speech 101. Results of this usage were analyzed for the purpose of determining which of the items tended to reflect common factors of student judgment. By selecting those items which resulted in the highest factor loadings when used to evaluate peer speaking, the forty-six items were reduced to twenty-five. They were as follows: (1) enthusiasm, (2) sincerity, (3) friendliness, (4) eye

contact, (5) physical appearance, (6) personality, (7) speaking voice, (8) preparation, (9) vocal inflection, (10) examples, (11) variety, (12) facial expression, (13) calm, (14) attitude, (15) knew speech, (16) poise, (17) humor, (18) organization, (19) diction, (20) total effect, (21) logic, (22) interest, (23) courteous, (24) vocal pauses, (25) evidence.

It was then decided that it would be meaningful to subject these twenty-five items to a more rigorous investigation. A series of filmed speeches was obtained from Ohio University. These films had been evaluated with respect to their overall quality in a previous investigation by Dr. Johnson while he was a member of the faculty of Ohio University. It was reasoned that this knowledge would allow for the selection of films of different overall quality for use in an experiment dealing with the validation of twenty-five scales evolved during the Fall and Winter terms, 1963/64, of Speech 101. The rationale for the use of these films was based on the idea that a good scale item should be applicable to speeches of differing quality. That is, the scale item value (a rating from one to seven) should vary with the quality of the speech, rather than the relevance of the scale item. It also appeared to be more rigorous to use speeches whose quality had been independently determined rather than to depend upon the production of a variance in quality of speeches on a given



day or in a given class of Speech 101. The use of films also made it possible for the same speeches to be evaluated by the entire enrollment of Speech 101 and its staff. It was thus reasoned that films of public speaking for use in the research project had advantages which more than compensated for the fact that filmed performance is not the normal type of student performance evaluated in a basic course in public speaking.

Four films were selected for showing over closed circuit television to students enrolled in Speech 101 on research day during the Winter term of 1964. These films were established to be of different quality by various investigations at Ohio University. The students were told to evaluate each of the speeches according to the twenty-five scales. They were instructed to use all the scales in as objective manner as possible. (See Appendix I for the form used in this investigation.) In addition, the recitation section instructors were asked to view and evaluate the films in the same manner as the students. Results of these evaluations were then subjected to factor analysis in order to determine whether the twenty-five scaled items could be grouped around a smaller number of common factors relevant to the evaluation of public speaking.

The use of the technique of factor analysis as a means of determining common factors of evaluation is a relatively recent development in the field of speech, but has often

been used by psychologists in the area of measurement.

Many psychologists have engaged in extensive testing programs, employing factor analysis to determine a relatively small number of tests to describe the human mind as completely as possible. The usual approach includes the factor analysis of a large battery of tests in order to identify a few common factors. Then the tests which best measure these factors, or, preferably, revised tests based upon these, may be selected as direct measures of factors of the mind.¹⁹

Use of the techniques of factor analysis for the derivation of items on a speech rating scale is exemplified by the work of Price at the University of Wisconsin.²⁰ In his study, he used factor analysis as a method for examining the intercorrelations among thirty-four items contained on an experimental rating scale. In Price's study the data used in the analysis came from instructor evaluation of student speeches. It will be recalled that the decision to develop a Speech 101 rating scale was motivated in part by a desire to attack the problem of speech evaluation from the point of view of student rather than instructor usage. The problem of the objective classification of scale items, however, appeared to be similar enough to the Price study to justify the use of factor analysis in the development of this scale.

Factor loadings given in Table 13 were obtained as a

¹⁹Harry H. Harmon, Modern Factor Analysis (Chicago: University of Chicago Press, 1960), p. 6.

²⁰Price, op. cit., pp. 218-309.

result of student usage of twenty-five scaled items.

TABLE 13
STUDENT FACTOR MATRIX FOR TWENTY-FIVE SCALE ITEMS

Item	I	Factor Loadings		
		II	III	IV
1. Enthusiasm	.5282	.2927	.0859	.0277
2. Personality	.4269	.1438	.1197	.0372
3. Variety	.5303	.1438	.1197	.0372
4. Poise	.3148	.5385	.0759	.3411
5. Logic	.1174	.2872	.6012	.0410
6. Sincerity	.2722	.5883	.1061	.1734
7. Speaking Voice	.5849	.2176	.1772	.2269
8. Examples	.1862	.1514	.7591	.0446
9. Facial Expression	.6366	.1773	.0307	.1012
10. Humor	.4994	.2120	.2778	.1694
11. Interest	.6056	.0321	.2622	.0440
12. Friendliness	.4966	.3087	.0637	.0696
13. Preparation	.1556	.6391	.2114	.2395
14. Calm	.0345	.6817	.1142	.1210
15. Organization	.0331	.4757	.6191	.1070
16. Courteous	.1472	.5275	.2786	.0171
17. Eye Contact	.4142	.1452	.0314	.4671
18. Vocal Inflection	.6228	.1295	.1854	.2015
19. Attitude	.4334	.3836	.1850	.2867
20. Diction	.2325	.4612	.2545	.1033

Table 13 (con't)

Item	I	II	III	IV
21. Vocal Pauses	.0175	.1020	.1230	.5082
22. Physical Appearance	.3972	.0264	.1973	.4334
23. Total Effect	.6282	.2063	.2376	.1566
24. Knew Speech	.3345	.5461	.0385	.2489
25. Evidence	.2276	.1255	.7412	.0978

Factor loadings given in Table 14 were obtained as a result of instructor usage of twenty-five scaled items.

TABLE 14

FACULTY FACTOR MATRIX ON TWENTY-FIVE ITEMS

Item	I	Factor Loadings		
		II	III	IV
1. Enthusiasm	.7960	.3956	.0941	.0556
2. Personality	.0354	.2435	.0146	.8391
3. Variety	.6676	.2463	.4216	.1516
4. Poise	.5249	.6023	.3200	.0026
5. Logic	.1735	.2787	.8633	.1567
6. Sincerity	.3209	.3400	.0579	.5349
7. Speaking Voice	.0198	.7034	.2230	.3825
8. Examples	.0685	.1444	.8164	.0602
9. Facial Expression	.6847	.5260	.1209	.0322
10. Humor	.5663	.1829	.3759	.1480
11. Interest	.2448	.2803	.8730	.0844
12. Friendliness	.0225	.1560	.2058	.7106

Table 14 (con't)

Item	I	II	III	IV
13. Preparation	.3684	.4973	.3982	.4459
14. Calm	.0103	.8750	.2142	.1642
15. Organization	.0465	.3762	.5786	.3631
16. Courteous	.7197	.1835	.2107	.0770
17. Eye Contact	.6656	.1069	.0640	.3000
18. Vocal Inflection	.0182	.7757	.0295	.0928
19. Attitude	.4078	.7519	.3525	.0701
20. Diction	.5726	.2495	.0686	.5084
21. Vocal Pauses	.0555	.0387	.0610	.5748
22. Physical Appearance	.3400	.7165	.0861	.3112
23. Total Effect	.4223	.6124	.6052	.0543
24. Knew Speech	.0387	.7504	.4573	.0304
25. Evidence	.1992	.5273	.6952	.0306

In instances where the objective of factor analysis is limited to the classification of variables according to common factors, it is not unusual to apply some type of objective criterion to be used in determining the number of significant factors that have been established by the analysis. For the purposes of the research dealing with the development of the Speech 101 rating scale, it was decided to apply a three-item criterion for the determination of

the number of factors supported by the analysis.²¹ This criterion requires that for a factor to be established, it must contain the highest factor loadings for at least three items under investigation.²²

A comparison of the results of Tables 13 and 14 shows that three factors emerge from the analysis of faculty and student use of the twenty-five items. A fourth factor was maintained by the faculty, but not by the students. It was decided as a result of the factor analysis of the twenty-five scaled items that additional research should be done with the three factors supported by both student and faculty usage. Re-examination of the cited tables shows that students and faculty maintained, consistently, the highest loading of four items on each of three factors. Table 15 shows this agreement.

²¹Jack O. Neuhaus and Charles Wrigley, "The Quartimax Methods: An Analytical Approach to Orthogonal Simple Structure," British Journal of Statistical Psychology, VII (1954), pp. 81-91.

²²Recent developments dealing with the computerization of factor analysis, particularly the "principle axis" method, allow the researcher some greater degree of sophistication with respect to the number of items required to establish a factor. The implementation of the "principle axis" method of factor analysis on the CDC 3600 computer at Michigan State University allows for such sophistication in the application of the Kiel-Wrigley criterion for the determination of the number of factors to be rotated. An explanation of this criterion can be found in Factor Analysis Programs: FANOD 3 and FANIM 3, Technical Report 2 (Revised), Michigan State University Computer Institute for Social Science Research, September 22, 1964.

TABLE 15
STUDENT/FACULTY LOADING AGREEMENT

Item	I	Factors II	III
Logical Reasoning	x		
Organization	x		
Evidence	x		
Examples	x		
Enthusiasm		x	
Humor		x	
Facial Expression		x	
Variety		x	
Calm			x
Preparation			x
Poise			x
Knows Speech			x

Given the results shown in Table 15, it was decided that a broader experiment was needed before any firm conclusions could be made as to what items should be included on a formalized Speech 101 rating scale. Particularly, the researchers were reluctant to commit Speech 101 to the use of a rating scale based on the evaluation of only four filmed presentations.

During the Spring term of 1964, seventeen films were

selected to be shown on closed circuit television to the entire enrollment of Speech 101. These films had been evaluated as to overall quality at Ohio University. The quality of these films had a somewhat greater range than the four used in the research project of the previous term. The films were shown to and evaluated only by students using a rating form composed of the twelve items which are described in Table 15. Appendix J represents the rating scale used for the project. Results of the film evaluations were subjected to factor analysis. The criterion of at least three items per factor was used to determine the number of rotations for the analysis. The results of this analysis are given in Table 16

TABLE 16
STUDENT FACTOR MATRIX ON TWELVE ITEMS

Item	Factor Loadings		
	I	II	III
1. Evidence	.7914	.1077	.1151
2. Facial Expression	.0828	.7973	.2380
3. Calm	.1382	.0382	.7208
4. Logical Reasoning	.7739	.1145	.2530
5. Preparation	.3025	.1206	.6865
6. Examples	.7826	.1774	.1389
7. Organization	.6323	.1108	.3985
8. Enthusiasm	.0594	.8282	.2654

Table 16 (cont'd)

Item	I	II	III
9. Variety	.2447	.7900	.1317
10. Knew Speech	.2192	.2713	.7184
11. Humor	.1361	.7030	.0403
10. Poise	.1378	.3806	.6770

These results support clearly the existence of the three factors that were found in the analysis of twenty-five scales. Over the seventeen films, the three factors accounted for 63% of the variance for the twelve item scales. The citation of the percentage of accountable scale variance is to be viewed as an evaluation of the particular factor solution being employed. It is conventional to label a particular factor solution meaningful if it accounts for at least 50% of the scale variance. This criterion is not to be confused with the one used to determine the number of established factors for a particular analysis. It is particularly useful in those situations where the analysis is based on the reduction of the number of items representing a previously established common factor.²³

During the summer of 1964, a review of all the materials relating to the Speech 101 research on the devel-

²³Harmon, op. cit., pp. 13-19.

opment of a rating scale was made by the chairman and the research director of the course. It was decided at that time that a formal rating scale could be constructed from the evidence available, but that the issue of exactly what items needed to be stressed in the evaluation of student oral performance in Speech 101 was by no means closed.

The formalization of a Speech 101 rating scale involved the selection of items to be contained on the scale and the selection of a format which would be called the rating scale per se.

As a result of the previous research it was decided that the items selected to be used on the Speech 101 rating scale should reflect the three factors that seemed to prevail in the evaluation of filmed speeches, when that evaluation was done by students. The items: evidence, logical reasoning, and organization were selected to represent what was labelled the "materials of development" factor. It will be noted that other items, such as examples, could have been chosen to reflect the same factor; however, it was felt, at the time, that the terminology of the textbook and the course lectures should be given some consideration in terms of the selection of which items should be used as representative of the specific factor. The items: eye contact, enthusiasm, and facial expression were chosen to represent what was labelled the "materials of experience" factor. Finally, the items: poise, preparation, and sin-

cerity were chosen to represent a "personal proof" factor. The labels for these factors correspond to major areas of discussion in the course textbook. A tenth item, total effect, was added to the rating scale for three reasons: (1) a desire on the part of the course chairman to have a general item on the scale in order to allow the student evaluator some sense of an overview of the speech being evaluated; (2) a pragmatic consideration in that ten items would allow easy division in terms of an average rating on the scale as a measure of the central tendency of the individual items; and (3) the desire to include an item which might reflect that amount of variance not explained in terms of the three labelled factors.

Pragmatic considerations played an important role in the determination of the format of the Speech 101 rating scale. Once the items to be included on the scale were determined, it was decided that each item could range in value from one to seven. This range is conventional for rating scales and parallels that of the semantic differential. It was then decided that the items should be arranged vertically rather than in the customary horizontal presentation of the semantic differential. It was felt that in order to make the proposed rating scale more meaningful as a critique of a particular speech in the classroom situation, that written comments by the evaluators should be encouraged. The vertical arrangement of the items on

the rating scale allows sufficient space for written comments. It was also decided that the format of the scale should be such that a copy of how it was used in the evaluation of a speech could be made available to both the student speaker and the recitation instructor. For this reason the scale was printed on NCR paper-sets. This provided an original and a carbon copy of the assigned scale values as well as the associated written comments. Appendix K contains the first edition of the formalized Speech 101 rating scale.

Results of the Use of the Speech 101 Rating Scale

The formalized Speech 101 rating scale was first used during the Fall term of 1964. The same form was used by the recitation instructors when evaluating student performance as well as by the student evaluators in the peer group, both with and without the recitation instructor's presence.

It was decided that for the period set aside for research during the course term a replication of the filmed speech evaluations should be done in order to determine if the ten item formalized Speech 101 rating scale truly represented the same factor structure as that discovered when twelve item scales were used. Thirty-four speeches were shown in groups of three and four per showing to the students enrolled in Speech 101 during the Fall term of 1964. These films were shown over closed circuit television with

a unique grouping for each of the recitation hours of the course. The filmed speeches had been previously classified as to their general effectiveness as low, middle, or high. This classification was done previously at Ohio University. The films for groups of students were shown in random order with respect to their quality. Results of the student evaluation were subjected to factor analysis in order to determine the factor loadings compared with results obtained from research conducted during the previous year. Table 17 represents the results obtained from the analysis of the evaluation of the thirty-four filmed speeches during the Fall term of 1964.

TABLE 17

THREE-FACTOR MATRIX - RESEARCH DAY - FALL 1964

Item	Factor Loadings		
	I	II	III
1. Total Effect	.5262	.5788	.3687
2. Logical Reasoning	.8286	.1781	.3288
3. Evidence	.8688	.2227	.1089
4. Organization	.6975	.1680	.5160
5. Preparation	.3911	.2694	.7851
6. Poise	.3137	.5053	.6131
7. Sincerity	.2946	.7585	.2648
8. Facial Expression	.2018	.8800	.1014
9. Enthusiasm	.1698	.8921	.1458

Table 17 (con't)

Item	I	II	III
10. Eye Contact	.1045	.7273	.3749

It was discovered that the three-factor analysis shown in Table 17 accounted for 78% of the variance of the scales (Factor I: 26%; Factor II: 34%; Factor III: 18%). However, it was found that the item sincerity, which previously loaded highest on the "personal proof" factor (Factor III of Table 17) loaded highest on the "materials of experience" factor (Factor II of Table 17). It will also be noted from Table 17 that only two items, poise and preparation, had their highest loading on Factor III. Thus, using the criterion that each factor must be represented by the highest loadings of at least three items, the results of the student evaluation of the thirty-four films did not support a three-factor basis for judgment. Table 18 presents an analysis of the same data used for Table 17 but based on a two-factor solution only.

TABLE 18

TWO-FACTOR MATRIX - RESEARCH DAY - FALL 1964

Item	Factor Loadings	
	I	II
1. Total Effect	.6071	.6137
2. Logical Reasoning	.8748	.1899

Table 18 (con't)

Item	I	II
3. Evidence	.8001	.1909
4. Organization	.8529	.2217
5. Preparation	.7135	.3876
6. Poise	.5516	.5916
7. Sincerity	.3534	.7770
8. Facial Expression	.1872	.8712
9. Enthusiasm	.1798	.8930
10. Eye Contact	.2431	.7771

The solution presented in Table 18 accounted for 73% of the variance of the scales (Factor I: 36%; Factor II: 37%) as used in the research project. It will be noted that the two items which loaded highest on the "personal proof" factor of Table 17 split with a two-factor solution (poise loading highest on the "materials of experience" and preparation loading highest on the "materials of development" factor).

The fact that the student evaluation of the thirty-four speeches seemed to support only two factors led to an investigation to determine the consistency of this result when the quality of the film was held constant. Table 19 presents a factor analysis of the evaluation of those films (8) which were judged to be in the "high" quality classification.

TABLE 19
THREE-FACTOR MATRIX FOR HIGH QUALITY FILMS

Item	Factor Loadings		
	I	II	III
1. Total Effect	.5610	.4782	.4226
2. Logical Reasoning	.8617	.1526	.1847
3. Evidence	.8394	.1528	.0950
4. Organization	.7623	.1461	.3654
5. Preparation	.4696	.1467	.7667
6. Poise	.2725	.5401	.6003
7. Sincerity	.2490	.6796	.4481
8. Facial Expression	.2035	.8907	.0549
9. Enthusiasm	.1097	.8580	.2035
10. Eye Contact	.0835	.6852	.4332

With the exception that the item total effect loaded highest with the "materials of development" factor, the analysis of the evaluation for the "high" quality films tended to support the findings of Table 17. This analysis accounted for 75% of the scale variance (Factor I: 28%; Factor II: 30%; Factor III: 17%). Again, as in the case of the analysis of the evaluations of the thirty-four speeches, a two-factor solution was obtained for the evaluation of the "high" quality films. Table 20 presents the two-factor solution.

TABLE 20
TWO-FACTOR MATRIX FOR HIGH QUALITY FILMS

Item	Factor Loadings	
	I	II
1. Total Effect	.6497	.5476
2. Logical Reasoning	.8542	.1477
3. Evidence	.7991	.1226
4. Organization	.8335	.2020
5. Preparation	.7205	.3412
6. Poise	.4497	.6777
7. Sincerity	.3601	.7662
8. Facial Expression	.1092	.8187
9. Enthusiasm	.1255	.8710
10. Eye Contact	.2018	.7772

The two-factor solution presented in Table 20 accounted for 70% of the scale variance (Factor I: 34%; Factor II: 36%). The loadings of the items preparation and poise observed in the two-factor analysis of the evaluation of the thirty-four filmed speeches is maintained in Table 20.

Table 21 presents a factor analysis of the evaluation of those films (18) which were judged to be in the "middle" quality classification.

TABLE 21

THREE-FACTOR MATRIX FOR MIDDLE QUALITY FILMS

Item	Factor Loadings		
	I	II	III
1. Total Effect	.6613	.4910	.2251
2. Logical Reasoning	.8745	.1696	.1244
3. Evidence	.8143	.1319	.0862
4. Organization	.8507	.1404	.1867
5. Preparation	.3880	.1717	.7100
6. Poise	.5090	.2118	.6506
7. Sincerity	.3333	.7917	.1106
8. Facial Expression	.1081	.8096	.3394
9. Enthusiasm	.1195	.8869	.1930
10. Eye Contact	.1573	.4323	.7673

It is interesting to note that the results cited in Table 21 based on the evaluation of the "middle" quality films support a three-factor solution. Where it was expected that the items preparation, poise, and sincerity would load highest on the "personal proof" factor; in the analysis of the "middle" quality films, the items preparation, poise, and eye contact loaded highest on Factor III. In terms of the amount of variance accounted for by the three-factor solution represented by Table 21; 76% of the total scale variance is accounted for by the three-factor solution (Factor I: 35%; Factor II: 27%; Factor III: 14%).

Table 22 presents a factor analysis of the evaluation of those films (8) which were judged to be in the "low" quality classification.

TABLE 22
THREE-FACTOR MATRIX FOR LOW QUALITY FILMS

Item	Factor Loadings		
	I	II	III
1. Total Effect	.4375	.5894	.3637
2. Logical Reasoning	.7880	.1279	.4224
3. Evidence	.8721	.2686	.0800
4. Organization	.6408	.1149	.5834
5. Preparation	.2390	.2724	.8128
6. Poise	.2539	.4285	.6733
7. Sincerity	.2248	.7114	.3264
8. Facial Expression	.1771	.8700	.1313
9. Enthusiasm	.1402	.8780	.1606
10. Eye Contact	.0942	.7600	.2530

It can be seen that the results cited in Table 22 are highly similar to the analysis of the evaluation of the thirty-four filmed speeches. In terms of the accounted for proportion of scale variance, a three-factor solution accounted for 75% (Factor I: 22%; Factor II: 33%; Factor III: 20%). It can be observed, however, that the results contained in Table 22 do not support an existence of three

factors according to the criterion of at least three items with their highest loading per factor.

Table 23 presents an analysis of the results of the evaluation of the "low" quality films in terms of two factors.

TABLE 23
TWO-FACTOR MATRIX FOR LOW QUALITY FILMS

Item	Factor Loadings	
	I	II
1. Total Effect	.5433	.6100
2. Logical Reasoning	.8810	.1418
3. Evidence	.7451	.2201
4. Organization	.8552	.1645
5. Preparation	.6552	.3828
6. Poise	.5201	.5832
7. Sincerity	.3438	.7382
8. Facial Expression	.1854	.8663
9. Enthusiasm	.1720	.8812
10. Eye Contact	.1930	.7828

The results of the loadings contained in Table 23 parallel closely the two-factor analysis of student evaluation of the thirty-four filmed speeches (Table 18).

Tables 24 and 25 present summaries of the results of the initial analysis of the evaluations given by students of the filmed speeches on the research day of Speech 101

during the Fall term of 1964. These tables show the factors on which the ten items from the rating scale loaded highest and the percentage of the scale variance accounted for by the analysis. Table 24 presents a three-factor solution summary and Table 25 a two-factor solution summary. As was noted previously, Factor I was labelled "materials of development," Factor II "materials of experience" and Factor III "personal proof."

TABLE 24
THREE-FACTOR SUMMARY OF RESULTS OF RESEARCH DAY
FALL 1964

Item	Quality Group	Highest Factor Loadings			TOTAL
		High	Middle	Low	
1. Total Effect		I	I	II	II
2. Logical Reasoning		I	I	I	I
3. Evidence		I	I	I	I
4. Organization		I	I	I	I
5. Preparation		III	III	III	III
6. Poise		III	III	III	III
7. Sincerity		II	II	II	II
8. Facial Expression		II	II	II	II
9. Enthusiasm		II	II	II	II
10. Eye Contact		II	III	II	II
Percentage of Variance		75	76	75	78

TABLE 25

TWO-FACTOR SUMMARY OF RESULTS OF RESEARCH DAY

FALL 1964

Item	Quality Group	Highest Factor Loadings			TOTAL
		High	Middle	Low	
1. Total Effect		I	I	II	II
2. Logical Reasoning		I	I	I	I
3. Evidence		I	I	I	I
4. Organization		I	I	I	I
5. Preparation		I	I	I	I
6. Poise		II	II	II	II
7. Sincerity		II	II	II	II
8. Facial Expression		II	II	II	II
9. Enthusiasm		II	II	II	II
10. Eye Contact		II	II	II	II
Percentage of Variance		70	70	69	73

Tables 26 and 27 present summaries of the percentage of scale variance accounted for by the analyses. Table 26 presents a three-factor solution summary and Table 27 a two-factor solution summary.

TABLE 26

PERCENTAGE OF SCALE VARIANCE ACCOUNTED FOR BY THREE FACTORS

Factor	High	Percentage		TOTAL
		Middle	Low	
I	28	35	22	26
II	31	27	33	34
III	17	14	20	18

TABLE 27

PERCENTAGE OF SCALE VARIANCE ACCOUNTED FOR BY TWO FACTORS

Factor	High	Percentage		TOTAL
		Middle	Low	
I	34	38	33	36
II	36	32	36	37

Results of all the factor analyses of the thirty-four filmed speeches shown on research day, Fall term 1964, seem to indicate the following:

- (1) The students' evaluations consistently grouped around two factors, "materials of development" and "materials of experience."
- (2) The two-factor grouping of the student evaluations accounted for approximately 73% of the scale variance.
- (3) The factor labelled "materials of experience" accounted for a greater percentage of the variance in both the two and three-factor solutions (the exception to this was the analysis of the "middle" quality films).

- (4) The three-factor solution accounted for a slightly higher percentage of the total scale variance than a two-factor solution.
- (5) The factor "personal proof" contained highest loadings on the two items poise and preparation for all quality groupings of the films, but this factor did not meet the established criteria of at least three high item factor loadings.
- (6) The item sincerity, which previous research indicated would load highest with the "personal proof" factor, consistently loaded highest with the "materials of experience" factor.

Interpretations of the results of student usage of the developed rating scale are subject to certain reservations. The first such reservation is with respect to the influence of the course material on the discovered factor structure. It was generally the case that the research periods devoted to the development of the Speech 101 rating scale came approximately five weeks into the course. By that time the student had been exposed to four lectures, had been assigned to read ten chapters in the course textbook, and had taken the mid-term examination. An investigation of the contents of those lectures and text assignments shows that the students involved in the cited research projects had sufficient opportunity to come into contact with the factor labels "materials of development," "materials of experience," and "personal proof." The mid-term examination covering these lectures and textbook assignments would tend to reinforce any felt need on the part of the student to use the

terminology and syntax of the course as a basis for speech evaluation. All of this indicates that the course material may have had an effect on the way in which the specific items on the rating scale grouped around the discovered factors.

A second reservation is with respect to the influence of the researcher's meaning for the reference variables on the discovered factor structure. It is true of the findings associated with the student evaluation of the thirty-four films shown on research day Fall 1964, that there was some expectation that the results could be interpreted with respect to "materials of development," "materials of experience," and "personal proof." In a sense this expectation was structured by the selection of items that appeared on the rating scale. This might tend to result in a certain amount of interdependence between the expectation of results and their consequent interpretation. Guilford makes specific reference to this point in his discussion of the interpretation of factors:

There may be some who prefer not to attempt to give psychological meaning, or any other kind of meaning, to factors even when rotated. One could of course, merely designate factors by letter or by number and define each one by the fact that it characteristically shows loadings of such and such in tests of such and such. One would also probably have to specify a population with certain properties. This approach to the handling of factors seems to forgo the important possibility of relating factors in a conceptual system and relating the system to other facts and principles of science. A philosophy that has

resistance against naming may be commendable from some points of view. The chief fear seems to be of giving a name to something that, after all is said and done, actually does not exist. There can be no doubt of the utility of discovering unities when they do exist. Neither should there be much doubt of the utility of developing new concepts which serve us with tools with which to lay hold of events and which serve as media of communication. Especially is this true when the concepts can be supported by reference to operations by which they were derived as in factor analysis. If concepts are faulty, this will be discovered in time and changes can always be made.²⁴

The above stated reservations with respect to uncontrolled influences as they may or may not affect factor analytic results and their interpretation are not viewed as a serious limitation to the use of the developed rating scale in Speech 101. This may appear to be a rather pragmatic conclusion, but in truth, there exists no standard statistical procedure for testing such effects outside of the replication of the experimental situations giving rise to the results. It is worth stating, however, that before any claim can be made about the applicability of the developed rating scale to all situations involving the evaluation of public speaking, these reservations will have to be dismissed by additional research.

In addition to the factor analysis of the evaluation of the thirty-four filmed presentations on research day during the Fall term of 1964, an effort was made to establish the reliability of student raters with respect to each

²⁴Guilford, op. cit., p. 522.

of the items contained on the Speech 101 rating scale. The statistical procedure used in the determination of this reliability was Ebel's Interclass Correlation of Reliability.²⁵ Guilford provides the rationale for the use of this particular approach to the reliability of ratings:

There are some who prefer to estimate reliability of ratings by use of rerating data, and certainly this is a meaningful type of reliability. Except for the trouble of a replication, it is an easy procedure to employ. There are serious dangers of correlation of what should be errors, however, due to the memory of the raters.

Most investigators seem to prefer the operation of correlating ratings obtained from different raters as the approach to reliability of ratings. There may be common biases among raters, but this source of error correlation is probably smaller than reratings. One has to assume that raters involved in the reliability study are interchangeable. Since raters with similar types of information are generally utilized for this purpose, this assumption is not unreasonable.²⁶

Since the material was available, a decision was made first to determine the reliability of those raters whose evaluations were used in the above cited factor analysis, and then to see the degree to which the reliability of a scale item was a function of the number of raters. In the factor analysis, evaluation by twenty raters per film was used. Table 28 presents the median reliability estimates for the ten scale items for two to ten, fifteen and twenty

²⁵R. L. Ebel, "Estimation of the Reliability of Ratings," Psychometrika, XVI (1951), pp. 407-424.

²⁶Guilford, op. cit., p. 395.

raters per film. The films were shown in groupings of three and four each (with each group representing the three judged quality classifications). The median was chosen as representative of the reliability. Since reliability is a correlation based on order rather than score value per se, the use of this median rather than the mean seemed justifiable.

Table 28 clearly shows a high degree of reliability among the twenty raters, whose evaluations of the thirty-four filmed speeches shown on research day of the Fall term 1964, were subjected to factor analysis. It also shows that the median reliability for a given item, when used as a basis for evaluation by students, increases as the number of raters increases. These results confirmed the finding of Price when he studied the reliability of judging public speaking by pooling or averaging a series of judgments.²⁷

The results of the use of the Speech 101 rating scale on research day stimulated in interest in the comparison of these results with those of student usage of the same scale in the peered recitation section. It will be remembered that it was for such usage that the scale was developed. For this comparison, 347 student peer group evaluations were chosen at random. These evaluations were made on all six of the speaking assignments of the course. They

²⁷Price, op. cit., p. 237.



TABLE 28: MEDIAN RELIABILITY ESTIMATES AND THEIR RANGES PER SCALE ITEM

Item	Number of Raters										
	2	3	4	5	6	7	8	9	10	15	20
Total Effect	.63 (15-95)	.70 (25-95)	.75 (55-96)	.77 (58-97)	.80 (62-95)	.83 (61-97)	.84 (63-93)	.88 (66-93)	.89 (70-92)	.91 (70-93)	.92 (76-96)
Logical Reasoning	.64 (22-91)	.64 (32-94)	.66 (30-96)	.70 (56-96)	.72 (58-94)	.74 (55-95)	.74 (56-94)	.75 (58-93)	.78 (59-91)	.78 (67-96)	.87 (78-95)
Evidence	.45 (15-91)	.54 (12-92)	.58 (24-90)	.60 (31-92)	.62 (25-87)	.64 (34-88)	.64 (46-85)	.69 (46-86)	.70 (48-90)	.78 (60-93)	.84 (68-95)
Organization	.67 (30-86)	.67 (40-97)	.76 (50-97)	.76 (38-98)	.78 (39-93)	.81 (39-93)	.82 (42-94)	.84 (51-93)	.85 (61-96)	.86 (63-96)	.91 (66-96)
Preparation	.44 (25-92)	.62 (30-91)	.68 (52-97)	.83 (64-95)	.83 (61-96)	.83 (63-97)	.84 (60-93)	.84 (55-94)	.84 (55-92)	.87 (59-94)	.90 (65-96)
Poise	.67 (42-95)	.70 (45-99)	.76 (49-99)	.80 (50-97)	.84 (42-95)	.87 (50-97)	.89 (44-92)	.89 (40-93)	.89 (50-93)	.90 (77-97)	.92 (82-97)
Sincerity	.82 (35-98)	.84 (38-99)	.85 (44-98)	.86 (44-96)	.88 (45-96)	.89 (49-93)	.89 (67-94)	.89 (65-95)	.89 (66-92)	.93 (76-96)	.94 (82-96)
Facial Expression	.73 (28-99)	.83 (29-99)	.88 (57-97)	.89 (74-98)	.92 (58-97)	.92 (51-96)	.93 (61-95)	.94 (54-95)	.95 (52-95)	.95 (75-98)	.96 (75-98)
Enthusiasm	.80 (39-99)	.81 (53-99)	.81 (54-99)	.83 (52-99)	.87 (29-98)	.90 (20-98)	.90 (33-98)	.92 (41-99)	.92 (59-97)	.95 (84-99)	.96 (84-98)
Eye Contact	.57 (25-95)	.72 (25-94)	.82 (39-94)	.84 (39-98)	.87 (38-97)	.88 (50-97)	.89 (56-98)	.89 (57-98)	.91 (66-96)	.91 (66-96)	.92 (76-99)

were subjected to the same type of factor analysis used to determine the results of research day, Fall, 1964. Table 29 presents a three-factor analysis of peer group usage of the Speech 101 rating scale during the Fall term of 1964.

TABLE 29
THREE-FACTOR MATRIX - PEER GROUPS - FALL 1964

Item	Factor Loadings		
	I	II	III
1. Total Effect	.4978	.6589	.3178
2. Logical Reasoning	.7705	.3516	.2998
3. Evidence	.8491	.1469	.3206
4. Organization	.8151	.2297	.3431
5. Preparation	.3553	.2762	.7918
6. Poise	.1011	.4394	.7486
7. Sincerity	.2156	.7224	.3287
8. Facial Expression	.1686	.8511	.1099
9. Enthusiasm	.2626	.8523	.0396
10. Eye Contact	.1660	.7218	.2262

The three-factor solution presented by Table 29 accounted for 78% of the scale variance (Factor I: 20%; Factor II: 38%; Factor III: 20%). The peer evaluations point to the same factor structure as that discovered for the research period. As in the case of the factor analysis

of the evaluation of the filmed speeches (Table 17), the results do not support the existence of three factors of evaluation according to the criterion of at least three items with their highest loadings per factor.

Table 30 presents a two-factor solution of the peer group evaluations.

TABLE 30
TWO-FACTOR MATRIX - PEER GROUPS - FALL 1964

Item	Factor Loadings	
	I	II
1. Total Effect	.5615	.6720
2. Logical Reasoning	.7534	.3665
3. Evidence	.8298	.1635
4. Organization	.8063	.2559
5. Preparation	.7977	.3019
6. Poise	.3580	.7617
7. Sincerity	.3643	.7333
8. Facial Expression	.1753	.8554
9. Enthusiasm	.1943	.8553
10. Eye Contact	.2575	.7294

The two-factor solution accounted for 72% of the scale variance (Factor I: 33%; Factor II: 39%). The item associations per factor were exactly those found in the two-factor solution of the evaluations of the thirty-four

filmed speeches, (Table 18) and accounted for approximately the same amount of scale variance though a greater percentage of that variance was attributed to the second factor "materials of experience."

The results of the usage of the Speech 101 rating scale in the Fall term of 1964 in both experimental and classroom situations indicated the following:

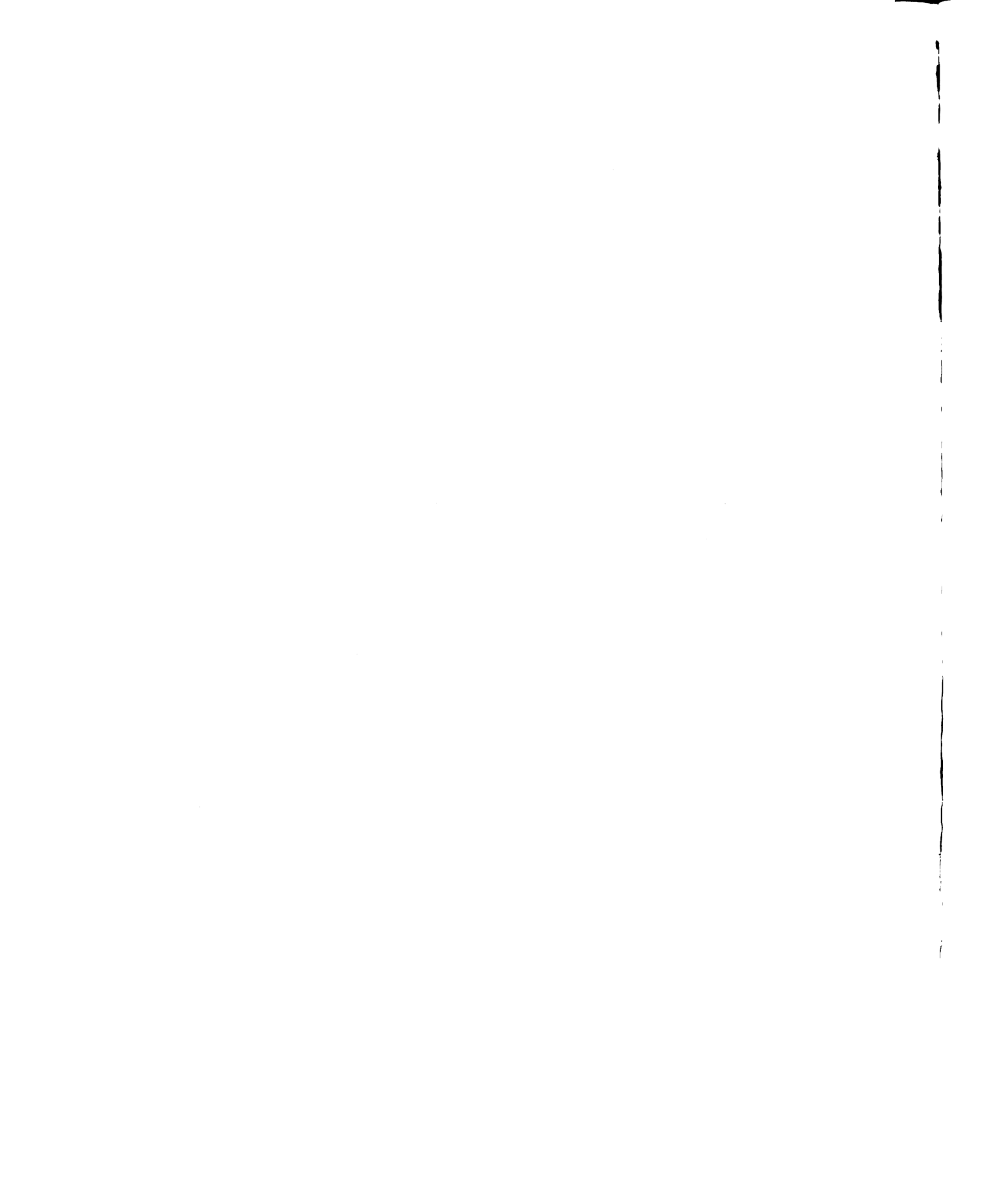
1. Students tended to make their evaluative judgments primarily on items which represented a factor labelled "materials of development" and a factor labelled "materials of experience."
2. The scale items poise and preparation could be used to support a factor labelled "personal proof" which would account for between 18% and 20% of the scale variance, but at least one more scale item would need to be added to this third factor in order to firmly establish its existence.
3. A high degree of reliability with respect to the individual items contained on the scale can be obtained by pooling and averaging student judgments.
4. Results of the student evaluations of the filmed speeches indicated that a high degree of reliability with respect to the individual items contained on the scale could be obtained by pooling or averaging four to six student judgments. This range is that represented by a student evaluation panel in the peered group recitation sections.

It was decided that a slight modification in the Speech 101 rating scale might make it possible to establish a three-factor basis of student evaluations. It will be recalled that when the ten items were selected for the formalized version of the scale, that each of the then

established factors had additional items which could have been so selected.

The results of the use of the rating scale during the Fall term of 1964 indicated that the item sincerity consistently did not load highest on the factor "personal proof" as the research which led to the development of the scale had indicated. For this reason, it was decided that sincerity should be changed to some other item which (1) evidence suggested might load highest on a "personal proof" factor; (2) could be tied in with the textbook discussion of personal proof. The item, attitude, seemed closest to meeting these conditions.

No time was available during the Winter term of 1965 to design any type of research similar to that conducted in the Fall term. The demands of the Winter term on the number of Speech 101 rating scales were such as to use up the forms representing the first edition. It was decided that the item attitude would be substituted for the item sincerity for the second edition of the form. In addition to this substitution, a slight modification of the format of the form was made for the second printing. This change involved the bracketing of the items according to the labelled factor names ("materials of development," "materials of experience," and "personal proof"). Appendix L represents the second edition of the Speech 101 rating scale.



During the Spring term of 1965, an attempt was made to determine if the changes represented in the second edition of the Speech 101 rating scale were such as to produce a three-factor basis for student evaluation. This attempt was somewhat hindered by the lack of available time in the scheduling of activities for the peer group recitation sections. Only the Tuesday-Thursday sequenced sections had a period available for research. This prevented a large scale research project similar to that conducted during the Fall term of 1964. A small project involving student evaluation of filmed speeches using the revised Speech 101 rating scale was attempted and the results of that project are reported here as indicative of the on-going nature of the investigation of the use of rating scales in the evaluation of student performance.

For the project conducted during the Spring of 1965, three films were shown to approximately 130 students enrolled in Speech 101. The films were shown on closed circuit television during the recitation section meetings of the course. The films represented the three quality groups previously discussed and were selected from the sample of thirty-four filmed speeches shown on research day during the Fall term of 1964. Table 31 presents a three-factor analysis of the student usage of the revised Speech 101 rating scale for the research conducted during the Spring term of 1965.

TABLE 31

THREE-FACTOR MATRIX - RESEARCH DAY - SPRING 1965

Item	Factor Loadings		
	I	II	III
1. Total Effect	.4022	.6962	.4110
2. Logical Reasoning	.8612	.3120	.1244
3. Evidence	.7675	.3467	.2472
4. Organization	.7052	.2502	.5203
5. Preparation	.2844	.3955	.8081
6. Poise	.2813	.5936	.6151
7. Attitude	.3413	.7953	.3170
8. Facial Expression	.3247	.8342	.2456
9. Enthusiasm	.3149	.8312	.2182
10. Eye Contact	.1877	.7926	.3360

The analysis presented as Table 31 accounts for approximately 83% of the scale variance (Factor I: 25%; Factor II: 39%; Factor III: 19%). However, it can be seen that the rationale for the substitution of the item attitude for the item sincerity, that is, to have three items load highest on the "personal proof" factor, was not upheld by the results cited in Table 31. The items preparation and poise continued to load highest on a third factor, with that factor accounting for approximately the same percentage of the scale variance as had been previously attributed to a third factor. However, a three-factor solution

to the evaluative data does not seem justified in light of the criterion of at least three items per factor.

Table 32 presents a two-factor solution of the student evaluations of the filmed speeches shown during the Spring term of 1965.

TABLE 32
TWO-FACTOR MATRIX - RESEARCH DAY - SPRING 1965

Item	Factor Loadings	
	I	II
1. Total Effect	.4673	.7731
2. Logical Reasoning	.8488	.2803
3. Evidence	.7900	.3607
4. Organization	.8074	.3827
5. Preparation	.4734	.6514
6. Poise	.4101	.7625
7. Attitude	.3793	.8327
8. Facial Expression	.3425	.8428
9. Enthusiasm	.3258	.8303
10. Eye Contact	.2366	.8470

The two-factor solution presented as Table 32 accounted for 78% of the scale variance (Factor I: 30%; Factor II; 48%). It will be noted, however, that the item preparation, which with previous two-factor analysis loaded highest on the "materials of development" factor, tended to group with

those items representing the "materials of experience" factor. The fact that this loading is not clear cut allows one to suspect that the result might be a function of the particular films observed. This tentative hypothesis is also supported by the fact that all students involved in the research saw the same films whereas the previous research projects had involved students evaluating a significantly wider range of filmed speeches.²⁸ In any respect, the results continue to support the conclusion of student evaluations based on "materials of development" and "materials of experience."

Summary of Chapter IV

Chapter IV of this study has attempted to trace the development of the Speech 101 rating scale as well as to analyze that scale as a technique for the evaluation of student performance.

The Speech 101 rating scale was developed primarily for student use in those situations where student evaluation was the sole basis of judgment. The development of the scale clearly shows that the items it contains are student generated, and the evaluation of those items were based on

²⁸Guilford, op. cit., pp. 532-33. "Although there are no known ways of estimating sampling fluctuation in rotatee factor loadings, it is obvious that we should be concerned with the reliability of the correlation coefficients with which we start an analysis. Errors in correlation coefficients will be reflected in errors in factor loadings."

student usage only. In the actual course, the instructors use the same form when they are responsible for the evaluation of a speech. Instructor usage of the scale has yet to be investigated to see if similar or different results are obtained. Reaction to the scale by the instructors of the course appears mixed, though they have all appeared willing to use it, and in terms of total scale scores, seem to make a sufficient discrimination between various qualities of speeches.

The research connected with the development and use of the Speech 101 rating scale represents little more than an attempt to identify and classify the components of the factors that students in the course brought to bear in the evaluation of specific public speeches. The statistical techniques of factor analysis were used because they lend themselves to the processes of identification and classification. The results cited in this chapter clearly point to the need for additional research into the area of student evaluation of speeches. It is also clear that before any meaningful research can be done based upon the developed Speech 101 rating scale, some decisions are going to have to be made with respect to the following questions:

- (1) Is the proper measure of the validity of a Speech 101 rating scale represented by its correspondence to the content of the course lectures and textbook?
- (2) If the techniques of factor analysis are to be applied to issues beyond the identifi-

cation and classification of the components of student judgment, approximately how much of the variance in scale usage should be accounted for by the common factors of student evaluation?

- (3) What is the proper relationship between the principles and concepts of public speaking and the number of factors that students should bring to bear in the evaluation of speeches?
- (4) Should the course make any attempt to increase the number of factors that students use in the evaluation of public speaking?
- (5) Is it justifiable to base a student's speech grade entirely upon his recitation instructor's use of a rating scale developed for student evaluation?

Ideally, the answers to each of the above questions should be stated as hypotheses and then tested in as rigorous a manner as possible. If it is true, as some suspect, that this type of research is not practical within the confines of a continually changing course, then the answers to the questions must be empirically derived from a set of well defined objectives for Speech 101.

The fact of the high degree of reliability established by pooling the ratings for items can be misleading. High reliability appears to be attainable independent of the quality of the items used for evaluation. In other words, when one talks about the reliability of a scale, is he talking about raters or scale items? Results of the Speech 101 research tend to indicate that reliability is a function of the number of raters. There are procedures avail-

able which can establish scale reliability in the same manner as that used to determine the reliability of written examinations.²⁹ These procedures might offer some valuable information relating to the issue of the validation of scale items.

It should be remembered that the scope of this dissertation does not include terminal research in the area of the evaluation of student performance by techniques of written examinations or use of rating scales. The study, in general, describes and analyzes the methods used in Speech 101, and is justified only on these grounds.

²⁹Theodore Clevenger, "Retest Reliability of Judgments of General Effectiveness in Public Speaking," Western Speech, XXVII (Fall, 1962), pp. 216-21.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The stated purpose of this study was threefold: (1) to provide a detailed description of the development of Speech 101 at Michigan State University; (2) to examine the objectives and logistics of the evaluation of student performance in Speech 101; (3) to provide a critical analysis of the techniques of the evaluation of student performance, making use of data, statistical methodology, and results of the general research project conducted concurrently with the study.

The purposes of this chapter are to provide a summary of the material covered in the previous sections of this study; to make some general conclusions based on that material; and to make some specific recommendations with respect to possible changes that might be made to improve upon Speech 101 as it now exists at Michigan State University.

Summary of the Material

The major objective of Speech 101 is to train students to be more proficient agents of change in public speaking situations. An examination of the developmental stages of the course show the definite influence of a desire to handle, efficiently and effectively, a large enrollment on the means used to obtain this objective.

The efficiency of the course can be seen in terms of such things as its highly structured approach to the scheduling of activities, its centralized administration and the use of modern computerized techniques of data processing for many of the tedious routines commonly associated with large enrollments.

Such efficiency explains, in part, the rapidity with which significant changes in the course structure were made. The conversion to televised lectures was greatly aided by the fact that the course was initially built around the concept of a common mass lecture for all enrolled students. The changeover to peer grouping the recitation sections was made easy because, from the outset, the course followed a syllabus and early in its development evolved a pattern for the uniform scheduling of classroom activities. The use of a computer in grade processing and test item analysis was successful, in many respects, because the responsibility for these actions rested with a well-organized administrative unit.

The effectiveness of the course is difficult to summarize. Most of this difficulty stems from the fact that, while it is true that Speech 101 does process a large volume of enrollees, the effectiveness of this processing has never been subjected to direct rigorous investigation. Occasionally, during the development of the course, small experiments were conducted attempting to

compare the effectiveness of some proposed change in structure against the status quo. When such a change appeared reasonable, and when the experimentation yielded no evidence to suggest that the effectiveness of the course was impaired by the change, it was made. This type of research does not represent a direct attempt to evaluate the quality of the course with respect to the training of public speakers; instead it characterizes a pragmatic approach to specific logistical problems of handling a large number of students. There is evidence of a general feeling, on the part of the administrative staff of Speech 101, that the course does meet its primary objective of "assisting students to operate more effectively as agents of change in public speaking situations," but this feeling is based almost entirely upon subjective impressions and the fact that the course runs smoothly.

The use of multiple-choice examinations for the evaluation of student performance in Speech 101 is based on the assumption that a knowledge of certain principles and concepts of public speaking is important to the student and cannot be learned completely through practice in making speeches. A great deal of effort, on the part of the staff of Speech 101, has gone into the construction and validation of test items. The items themselves are written by the teaching staff of the course, and each is reviewed and evaluated by members of the administrative staff both be-

fore and after being used in a particular test in order to determine its relationship to the concepts and principles of public speaking being stressed in Speech 101. Each examination question is subjected to computerized techniques of item analysis and then evaluated with respect to its difficulty, discriminating ability and the relevance of its options. It is true that the validation of test items is carried on simultaneously with the evaluation of students taking written examinations, and that this fact raises some issues with respect to the meaningfulness of a given examination score; but the eventual goal of standardized examinations composed of acceptable items is sound pedagogy.

A Speech 101 rating scale is used in the evaluation of student oral performance. The scale, and the research projects associated with its evolution, are significant in that they attempt to meet the general issues of student evaluation of speeches within the framework of an ongoing course in public speaking. The pragmatic need to give untrained students a basis for their judgment of the quality of speaking done by their peers resulted in the application of modern computerized techniques of identification and classification to determine the factors that students use when evaluating public speaking. The use of factor analytic techniques in this area would probably have been impractical had not a computer been available for the Speech 101 research projects. Not that these techniques

are new, or unknown to the field of speech, but that the time and difficulty involved in their computation would have certainly deterred their use without the Michigan State University computer and its factor analysis programs.

The factor analytic techniques employed at all stages of the development of the Speech 101 rating scale yielded immediate and meaningful results with respect to the general factors that students employed in the evaluation of public speaking. The identification and classification of student generated scale items according to the common factors that they represent ("materials of development," "materials of experience," and "personal proof") allowed the isolation and selection of variables in speech evaluation relevant to the concepts and principles discussed in the course lectures and textbook.

It is true that the scale which was evolved does not achieve all that was hoped for it, but the techniques used in its development do represent a methodology for determining a sound basis for speech evaluation by untrained as well as trained raters.

General Conclusions

In the section labelled "Limitations of the Study" of Chapter I, it was stated that the weakness of a descriptive-analytical design could only be overcome if, at the end of the study, certain avenues of thought were open which pre-

viously were closed because of a lack of information about the nature of general problems, and of procedures by which these problems might be solved. The writer feels that this study does open up additional lines of investigation with respect to speech education and does advance procedures whereby persistent speech training problems might be solved.

This study provides some information concerning the kind of relationship that needs to be established between the objectives of a course and its logistical structure. It is apparent that the objectives of a course should stand as the criteria by which it can be evaluated. When this type of association is not evidenced, other considerations tend to have a disproportionate influence on the definition of a problem and its possible solutions. In the case of Speech 101, the logistics of handling a large number of students have been the prime considerations, serving as the motivation for many of the structural changes made in the course. There has been a definite lag in defining the course goals as specific behavioral objectives relevant to making the student "a more effective agent of change in the public speaking situation."

It is paradoxical that, had not the decision been made to gear the course toward the handling of an increased enrollment with a minimum number of staff members, the need to objectify the goals of Speech 101 would not be so readily apparent. Certainly the expenditure of university funds

for the research that pointed to the need for behavioral objectives would have been less, had not the course proved so successful in processing a large volume of students. Yet, it is this very research that can be criticized on the grounds that it is not directly aimed at measuring the effectiveness of the course. The writer hopes that this study will serve as an initiator for additional university supported research into the effectiveness of Speech 101.

In a sense, it was the desire to meet the problems of an increasing enrollment that compelled attention to new techniques of peer grouping, centralized grade processing, computerized test construction and evaluation, and rating scale development. Traditional methods were found either to be not relevant or too cumbersome to meet the pressing requirements of an increasing demand for service. The use of these new techniques to solve persistent problems in speech education has been described in detail in this study. The use of a computer and now existing computer programs have been illustrated and cited. This information is generalizable beyond the confines of a basic course in public speaking.

It is obvious that this study does not solve any problems. Such was not its intent. The study does point to new complexities and redefines others, but solutions remain for the theorist to devise and the scientist to test.

Recommendations

This study examined the ongoing development of Speech 101 and its associated research projects. This realization would seem to merit any recommendation that might be made concerning modifications aimed at improving the course. The writer would like to make five specific suggestions designed to help remedy some of the course weaknesses cited previously. These recommendations are limited to those which the writer feels could be accomplished without much difficulty within the near future.

The first recommendation is that the goals of Speech 101 be expressed in terms of measurable behavioral objectives. An examination should be made of the course lectures, syllabus, written handouts, textbook and file of acceptable examination questions with the view of listing, in terms of observable characteristics, those behavior patterns which can be judged to be associated with effective student speaking. These characteristics can then be used as criteria for determining which concepts and principles of public speaking need to be stressed in the course lectures, oral assignments and critiques, and written examinations. The degree to which students adopt these characteristics can be viewed as a measure of the effectiveness of Speech 101.¹

¹Work on expressing the objectives of Speech 101 in terms of measurable behavioral objectives began in the Spring term of 1965 and is expected to be completed by the Fall of 1965.

The second recommendation is that the procedures used for item analysis and grade determination be combined in such a way that a student's test score would reflect his responses to questions which meet the criteria of difficulty and discrimination. This policy should be followed until that time when the course examinations have become standardized. This suggested modification seems entirely feasible since separate computer programs now exist for both item analysis and grade processing.

The third recommendation is that more consideration be given to the writing and revising of examination questions. A series of staff meetings could be devoted to a review of the objectives of course testing procedures, a clear explanation of the statistical criteria applied in item analysis, and discussion and illustration of good and bad test items by someone competent in the area of examination construction. Such a series should make the process of question writing more efficient.

The fourth recommendation is that more attempts be made to analyze student usage of the Speech 101 rating scale in the actual peer group situation with a view toward integrating these evaluations into the grading procedures of the course.

The fifth recommendation is that some consideration be given to the development of a rating scale to be used in the evaluation of student speaking based on instructor

generated scale items. There is good evidence to suggest that teachers of public speaking are able to isolate more factors of speech evaluation than those supported by students in Speech 101 to date.² If it can be demonstrated that faculty use additional factors of evaluation which have relevance to the principles and concepts of effective speaking, then one of the objectives of the course might be to move student evaluators in the direction of properly using an "instructor's" rating scale.

²Price, op. cit., p. 273.

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APPENDIX A
SPEECH 101 COURSE SYLLABUS

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 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.

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 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 principle 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 evaluation and criticism of 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. (Students in Case-Wonders-Wilson sections follow a special lecture-recitation pattern. See the time schedule of courses for particular term in which you are enrolled.)

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 accepted 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 C. 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 lecture 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 101 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

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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, when you are given time to prepare, you will use the extemporaneous mode most 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, etc. . . 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.
- e. 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, the key figure in this course.

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- 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 speak. 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 are 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 classes 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 examination, 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 size 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 evaluation of your speaking.
- f. Your evaluations of your own and your classmates' speaking.
- g. Your classmates' evaluation of your speaking.
- h. Your written assignments which you have and those 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 be not necessarily related 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 recommendations of the Committee at the earliest possible date.
8. The student should fulfill the requirement as early as possible in his academic career. The requirement must be filled prior to his student teaching.
9. Transfer students and students seeking secondary certification after graduation will be held to this requirement.

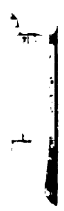
The following course outline is divided into six topics, each topic representing a major content area in public speaking. The text chapters indicated should be read in ADVANCE of preparing the oral assignments.

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"

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Topic I

THE MATERIALS OF SPEAKING

The Speaker's Personal Proof
The Materials of Development*
 Materials common to all speaking
 Evidence
 Reasoning
Materials of Experience*
 Common forms
 Motive appeals
 Attention
 Suggestion

Assignments:

Reading: 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. (Purpose 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 (purpose sentence); (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

*These materials will be emphasized in this speech.

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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 (Bibliography--see page 155 of the text for instructions); (c) identification of the types of evidence he has used, according to the information provided in Chapter 4; (These identifications should be made in the outline at the points where the evidence occurs.) (d) identification of the types of reasoning used, following instructions in (c) above. On your outline identify the types of evidence used, according to the information in Chapter 4. Chapters 8,9, and 10 may provide 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 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: _____

ADAPTING TO THE OCCASION AND THE AUDIENCE

The Setting of the Speech

The Listeners

Analyzing the Listeners

Types of Audiences

Adapting to the Listeners

(Materials of Personal Proof and Materials of Experience will be emphasized here in this speech.)

Assignments:

- Readings: Chapter 6, "Understanding and Adapting to the Occasion"
Chapter 7, "Understanding and Adapting to the Audience"
Chapter 8, "Discussion or Conference"

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. (Note: no more one-point speeches!)
2. At the first recitation meeting after the completion of Topic II 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 being presented on: _____

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TOPIC IV

PRESENTING THE SPEECH

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 inductive speaking plan described in pages 238-239 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, in so far as this is possible in the inductive plan. 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 inductive 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 inductive 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 inductive 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 or disagree 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 blackboard will not constitute an adequate use of visual 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 prejudice in order to determine the relative amounts of the kinds of materials of speaking he wants to bring to bear on his speech. He should review the entire textbook, selecting and adapting those ideas which he believes will best aid him at 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

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PRESENTATION OF HIS SPEECH.

Time Schedule:

My speech is to be presented on: _____

7

APPENDIX B
SAMPLE CLASS SCHEDULES

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MWF Pattern Peer Grouping Group A

Schedule for Speech 101 Spring 1965

Date	Period	Activity	Speakers	Evaluators	Chairman	Timekeeper
F 4/2	1	Orientation to Speech 101 and Speaking				
M 4/5	-	Lecture 1				
M 4/5	2	Orientation				
W 4/7	3	Topic I	1-6	Instructor	12	22
F 4/9	4	Topic I	7-13	Instructor	6	1
M 4/12	-	Lecture 2				
M 4/12	5	Topic I	14-19	Instructor	11	5
W 4/14	6	Topic I	20-25	Instructor	14	7
F 4/16	7	Topic II	7-12	12-18	3	4
M 4/19	-	Lecture 3				
M 4/19	8	Topic II	13-18	19-25	8	9
W 4/21	9	Topic II	19-25	1-6	18	17
F 4/23	10	Topic II	1-6	7-12	13	14
M 4/26	-	Lecture 4				
M 4/26	11	Topic III	7,9,11,13,15,17	Instructor	19	23
W 4/28	12	Topic III	19,21,23,25,1,3	Instructor	24	10
F 4/30	13	Topic III	5,6,8,10,12,14	Instructor	2	20
M 5/3	-	Lecture 5 Mid-term examination				
M 5/3	14	Topic III	16,18,20,22,24,2,4	Instr.	7	15
W 5/5	15	Topic IV	13-18	19-25	1	2
F 5/7	16	Topic IV	19-25	1-6	17	12
M 5/10	-	Lecture 7				
M 5/10	17	Topic IV	1-6	7-12	21	24
W 5/12	18	Topic IV	7-12	13-18	22	25
F 5/14	19	Topic VI*	13,16,19,22,25	Instructor	10	6
M 5/17	-	Lecture 8				
M 5/17	20	Topic VI*	1,4,7,10,23	Instructor	20	13
W 5/19	21	Topic VI*	8,11,14,17,20	Instructor	5	19
F 5/21	22	Topic VI*	2,5,18,21,24	Instructor	23	18
M 5/24	-	Lecture 9				
M 5/24	23	Topic VI*	3,6,9,12,15	Instructor	25	21
W 5/26	24	Topic V	21-25	2-6	1	18
F 5/28	25	Topic V	1-5	11-15	9	8
W 6/2	26	Topic V	6-10	18-22	16	17
F 6/4	27	Topic V	11-15	1,8,7,17,16	4	3
M 6/7	-	Lecture 10				
M 6/7	28	Topic V	16-20	9,10,23,24,25	15	11

*Note that Topic VI comes before Topic V for this group

<u>Mid-Term Examination</u>			<u>Final Examination</u>	
901 Mon. May 3	10-11 a.m.		901 Sat. June 12	8-10 a.m.
902 Mon. May 3	2-3 p.m.		902 Tue. June 8	3:45-5:45 p.m.
903 Mon. May 3	1:55-2:45 p.m.		903 Tue. June 8	3:45-5:45 p.m.

MWF Pattern Peer Grouping Group B

Schedule for Speech 101 Spring 1965

Date	Period	Activity	Speakers	Evaluators	Chairman	Timekeeper
F 4/2	1	Orientation to Speech 101 and Speaking				
M 4/5	-	Lecture 1				
M 4/5	2	Orientation				
W 4/7	3	Topic I	26-31	32-37	38	39
F 4/9	4	Topic I	23-37	38-43	28	29
M 4/12	-	Lecture 2				
M 4/12	5	Topic I	38-43	44-50	33	34
W 4/14	6	Topic I	44-50	26-31	43	40
F 4/16	7	Topic II	32-37	Instructor	26	27
M 4/19	-	Lecture 3				
M 4/19	8	Topic II	38-43	Instructor	29	31
W 4/21	9	Topic II	44-50	Instructor	32	40
F 4/23	10	Topic II	26-31	Instructor	41	42
M 4/26	-	Lecture 4				
M 4/26	11	Topic III	32, 34, 36, 38, 40, 42/33, 35, 37, 39, 41, 43/30	44		
W 4/28	12	Topic III	26, 28, 44, 46, 48, 50/27, 29, 31, 45, 47, 49/34	43		
F 4/30	13	Topic III	30, 31, 33, 35, 37, 39/50, 32, 34, 36, 38, 40, 42/44/45			
M 5/3	-	Lecture 5	Mid-term examination			
M 5/3	14	Topic III	27, 29, 41, 43, 45, 47, 49/26, 28, 30, 44, 46, 48/31/32			
W 5/5	15	Topic IV	38-43	Instructor	35	36
F 5/7	16	Topic IV	44-50	Instructor	37	38
M 5/10	-	Lecture 7				
M 5/10	17	Topic IV	26-31	Instructor	39	41
W 5/12	18	Topic IV	32-37	Instructor	40	46
F 5/14	19	Topic V	38, 41, 44, 47, 50	26, 39, 42, 45, 48	49	37
M 5/17	-	Lecture 8				
M 5/17	20	Topic V	26, 29, 32, 35, 48	27, 30, 33, 36, 49	42	28
W 5/19	21	Topic V	33, 36, 39, 42, 45	34, 37, 40, 43, 46	47	35
F 5/21	22	Topic V	27, 30, 43, 46, 49	28, 31, 44, 47, 50	36	33
M 5/24	-	Lecture 9				
M 5/24	23	Topic V	28, 31, 34, 37, 40	29, 32, 35, 38, 41	45	48
W 5/26	24	Topic VI	46-50	Instructor	26	27
F 5/28	25	Topic VI	26-30	Instructor	46	47
W 6/2	26	Topic VI	31-35	Instructor	48	26
F 6/4	27	Topic VI	36-40	Instructor	50	27
M 6/7	-	Lecture 10				
M 6/7	28	Topic VI	41-45	Instructor	30	26

Mid-Term ExaminationFinal Examination

901 Mon. May 3 10-11 a.m.
 902 Mon. May 3 2-3 p.m.
 903 Mon. May 3 1:55-2:45 p.m.

901 Sat. June 12 8-10 a.m.
 902 Tue. June 8 3:45-5:45 p.m.
 903 Tue. June 8 3:45-5:45 p.m.

APPENDIX C

STUDENT INSTRUCTIONS FOR PEER GROUP OPERATION

INSTRUCTIONS FOR THE ADMINISTRATION OF OUR COURSE

When you are the Chairman:

- a. list the speaking order on the board by name and number.
 - b. instruct the timekeeper as to time limits.
 - c. check the roll with the form provided.
 - d. provide the assigned evaluators with their critique forms and carbons.
 - e. collect the critique and retain the originals, giving the carbons to the speakers.
 - f. collect the outlines and evidence cards, etc., due.
 - g. return graded outlines from the previous day's speaking.
 - h. collect and group all critique sheets for each student with the speaker's outline in an orderly manner to be turned in to the instructor at the conclusion of the period.
 - i. designate from the assigned evaluators, one person to make an oral evaluation of each speech when the Instructor is not present.
 - j. be responsible for beginning the class on time and completing all assigned work for the day.
- (The Instructor will deliver all materials to the Chairman at the beginning of the period.)

When you are the Timekeeper:

- a. enforce the time limits for the speaker and oral evaluator as prescribed by each assignment.

When you are the Speaker:

- a. be responsible for fulfilling the assignment and making a worthwhile contribution to your audience on the day you are assigned to speak.

When you are the Evaluator:

- a. Each day 4-6 evaluators will be assigned to evaluate speeches when the Instructor is not present. (When he is present, he will be the evaluator.) Each evaluator will make a written critique for each student using the form handed to him at the beginning of the period. The evaluator will make out each form in duplicate. The original will be given to the student chairman, who will pass it along to the Instructor, along with the outlines from each speaker. One evaluator will make an oral evaluation of each student speech, assignments to be made by the student chairman.

METHOD OF EVALUATION:

You are asked to make written comments on each speaker, indicating the areas where you feel the speaker was strong and the areas where he should improve. You will be provided with a critique pad for this purpose. After you have completed writing your comments, grade the

speaker from 0 to 7, with 7 being a high grade. Put the grade you give the speaker on the original copy only on the criticism sheets and sign this copy. At the end of the class meeting, the chairman will collect all criticism forms and given the carbon copies to the speakers.

APPENDIX D
SAMPLE SPEECH PLAN

APPENDIX D
SAMPLE SPEECH PLAN

RED CHINA IN THE U.N.?

Introduction

- A. "If the United Nations is to be a true amity of nations, it cannot close its doors to a quarter of the inhabitants of the globe" (President Abbound of Suden).
- B. Membership in the United Nations is intended to be universal.
 - 1. Its strength resides in its representation.
 - 2. Its influence was to reflect its catholicity.
 - 3. The value of the United Nations lies in the meeting of different ethnic groups and forum discussions by potential enemies and active opponents.

Purpose C Sentence

The United States should support the seating of Communist China in the Security Council of the United Nations.

Body

- I. Communist China would play a significant role in the United Nations.
 - A. Until Communist China is admitted to the United Nations, there can be no realistic discussion of vital world issues.
 - 1. Red China is directly involved in such issues as:
 - a. The unification of Korea and Viet Nam.
 - b. The Laotian problem.
 - c. The problem of Taiwan Straits.
 - 2. Indispensible Communist Chinese representatives were invited to the Geneva Conference on the Laotian problem.
 - a. This bypass weakened the prestige and authority of the United Nations.
 - b. If Communist China is opposed in the U.N., her participation in other conferences should be opposed.
 - E. Communist China should not be denounced for breaking the code and rules of a club she doesn't belong to.
 - 1. U.N. members are subject to accepted constitutional, communal and social discipline.
 - 2. U.N. membership incurs responsibilities and duties.
 - 3. Chou-En-Lai tempered himself to suit the Fan-dung Conference.
- II. Public opinion favors the admission of Communist China.
 - A. Public opinion in 21 countries, 75% American allies, favored the admission of Communist China. (Appleton, Sheldon, "Red China and the United Nations," Current History, September, 1961, pp. 141-145.)

1. Among the countries favoring admission were Great Britain, France, West Germany, Japan, India, Australia, New Zealand, Canada, Norway, Denmark, Sweden, Finland.
 2. Only the United States, Mexico, and the Netherlands were against the seating.
 3. Great Britain, our closest ally, recognized Red China and favors her admittance to the U.N. It should not be difficult for the U.S. to do likewise.
- B. The United States is committing a grievous diplomatic error by continuing to make a vital issue out of a hopeless cause.
1. Since 1954 the United States has steadily lost support for its proposals not to discuss Communist China.
 2. In 1961 the United States could not find a country willing to lead the fight to bar Communist China.
- III. The Communist Chinese intervention in Korea is no basis for refusal to admit her into the United Nations.
- A. What is the advantage of perpetuating moral censure over Korea?
 - B. The exclusion of an undismayed aggressor brings us nearer another Korean War.

Conclusion

- A. The overriding responsibility of the United Nations is to ensure that there are no more wars.
 1. The China question must come to a head.
 2. Peiping cannot be ignored.
- B. Uncle Sam will have to face reality:
"As I was going up the stair,
I met a man who wasn't there.
He wasn't there again today.
I wish, I wish, he'd stay away."
(anonymous)

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APPENDIX E
STUDENT INFORMATION FORM



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SPEECH 101

INFORMATION FORM

Complete this form and turn it in to your recitation instructor by the end of the first week of classes.

1. Full name: _____
2. Name by which you wish to be called in class: _____
3. Your lecture Section Number: _____ Meets in Room: _____
4. Recitation section number: _____ Meets in Room: _____
5. Recitation Section Instructor: _____
6. Your "order of speaking" number assigned to you: _____
7. Your year in school: Fresh. ___ Soph. ___ Jr. ___ Senior ___
Grad. ___
8. Your major or preference: _____
9. Your Adviser: _____
10. High School Speech Experience: (Describe briefly) _____

11. Previous College Courses in Speech: (Describe or give numbers)

12. Vocational Ambitions: _____
13. Objectives in taking Speech 101: _____

14. Major difficulties as a speaker, based on your analysis and comments of others: _____

15. Are you interested in extracurricular speech activities such as debate, oratory, extemp speaking, oral interpretation, or discussion? If so, indicate experience and/or interest here. _____

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APPENDIX F
SPEECH 101 INSTRUCTOR'S MANUAL

INSTRUCTOR'S MANUAL

SPEECH 101

GENERAL POLICIES AND PROCEDURES

The policies and procedures noted below are the result of several years' experience in teaching Speech 101. Covered below are such items as: (1) general university procedures affecting Speech 101, (2) general policies and goals of the course as laid down by the original planning committee, (3) policies established by the Speech 101 staff, and (4) operational procedures which have become regularized after several years' experience. Some of the items covered below may be subject to criticism and review. All are subject to explanation and clarification at staff meeting.

1. STAFF MEETINGS

Regular meetings of the current teaching staff and the course chairman are held each week, usually on Wednesday morning at 10:00 a.m. Attendance at these meetings is expected, and those staff members who also enroll for classes are asked to keep this hour free.

2. LECTURE SCHEDULE

All Speech 101 lecturers are scheduled on Mondays at 10:00 a.m. and 2:00 p.m. Since the teaching staff supervises these lectures, as well as the mid-term exam, each member of the staff should hold open on his schedule either 10:00 or 2:00 on Mondays.

3. PROCTORING OF TELEVISED LECTURES

All speech 101 lecturers are televised into small viewing rooms. If attendance is to be checked, all staff members will be asked to proctor one or more lecture rooms, and check attendance. The general procedure is for the proctor to pass a sign-up sheet in the room on the day of the first lecture. This sheet is then turned into the lecture chief, who will check all names off against the master lecture roll. He will return the sign-up sheet to the proctor, who will use this sheet as a master list for checking subsequent attendance. On all later lecture days, he will pass a sign-up sheet in the room, and compare it with the (first day) master list. Turn in the names of absent students to the lecture chief. If students show up for the first time after the first day, their names should be added to the proctor's master list, and the names turned in to the lecture chief so he can mark them on the master list. All students who have not been checked off the lecture chief's master list are reported to the staff as not having attended any lectures. If you are a proctor, please make sure that you turn in the names of any students who come to lecture after the initial

list is gathered. The lecture chiefs will ditto and distribute a listing of all lecture absentees to the staff so that individual teachers may keep records of their students' attendance.

4. LECTURE CHIEFS

Early in the year, the course chairman will appoint one staff member as lecture chief for each lecture hour. These persons are referred to as 'lecture chiefs' and it is their responsibility to gather attendance records for their lecture, to arrange and oversee the administration of the examinations, and to assist the staff in preparing the final grade curves.

5. STAFF SCHEDULES

Since many of the graduate teaching staff are also involved in course work, their teaching schedules are tailored to their academic schedules. Accordingly, it is necessary for each staff member to turn in to the main office, as soon as possible, a detailed schedule of classes being taken in a given term. The switchboard operator has schedule cards for this purpose. These cards must be in the office by the evening of the final day of registration. On the evening that registration closes, a committee of departmental administrators assembles to make out the staff teaching assignments, using the information on the schedule cards. Teaching assignments for Speech 101 are not assigned until that meeting. The possible teaching staff of Speech 101 is asked to assemble in the staff conference room, usually about 9:00 p.m., for the purpose of receiving their teaching schedules and obtaining stacks of necessary course materials. Usually the departmental committee has completed assignments by 9:00 p.m., although this is dependent upon the difficulty of scheduling. All staff members should be prepared for a fairly long meeting.

The original schedule card submitted after registration will be returned to the instructor the night indicated above, with the teaching assignment written on it. In the next day or so, after the teacher's schedule has settled down, the switchboard operator will again ask that you turn in a card to her, listing the classes you are taking and where they meet, and also indicating when you are normally in your office. These schedule cards are to aid her in answering student and staff questions, and are kept in a holder on the switchboard. The operator should know where you are during the day.

6. RESEARCH

One of the key elements in keeping Speech 101 a dynamic course is the ongoing program of research into both the basic elements of the oral communicative act, and into the problems of teaching oral skills. Staff members are urged

to be sensitive to areas in the course which may provide fertile ground for reasarch, and are urged to discuss with the course chairman any ideas or plans regarding research they may have. Sometimes in scheduling the course assignments for a term, an "extra" day may appear, which may be designated as a "research day." This day is to be used by those assigned to conduct research in Speech 101, and thus "belongs" to the research staff. All students should be required to attend this day, just as any regular class meeting. If the research program permits, the day may be released back to the individual instructor to spend as he sees fit.

7. GENERAL RELATIONSHIP OF STUDENTS AND TEACHING STAFF

While the bulk of Speech 101 teaching is accomplished by graduate assistants, departmental staff of all ranks regularly teach in the course. The student of Speech 101 regards all staff members as members of the MSU faculty, and should act accordingly. At no time in the conduct of the course is the graduate-assistant teacher singled out for the students. Decisions of all staff members are supported by the entire staff and the course chairman, regardless of the status of the teacher making the decision.

8. STUDENTS ON ROLL NOT ATTENDING CLASS

Frequently a student's name will appear on the class list, but the student will not appear in the class. You should keep a record of absences for this student, and if you do not receive a drop slip from the main office by the time he has accumulated five or six absences, you should report the student to the registrar. There is a simple form for this, called "Report of Excessive Absence," which is available in the main office. Fill in the requested information, mark "yes" where it asked if you want a follow'up report, and drop the card in the campus mail. Sometimes these names persist throughout the term with no student or drop slip coming through. In this case, simply mark the student's grade card "F" and turn it in along with the others. If the student comes in at the end of the term and wishes to drop the course, then you should drop him with a failing mark.

9. STUDENTS ATTENDING WITHOUT A CLASS CARD

Occasionally in the early days of the term a student will attend class when he is not on the class list. You should be certain to check all students in the class on the first few days of the term to make certain that all students attending are on the class list. Do not permit a student to attend class if he is not on your list, but sent him to the main office. It may well be that he is on the list for another section, and is being counted absent there. If he wishes to add your section, and the section is not full, he should initiate add procedures with the main speech office. Under no circumstances should a student be permitted to enter the second week of classes without being on your official class list.

10. STUDENT DROPS AND ADDS

Several days after the beginning of each term, the University has what is known as a 'Drop and add period.' During this time, a student may drop courses and add others without penalty and without grade. The instructor is notified of this by a copy of the IBM card, which is placed in his mailbox. The individual instructor should keep these slips until revised class lists are issued; usually at mid-term time. A student adding a course is expected to complete all class work, even though by adding several days late he may miss part of the initial assignment. It is his responsibility to catch up with the remainder of the class. Students may drop the course without penalty for a certain period at the beginning of each term. This exact period is noted in the official calendar which is printed in the Time Schedule for Courses. During this period, a student may initiate and complete dropping the course without assistance from the instructor. He receives no grade on his record for the dropped course. After the period for unlimited drops and adds has lapsed, the assistance of the instructor is required. The dropping student will come to the instructor with the IBM Drop Card, and request that the instructor sign the card, and mark a grade on it. The grade is only to determine if the student is to receive a "WP" (withdrawn passing) or "WF" (withdrawn failure) grade on his record. If the student has not been passing the course, (for example has not been in attendance), the instructor should mark the card F. If the student appears to be passing at the time drop procedures were initiated, the instructor should mark a grade, usually C, on the card. This grade is not figured in the instructor's class point average. Once again, it is the student's responsibility to see that he is passing the course at the time he wishes to drop. Excuses of the nature, "I quit attending after the first meeting because I thought I would drop," are not effective reasons for assigning passing marks.

11. STUDENTS WITH SPEECH DEFECTS

Although all incoming students are screened for speech irregularities, occasionally an instructor will notice a student with a severe problem. If the instructor feels that the problem is severe enough to warrant and benefit from professional attention, the student should be referred, in writing, to the MSU speech clinic. He will then be examined and corrective measures, such as Speech 093, will be recommended. If the student is unwilling to avail himself of the available professional help, the instructor will be forced to grade the student on the basis of his total ability as a communicator. Speech irregularities should be taken into consideration when a student is certified for the College of Education.

12. CHANGES IN SYLLABUS ASSIGNMENTS

All staff members are expected to adhere to the assignments in the syllabus. You must get your class through all of the assignments in the syllabus. No staff member is to delete or change syllabus assignments without prior written permission from the course chairman. If yours is a small class, you may wish to use, in addition to all of the syllabus assignments, another round of speeches, or another assignment. This is permissible, providing the consent of the course chairman is obtained in advance. It is the intent of this course that all students of Speech 101 do essentially the same minimum amount of work, and the amount is that specified in the course syllabus.

Note: While the text and lectures distinguish between the speech plan (which the student submits as a part of the preparation he makes for each speech) and the outline (the instrument or vehicle by which the plan is constructed), students continue to have difficulty in making this distinction. This is due mainly to the failure of the staff to employ the correct terminology. It will be helpful if all staff members will learn to use the term "speech plan" when referring to the paper submitted by the student.

13. RECORDERS, SLIDE PROJECTORS, ETC.

Occasionally students will inquire about the availability of technical aids such as tape recorders, slide projectors, etc. This is most common at the time of the "visual aid" speech. The department has several tape recorders, which are usually available for general use, controlled through the Speech Clinic. Slide projectors, movie projectors, record players, etc., must be ordered through the MSU audio-visual center, and a rental charge paid by the department. In general, it is best to require Speech 101 students to furnish all equipment necessary for their speeches. Securance of equipment from departmental or other sources tends to be time-consuming, expensive, and generally unsatisfactory. If a student wishes to use equipment in his speaking, let him obtain and return it.

14. EXAMINATIONS AND ALLIED PROCEDURES

Students in Speech 101 are given two examinations, one at mid-term time (fifth lecture period), and the other at the final examination time indicated in the Time Schedule for Classes. These examinations are multiple-choice, 50 questions for mid-term and 100 questions for final examination, and are given in the lecture meetings. Results of the examination are "curved" for the entire enrollment of Speech 101.

A. Preparation of examinations

A two-year project to upgrade examinations is underway in this course: The project is now in its second year. Exami-

nation questions are prepared by the staff members at the rate of five questions per week, under the direction of the chairman of the course. These questions are checked by the course chairman and then made up into appropriate examinations. When they have been given to the students, they are then subjected to careful analysis under the direction of the Speech 101 Research director and the University Evaluation services. As a result of these analyses (discrimination, difficulty, and others), some questions are discarded, others left intact, and many are returned to the staff for revision. Thus over a period of two or more years, we shall be able to amass about 2,000 good examination questions. It is obvious that one of the major duties of the Speech 101 staff is the preparation and revision of these examination questions.

The responsibility for making sure that the examinations are prepared on time rests with the Administrative Assistant to the course Chairman.

F. Administration of examinations

Usually there are two forms of each examination prepared; each form is made up in two colors. The tests are then mimeographed on four colors of paper in the following format:

Form "A"	Form "B"
901 exam color: Pink	Green
901 answer sheets: Red	Green
902 exam color: Blue	Yellow
902 answer sheet: Blue	Black

All examination booklets and answer sheets are numbered by the lecture chief, in order to provide cross-checks. Each lecture chief is responsible for administering his own examination. Usually the exams are counted out corresponding to the seating in the exam room, and tied into bundles. Usually the color of the exams is alternated by rows, and the students seated in alternate seats, one behind the other. If the examination is given in the Fairchild Auditorium, students should not be seated in front of Row H, since it is impossible to seat students directly behind each other.

After the exam, students should all be checked out of one door. One staff member should check to see that all requested information is filled out on the exam booklet, and he may check the student's I.D. card against his name. Another staff member should take the exam booklet and answer sheet and place them in separate boxes. The answer sheets should be piled according to exam form.

All staff members are expected to proctor the examinations. In general, you will be requested to proctor only one lecture section; however, in case of difficulty, you may be asked to cover both lectures. Staff should arrive early to the examination so that things get started promptly.

15. SWITCHING OF FINAL EXAMINATIONS

Since the final examinations are given in the lecture periods, they usually occur on two different days. Each term, a number of students wish to take the examination which is scheduled for the lecture section they do not attend, in other words, switch exams. The pressure to switch exams comes from two main sources; the first, a real problem arising from three or more exams on the same day, and the second, a desire to get away as quickly as possible.

The University policy on switching exams is as follows:

(1) No student may switch from a later to an earlier examination; (2) Students with three or more examinations on a given day may request to have one of these exams given on a later day. We adhere to this policy.

If a student wishes to switch to an earlier exam, he is not permitted to do so. If he has an actual conflict, he is sent to his Dean, who makes out a written request for changing the student's exam. We honor these written requests. All examination switching is controlled by the course chairman, and all students approaching the instructor about this problem are directed to him. Students must have prior permission to switch examinations.

Very rarely a student has an actual conflict with both examination periods. The validity of these cases is ascertained by the course chairman, and the student is given a special examination after the other regularly-scheduled examinations.

In general, we discourage students as much as possible from changing exams. If a student has a real problem, he will persevere and obtain the necessary permission. Instructors, however, should try to discourage at the outset students who want to switch merely for escape purposes, thus saving the time of the course chairman, who will eventually refuse them anyway.

16. STUDENTS WHO FAIL EITHER TESTS OR SPEECHES

Speech 101 is divided into two parts, speech-preparation and examinations, and as stated in the syllabus, a student must pass both parts of the course in order to pass the course. Thus, a student who receives an F in either part of the course is to receive an automatic F in the course. However, in the past certain cases have arisen where a staff member did not wish to fail a student who had received satisfactory marks in speaking, but who had failed the examinations. The

following policy was agreed upon: a student who fails the speaking portion of the course must be failed. A student who receives an F in examinations and a D in speaking must be failed. If a student receives an F in examinations, but receives a C or better in speaking, the instructor may exercise his option not to automatically fail the student, but rather to average his marks in the usual manner and assign the final grade which results. Usually this final grade is D. In this latter case, F exams and C or better speeches, the instructor need not exercise his option, and may assign the automatic F. If the instructor uses the option, he should make a marginal note to that effect on the grade sheet which he submits for the permanent file.

17. GRADES OTHER THAN A, B, C, D, F

Michigan State has several grades other than A to F. These are Deferred, K, and Incomplete. Below are the policies regarding these grades. (1) Deferred grades may not be given to undergraduate students; thus, no Speech 101 student may receive one. (2) K, or conditional grade, means that the student has not completed all of the work in the course. To remove this grade, a student must pay a fee of \$5.00 per credit-hour. An K not removed by the end of a term reverts to an F grade. An instructor may assign an K grade without authorization if he feels that the student needs to complete additional work before receiving his grade. In our experience students with excessive absences due to illness or disability are common recipients of the K grade. To remove this grade, the student must satisfy whatever requirements his instructor sets forth, and then the instructor submits a form, obtained in the main Speech office, for "Removal of Conditional Grades." On this form, the instructor indicates the grade which should be recorded for the student, and this is placed on his record. It is the responsibility of the student to see that he makes arrangements for removing his K grade. (3) The Incomplete is for essentially the same purpose as the K; however, this grade must be requested by the student's dean on a form sent to the instructor. Once again, the student is responsible for completing the work in question, and the instructor may remove the grade via the same form as to remove an K.

18. MID-TERM GRADE ESTIMATES

At mid-term time, each instructor will receive a packet of grade cards for the purpose of a mid-term estimate. There will not be a card for every student in the class. In general, only freshmen, transfers, and students on scholarship and probation receive mid-term estimates. Mid-term grade estimates will be processed for you by the computer and will be based on the first instructor-graded speech and the mid-term examination. These grades are intended as estimates only, and do not become a part of the student's permanent record. They are not to be used in the determination of such things as scholarship eligibility and sport

eligibility. After marking, the cards are to be returned to the main office, where the registrar will pick them up by messenger.

19. DETERMINING FINAL GRADES

Speech 101 is rapidly moving toward a method of arriving at and recording final grades by means of computers. Since this procedure is only now being developed and is subject to frequent change, most of the needed information concerning the student's grade in the course will be provided for you in the weekly staff meeting. The following brief description will serve to introduce you to our grading methods:

A. As noted in the syllabus, 60% of the student's grade is determined by his preparation and presentation of speeches; 40% of his grade is determined by his performance on the mid-term and final examinations (non-peer groups are exceptions: if you are teaching a non-peer group, see your course chairman for instructions). Note that we have not said that 60% of the grade is oral, 40% written. The 60% includes not only the student's delivery of his speech, but his outline, evidence cards, and other evidences of preparation.

B. Speech Grades

Always use the evaluation sheets provided you, and see that your student graders also use them. Mark the student on a scale of 1 to 7 on each of the ten items listed, make additional comments as you wish, total up the score, and divide by 10. Inform your students that this score represents the speech ONLY AS YOU HAVE HEARD IT. The grade may be lowered after you have examined the written material prepared in connection with the speech. When you have read the speech plan and other required materials, mark your final grade for the speech on the original evaluation sheet, on the student's speech plan, and in your master grade record.

The procedure for computing and recording peer grades is similar to that described above. Simply add the five to seven different totals for each student and take the average. Modify the grade if necessary, because of poor written work, multiply by the appropriate factor number, and record on one of the peer original evaluation sheets, the student's speech plan, and on your master grade sheet. NOTE: instructor grades should be recorded in black, peer grades in red; in this way, the two may be kept separate.

While all grades, instructor and the peer average, for each student for each speech, are recorded, the instructor's final speech grade for each student is determined by his grade for the three speeches he has heard. The peer grades are utilized by the instructor to check his own evaluation. The students should be informed that peer grades are not used directly to arrive at the final speech grade but that they are important in three respects: they help the instructor keep

a constant check on his own grading: they may indicate important improvements or failures in performance in speeches not heard by the instructor; they will be used as a close check on the evaluators, themselves, and thus may contribute to the evaluators grade.

At no time should the instructor or students attempt to translate the 1 to 7 scale into letter grades, for several reasons: (1) the exact method of translation is still being worked out; (2) the instructor will not wish to be caught in the box of estimating a letter grade, only to discover at final marking time that he has over-estimated it; (3) students strongly tend to rate themselves as "I had a 'B' going into the final and yet I flunked the course." To assist the student in knowing his standing at any time, you may wish to average the number grades for a given speech and tell him that the average was 3.3 and his grade was 3.5.

C. Examination Grades

Examinations are made up by the staff as a group, administered by the staff, and the final grade for examinations is determined by the staff. Examinations will be I.B.M. graded and raw scores reported to you, along with relevant information designed to help the student determine where he stands.

D. Final Grades

As indicated above, the rapidly improving and changing methods of scoring and recording grades will force the staff of 101 to depend upon the course chairman for the latest information concerning the determining and recording of final grades. The following information may be useful, however: (1) retain all records according to instructions you will receive at staff meetings; (2) a copy of your grades will be filed with the course chairman, since questions about these grades may arise after you have left N.S.U. Speech and examination scores will be totaled, weighed (60% - 40%), recorded, and reported by machine. If a given grade does not match what you believe the student should receive (for example, excess absences, failure to cooperate in peer group, etc.), the grade will be adjusted in consultation with the course chairman. Please to not alter final grades without this consultation.

E. Important Regulations Concerning Grades

- (1) As noted earlier, the grade a student receives for a speech must be a composite of his oral performance, the quality of his preparation, and any other factors which the instructor may deem significant or the syllabus may require.
- (2) A seven point scale is used: 7 is high, 1 is low. Think in terms of this scale, not in terms of letter grades. A grade of 0 should be recorded for a speech not delivered.

(3) The weighting factors for each speech are as follows:

Topic I	2 WF
Topic II	2 WF
Topic III	3 WF
Topic IV	3 WF
Topic V	5 WF
Topic VI	5 WF

These weights are built into the computer program in order to produce a total weighting factor of 10 for any combination of instructor graded speeches, a total of 20 for all six speeches.

A student's grade for a given speech is equal to his total points on the evaluation form, minus anything subtracted for inferior preparation (speech plan, evidence cards, etc.), divided by 10. For peer grades take the average of the total points of the several evaluation sheets.

TEACHING BY PEER-GROUPING IN SPEECH 101

What is Peer-Grouping?

Peer-Grouping is a method of teaching Speech 101 which enables the department of Speech to meet the demands of larger numbers of students who wish to enroll in the course without proportionately increasing the workload of individual instructors teaching the course. It provides the student with the same number of speaking experiences in his classroom recitation section and increases his opportunity to participate in the total activities of the class. The administrative and teaching duties of the instructor differ little from those he would have in teaching an ordinary class in 101. The only real difference is that the instructor is able to use his time more efficiently and increase the size of his class up to twice as many students as he would have in an ordinary section. With this operation students meet simultaneously in two different classrooms with up to 25 students in each. The instructor divides his time between the two rooms: hearing an equal number of speeches from each student. For example, he may hear all students in room K deliver Topic II while the students in room Z meet on their own at the same time, administering their class in the delivery and evaluation of Topic II. On Topic III the instructor will meet with the students in room Z while the students in room K meet on their own. Thus, the instructor alternates his time between the two rooms. The administration of this operation is the key to its efficiency and is not at all complicated. Most of the operational details are contained in the Instructions for Operation contained in a later part of this information sheet.

The concept of peer-grouping is not new. Variations of it have been employed for some time by several colleges and universities. This particular method of peer-grouping which has been devised and tested at WSU has received favorable responses from instructors and students who have been involved in its operation.

Why Peer-Grouping?

The demand of increased enrollment was the original stimulus for experimenting with this method. Several advantages of this operation are already evident from the preceding discussion. There are several other advantages inherent in peer-grouping that instructors oriented in the regular sectioning of the beginning course find very desirable.

In a participation: course such as Speech 101 the peer-grouping encourages more and responsible participation by the students which they seem to enjoy and respond to very naturely. By letting them share in the administration of the course, they feel more a part of it and desire to make a worthwhile contribution toward its becoming the best educational experience

possible for themselves and their classmates. This method of grouping further provides a unique opportunity and incentive for students to apply the knowledge they gain as speech critics in the constructive evaluation of their fellow student speakers in the absence of the instructor. The role of effective speech and interpersonal relations among peer equals gains added meaning for the student in a "real-world" classroom situation.

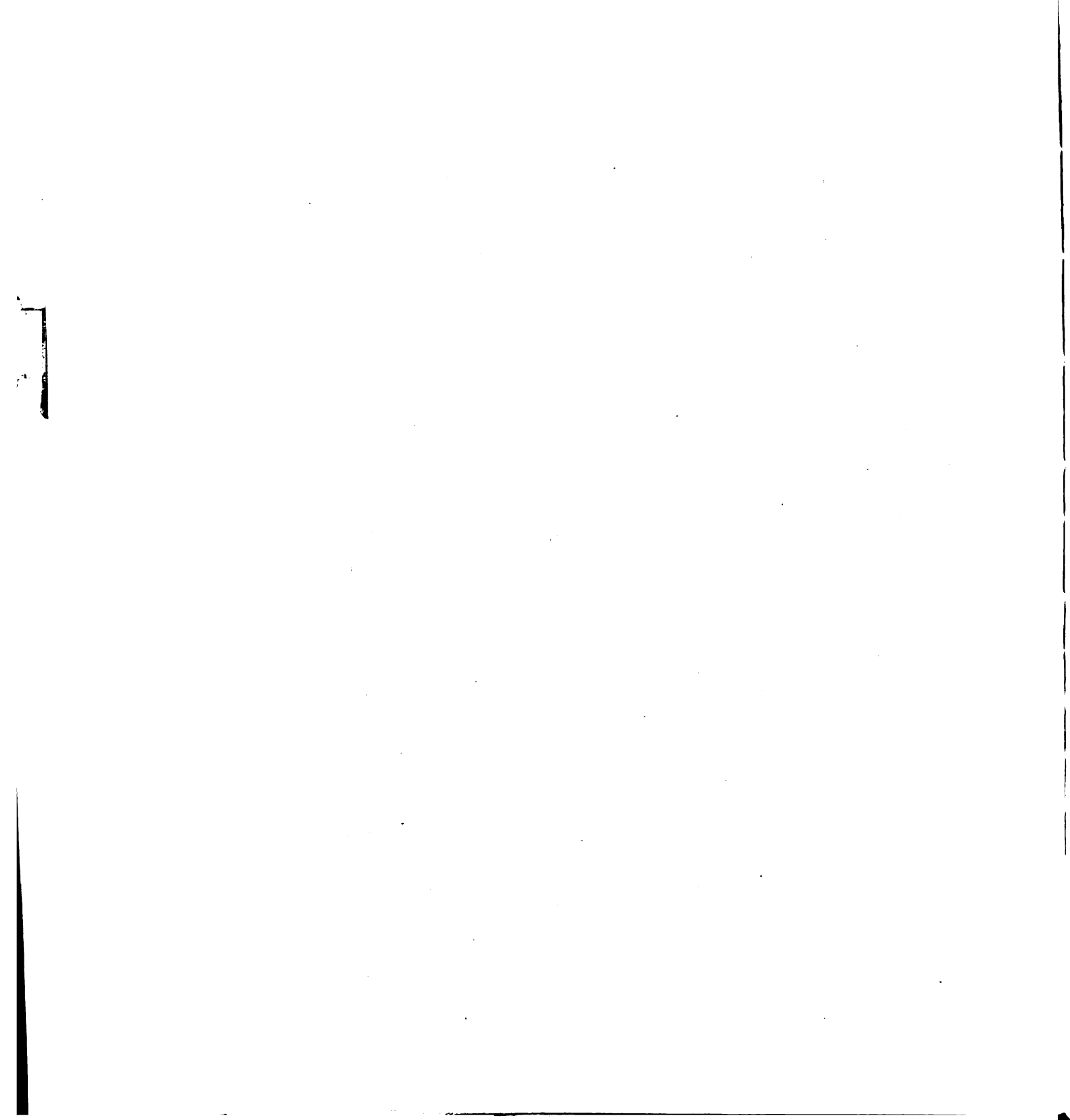
For you, the instructor, your work in correcting outlines, evidence cards, etc., for a larger number of students is more than compensated for by the fact that you are relieved from correcting written assignments not directly connected with the preparation of speaking assignments, otherwise required by the syllabus (these assignments are not made to students in peer-grouping). You command no less respect from the student in this operation -- in fact you may well command more by the nature of your efficient guidance and the respect you show for the individual ability of the student by permitting him to have a greater part in the course. The students look to you for administrative guidance and more than ever as an authoritative source for setting their standards of criticism and preparation of their speeches. Because the students hear your evaluations on only half their speeches, what you have to say takes on double meaning for them. The majority of students want to have a part in the success of the course yet desire and need the final leadership of a responsible instructor. Peer-grouping in no way justifies lazy or irresponsible teaching. The teacher who feels he must conduct his class like an authoritarian dictator, commanding every action of the student, will likely meet with little success in the peer-grouping operation (or in the operation of any speech class). A class attitude predicated on "our" not "my" course is essential. It is extremely important that this attitude be encouraged during the very first recitation meeting when the orientation takes place. The instructor and the students must thoroughly understand the operation if it is to function properly.

Instructions for Operating Peer-Grouping Classes.

(Be sure to note carefully the Schedule of Periods sheet accompanying the 101 syllabus in planning your schedule for both Tuesday-Thursday and Monday-Wednesday-Friday classes. TWT classes each meet for 1 1/2 periods, W, T, F classes meet for one period. Topic I speeches are scheduled to begin on the third recitation meeting. The first two meetings are devoted to orientation and explanation of the course and peer-grouping. THE START IN THESE TWO DAYS IS (almost) EVERYTHING!)

AGENDA FOR FIRST RECITATION MEETING

1. Choose the larger classroom of the two scheduled for your class and bring the two groups together for the orientation meetings. Some students may have to stand. (This is



probably the only time during the term that both groups will meet together.)

2. Take attendance from your two enrollment section class lists. Any student whose name does not appear on the list should be sent immediately to the Speech Office in 149 Auditorium to take proper steps in becoming officially enrolled or to find his class -- if he has drifted into yours by mistake.
3. Explain very briefly the general operation of the 101 Course; recitation section and instructor, lecture section and lecturer, mid-term and final exams, etc. (essentially items 1 and 5 in the course syllabus).
4. Be certain that each student is enrolled in one of the lecture sections.
5. Explain that this class will be operated in the following manner:
 - A. Two groups meeting in separate classrooms, corresponding in most cases to the enrollment sectioning from each of your class lists. However, you will want to equalize the number of students meeting in each room insofar as possible. Thus, if you have one section class list larger than the other, you will want to make appropriate adjustments in room assignments, and you must report these changes to the Speech Office immediately.
 - B. Instructor will be with one group for the speeches on Topic I, with the other group for Topic II, etc. (It makes no difference which group you begin with.) Meanwhile, the group without the instructor will conduct their own class with a regular assigned order of speakers, evaluators, chairman, and timekeeper. You will hand out to each student a printed schedule which he is responsible for following the rest of the term. You will assign the speakers, chairman and timer for both groups, and the evaluators for the group you will not be with -- for the next class meeting (2nd meeting).
6. Note that each student must learn the following letters and numbers:
 - A. Lecture number: 901 or 902, Or 903 Lecture Room number.
 - B. Section number and group letter (section number is the number appearing at the top of the official class list on which the student's name appears. The letter is for the group in a particular classroom, one group may be A, the other B).
 - C. Lecture seat number if applicable.
 - D. Recitation number, from 1 up to 50 (Group : 1 through 25;

- Group 7 26 through 50). This number is assigned to each student for scheduling.
6. TELL YOUR STUDENTS YOU WILL GIVE THEM A SCHEDULE SHEET ASSIGNING THEM recitation numbers and group letters later. They should know their recitation section number and lecture information now.
7. Pass out the syllabi and go over them, pointing out what the students do not have to do: (Go through each Topic assignment beginning on page 7).
- A. Point out the initial reading assignment on page 7. This material is to be read before beginning Topic I.
 - B. Students are to prepare SPEECH OUTLINES, EVIDENCE CARDS, ETC. associated with speech preparation, but are not to do the written work not directly associated with the preparation of the speeches. For Topic I through V, this means the student is not required to do the work listed under Written: part 2. Peer-grouped students do all of the work on Topic VI.
 - C. Make very explicit the fact that they are responsible for knowing and adhering to the requirements of the course as stated in the syllabus.
 - D. Although you may not have time to go over the entire syllabus in detail (they should on their own), it seems important that you call special attention to items 6 (attendance policy), 8 (textbook), 9 (lectures), 12 (speeches), 13 (examinations), 14 (notebooks), 16 (grades), and 17 (speech proficiency evaluation).
8. Distribute the various course materials as given to you. Be sure to stress that the Red China outline is to be used as a guide for FORNIT only. Many students seem to think that they are expected to make speeches on Red China, and they should be otherwise informed. Point out that the Student Information Form is to be completed and turned in on the first recitation meeting.
9. How to the operation of the groups. The only difference between the group meeting with the instructor and the student operated group will be the nature of the evaluations. Both groups will have student chairmen and timekeepers who will be responsible for operating the class in each room. The master schedule informs students of their daily assignments: speaking, evaluating, chairing, and timekeeping. The chairmen will be responsible for: (a) listing the speakers for the day on the board, with their recitation numbers; (b) instructing the timekeeper as to the time limits; checking the roll with the form provided by passing it around the room while the class is going on and having students sign their names by their recitation numbers; (c) providing the assigned evaluators with their critique sheets and carbons; (d) collecting critiques and retaining

the original, giving the carbon copies to the speaker; (e) collecting outlines and evidence cards; (f) returning graded outlines from the previous day's speaking; (g) collecting all critique sheets for each student and arranging them with the student's outline. Detailed information is available on the hand-out "Instructions for the Administration of Our Course". The materials collected by the chairman should be arranged in an orderly manner in the chairman's folder and turned over to the instructor. In addition, the chairman will designate in the non-instructor group one person from the assigned student evaluators to make an oral evaluation of each speech delivered that day. During later speeches the chairman may want to have the entire group of evaluators give an oral evaluation (have a discussion) of each speech.

10. Each class day the instructor will deliver to the class with which he is not meeting in a chairman folder containing (a) outlines from the previous speakers with a composite grade for the speech and the outline, and any other material related to preparation of the speech (the student has the carbon of the critique of the delivery of the speech given to him the previous day); (b) time cards; (c) attendance form; (d) copy of the master schedule for the group in this room; (e) a list of students by number; (f) any special instructions. For the class he is meeting with, the same material will be provided for the chairman. **THIS FOLDER SHOULD BE DELIVERED TO THE CHAIRMAN A FEW MINUTES BEFORE THE CLASS IS SCHEDULED TO BEGIN, IN ORDER THAT THE CLASS MAY START ON TIME.**

11. The evaluation of speeches.

- A. When the instructor is present. The instructor will give an oral critique following each speech, whenever possible. He will also write a critique, a copy of which will be given to each speaker on the day he speaks. At the next class meeting, he will give the chairman, to be handed back to the student, the outline from the previous day's speech which will contain a number, from a low of 0 to a high of 7. This is the student's grade for this speech, and reflects the instructor's evaluation of the oral presentation and his evaluation of the outline. The instructor should multiply this number by the appropriate factor and enter it on his grade sheet.
- B. When the instructor is not present. Each day 4-7 evaluators will be assigned to evaluate speeches. Each evaluator will make a written critique for each student using the same critique blank as the instructor, and in duplicate. The original will be given to the student chairman, who will pass it on to the instructor, along with the outline. Keep all original copies of critiques

on file. Evaluators will also assign a number grade from 0 to 7 following the instructions in 12 below. One evaluator will make an oral evaluation of each student's speech, and if time permits, the whole group of evaluators may discuss the speech or the day's speeches. (The instructor should average the student-assigned grades, adjust this grade if necessary because of outline quality, and record it on the student's outline, which will be returned to him at the next meeting.

THIS IS IMPORTANT -- do not read this to the student: Record the number grade (after you have averaged them, etc.) and accept it as being as valid as the ones you give. You may or may not include this grade in compiling the course grade. This will be decided later (as a suggestion, it is a good idea to record the student evaluated speech grades in red, yours in blue). DO NOT TELL THE STUDENT YOU MAY OR MAY NOT COUNT HIS GRADING AS EQUAL TO YOURS, BUT INFORM THE STUDENT THAT HIS GRADE IS IMPORTANT ONLY AS A CONFIRMATION OF YOURS. In this way the student will be encouraged to give more realistic grades.

12. Inform the students to remember this in their evaluation:
 - (a) their grades will be recorded; (b) the actual grade is not so significant, but the instructor wants to learn if the relative rating given by students and instructor match; (c) thus, they should not be afraid to assign 0 or 1 for a poor speech, or 6 or 7 for an excellent speech; (d) they are not flunking a student or giving him an A, but merely assisting the instructor and also their fellow students in indicating the need for improvement.
13. Remind the students that in order for you to hear the final speeches of all students, one group will present Topic VI before V. Students will have to adjust their readings accordingly. The group delivering Topic VI before Topic V will be indicated on their group master sheet schedule which you will hand out.
14. In summary of the operation, then, the classes work as follows: you will be with Group A, say, for Topics I, III, and VI; with Group B for Topics II, IV, and VI. For other Topics students will be on their own. Record your grades in blue, student grades in red, on your master grade sheet.
15. THIS MUST BE DONE BEFORE YOU ADJOURN THE ORIENTATION SESSIONS
 - A. Go over Topic I in the syllabus which will begin next class meeting. (The related readings in the text will make it much clearer for them.)
 - B. Select several students and have a "dummy" class meeting, letting the students run the class as if in the peer-

grouping situation. Make sure they understand the operational details, since half of the class will be on its own for the next week or so.

- C. Make sure that there are no unanswered questions as to course operation or requirements. Be sure that all students have copies of the schedule, the syllabus, and other hand-out materials, and that they understand that it is their responsibility to know what they are to be doing, and when.

THAT'S ALL THERE IS TO IT!

Speech 101
Procedures for Item Writing
F. Craig Johnson
George R. Klare

You have been requested to turn in five test items per week you teach Speech 101. Presently you should use the assigned chapters in the text as your source material. Eventually we hope to have specific objectives for all the text and lecture materials. (You will note references to objectives in these materials and a place for them on the item form, but do not let this concern you for the present.)

The procedures described here will help you construct items in the desired fashion. But remember -- originality of ideas is more important than highly polished form.

I. Suggestions for item writing -- general.

- A. The introductory part of a multiple-choice or short-answer item is called the "stem." It is this part to which the correct choice or short answer must be added to form a true statement.
- B. The stem may be of either the incomplete or complete statement form. The following examples present the two forms.
 1. Incomplete: The difference between "cop" and "cap" is called _____.
 2. Complete: What is the difference between "cop" and "cap" called? _____.The incomplete form is preferable because it is generally more efficient; however, either form will be acceptable here.
- C. The stem should contain a central problem or theme, and should be related to one of the objectives of instruction. The theme should be as clearly stated as possible. A quick test for clarity is whether or not a person must read the choices in a multiple-choice item before he can understand the stem; if so, the stem can often be improved.
- D. Simplicity of statement should be a major consideration in item writing.
 1. Use as simple language (vocabulary) as possible.
 2. Be brief, but be specific as possible. If the stem must be long, use several short sentences rather than one long one.
 3. In multiple-choice items, include as much as possible of the problem in the stem itself in order to avoid repetition in the choices. Try to put the verb and article in the stem, for example.

4. Use strong rather than weak sentence structure. For example, a statement beginning "The best measure of ..." is preferable to one beginning "It is best to use the ..."
 5. Whenever possible, use the positive rather than the negative form of statement. That is, avoid saying something is not characteristic of an object or situation when it is possible to say something is characteristic. If you use a negative form, emphasize this in some way (e.g., by underlining) so the subject does not miss it for the wrong reasons. (The word "subject" refers to the person taking the test.)
- E. Wording of items should not be exactly the same as that of the objectives. The vocabulary used, however, should be no more difficult than that of the objectives.

II. Suggestions for item writing -- specific.

- A. Most of the information specific to multiple-choice items is related to the choices or alternatives to be used. There are two kinds of choices:
 1. Correct answers.
 2. Incorrect answers, usually referred to as "distracters" or "foils."
- B. In composing choices (as well as items themselves), try first to draw as much as possible from the objectives themselves.
- C. Next, assume that you are going to deliver a lecture based on these objectives. Write further items based on the content you have been given.
- D. For each item, be sure to include five choices.
- E. All choices should, where possible, seem reasonable from a logical and grammatical point of view.
 1. Distracters should attract and appeal to people who do not know the correct answer.
 2. All distracters should appear equally possible as correct answers (i.e., all distracters should "work").
 3. Questions should not involve compound responses (e.g., both a "what" and a "why" part). Revise this type of item by dividing it into two.
- F. Avoid irrelevant or extraneous clues that lead a subject to choose a particular answer. In other words, do not let some sign that is unrelated to actual knowledge of the subject matter cause the subject to select a particular choice as correct or incorrect. Such a sign is called a "specific determiner"; some common ones to avoid are the following:
 1. Lack of parallel grammatical structure in stem and some choices (e.g., failure of subject and predicate

- to agree).
2. Use of particular words -- for example, "always" or "never." These words tend to appear in false or incorrect statements much more than in correct ones.
 3. Use of a consistently larger or smaller number of words in the correct alternative.
 4. Use of excessive specification or caution in correct alternatives as opposed to incorrect ones.
 5. Repetition of some terms of the stem in one of the choices. This often is a clue to the correctness of the choice.
 6. Opposites. These may serve as specific determiners if they clearly allow the student to narrow his choices to two:

The Washington Monument is

- (1) lower than the Eiffel Tower.
- (2) higher than the Eiffel Tower.
- (3) located in New York City.
- (4) made of copper plate.
- (5) a tribute to Booker T. Washington.

The correct answer is clearly one of the first two choices, so the item is really only a two-choice item.

7. Highly technical terms. They may serve as specific determiners when they seem obviously out-of-place (e.g., when the item-writer obviously had to "reach" for an additional distracter). Take the following example:

Politicians are most often known for their

- (1) sincerity.
- (2) patriotism.
- (3) honesty.
- (4) size.
- (5) transcendentalism.

You might select choice (1), (2), (3), or (4), depending upon your feelings about politicians; you would be unlikely, however, to select choice (5), since it seems out of place.

8. Overlapping of two alternatives. This may often permit the subject to eliminate these alternatives as the correct choice, since either could be correct. Consider the following example:

The rainfall at the North Pole, as compared to the Equator, is

- (1) much larger.
- (2) larger.
- (3) a little larger.
- (4) about the same.
- (5) smaller.

If the correct choice were (1) or (3), the student could logically argue that (2) should also be correct. He could, therefore, quickly jump to

- (5) as the correct choice.
9. Synonymous choices. These can be eliminated in much the same way, since either could be correct.
 10. Use of "none of the above" or "all of the above." "All of the above," particularly, may serve as a specific determiner, since a subject may be able to select it when he knows only two of the choices to be true. "None of the above" is a problem because it is hard to construct items in which all other choices are absolutely wrong; it is easier to construct items in which some choices are more correct than others, but in this case "none of the above" is not acceptable.
 11. Unreasonable numerical answers. Subjects can often arrive at a correct answer they do not "know" simply by eliminating unreasonable alternatives.
- G. Placement of correct alternative should usually be random, or at least approximately equal numbers of each position (1, 2, 3, 4, and 5) should be used as correct. (An exception to random assignment is the case where the answers can be placed into numerical order of magnitude or some other logical order.)

APPENDIX G
ORIGINAL SPEECH 101 EVALUATION FORM

Speech Evaluation	
Name.....	Speech.....
I. Topic	II. Materials of Speaking
III. Organization	IV. Adaptation to Audience
V. Language and Style	VI. Presentation

7

APPENDIX H
FORTY-EIGHT ITEM RATING SCALE

$\frac{\cdot}{+3} \frac{\cdot}{+2} \frac{\cdot}{+1} \frac{\cdot}{0} \frac{\cdot}{-1} \frac{\cdot}{-2} \frac{\cdot}{-3}$

- Poor improvement ___:___:___:___:___:___:___ Good improvement
- I disagree with the speaker ___:___:___:___:___:___:___ I agree with the speaker
- Speaker was calm ___:___:___:___:___:___:___ Was not calm
- Speaker knew material ___:___:___:___:___:___:___ Did not know material
- Speaker was not confident ___:___:___:___:___:___:___ Speaker was confident
- Good use of speaker's stand ___:___:___:___:___:___:___ Poor use of speaker's stand
- Poor motive appeals ___:___:___:___:___:___:___ Good motive appeals
- Poor speaking voice ___:___:___:___:___:___:___ Good speaking voice
- Speaker's personality good ___:___:___:___:___:___:___ Personality not good
- Lack of warmth ___:___:___:___:___:___:___ Warmth
- Speaker did not know speech well ___:___:___:___:___:___:___ Speaker knew speech well
- Speech was smooth ___:___:___:___:___:___:___ Was not smooth
- Topic interesting ___:___:___:___:___:___:___ Not interesting
- Good speaker's attitude toward his topic ___:___:___:___:___:___:___ Poor speaker's attitude toward topic
- Good attention level ___:___:___:___:___:___:___ Poor attention level
- Speaker well prepared ___:___:___:___:___:___:___ Not well prepared
- Poor choice of topic ___:___:___:___:___:___:___ Good choice of topic
- Poor physical appearance ___:___:___:___:___:___:___ Good physical appearance
- Poor vocal inflection ___:___:___:___:___:___:___ Good vocal inflection
- Speaker was not poised ___:___:___:___:___:___:___ Speaker was poised

Good use of materials of development	__ : __ : __ : __ : __ : __ : __	Poor use of materials of development
Speaker was not enthusiastic	__ : __ : __ : __ : __ : __ : __	Speaker enthusiastic
Purpose clear	__ : __ : __ : __ : __ : __ : __	Purpose not clear
Poor use of examples	__ : __ : __ : __ : __ : __ : __	Good use of examples
Good diction	__ : __ : __ : __ : __ : __ : __	Poor diction
Speaker was not sincere	__ : __ : __ : __ : __ : __ : __	Speaker was sincere
Speech met assignment	__ : __ : __ : __ : __ : __ : __	Did not meet Assignment
Variety	__ : __ : __ : __ : __ : __ : __	No variety
Good use of notes	__ : __ : __ : __ : __ : __ : __	Poor use of notes
Speech was not ethical	__ : __ : __ : __ : __ : __ : __	Was ethical
Speech was not original	__ : __ : __ : __ : __ : __ : __	Was original
Speaker was not friendly	__ : __ : __ : __ : __ : __ : __	Was friendly
Good logical reasoning	__ : __ : __ : __ : __ : __ : __	Poor logical rea- soning
Speaker was not courteous	__ : __ : __ : __ : __ : __ : __	Was courteous
Good use of humor	__ : __ : __ : __ : __ : __ : __	Poor use of humor
Speech difficult to follow	__ : __ : __ : __ : __ : __ : __	Easy to follow
Topic appropriate	__ : __ : __ : __ : __ : __ : __	Not appropriate
Good facial expression	__ : __ : __ : __ : __ : __ : __	Poor facial expression
Poor total effect	__ : __ : __ : __ : __ : __ : __	Good total effect
Good eye contact	__ : __ : __ : __ : __ : __ : __	Poor eye contact
Good use of materials of experience	__ : __ : __ : __ : __ : __ : __	Poor use of materi- als of experience
Poor choice of words	__ : __ : __ : __ : __ : __ : __	Good choice of words
Few vocalized pauses	__ : __ : __ : __ : __ : __ : __	Many vocalized pauses

Favorable class reaction __:__:__:__:__:__ Unfavorable class
reaction

Poor organization __:__:__:__:__:__ Good organization

Speaker was not pleasant __:__:__:__:__:__ Was pleasant

Poor citation of sources __:__:__:__:__:__ Good citation of
sources

Good use of evidence __:__:__:__:__:__ Poor use of evidence

APPENDIX I
TWENTY-FIVE ITEM RATING SCALE

INSTRUCTIONS

We are interested in your judgment of the speech you have just heard. On the next pages are a series of statements on which you are asked to judge this speech. These statements look like this:

Speech was good : : : : : : Speech was bad
 +3 +2 +1 0 -1 -2 -3

If you felt that this speech was extremely good, you would place a check mark in the space which is indicated by +3 above; if quite good (but not extremely good), you would mark in the space indicated by +2; if slightly good, in space +1; if quite bad, in -2; and if extremely bad, in -3.

Be sure to put a check mark somewhere along each scale. Put your check within the spaces, not on the dots separating the spaces. Put one and only one check on each scale. DO NOT OMIT SCALES.

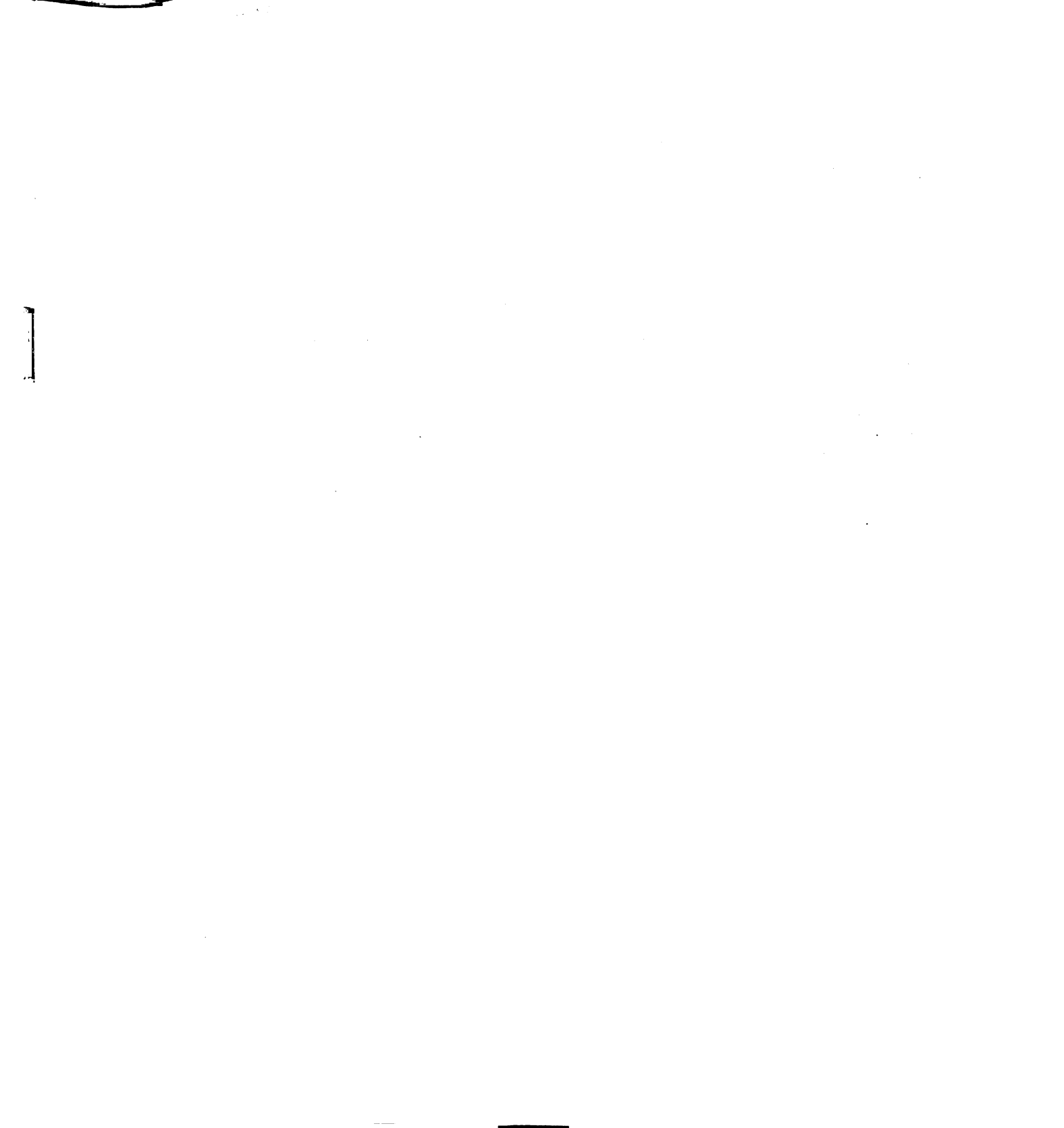
Please make each item a separate and independent judgment. We want "first impressions" so go through the scales fairly rapidly.

Thank you for your help.

Student No.	_____	Section No.	_____
Speaker was enthusiastic	__:__:__:__:__:__:__:__	Was not enthusiastic	9)
Personality not good	__:__:__:__:__:__:__:__	Speaker's personality good	10)
Variety	__:__:__:__:__:__:__:__	No variety	11)
Not poised	__:__:__:__:__:__:__:__	Poised	12)
Good logical reasoning	__:__:__:__:__:__:__:__	Poor logical reasoning	13)
Was not sincere	__:__:__:__:__:__:__:__	Speaker was sincere	14)
Good speaking voice	__:__:__:__:__:__:__:__	Poor speaking voice	15)
Poor use of examples	__:__:__:__:__:__:__:__	Good use of examples	16)
Poor facial expression	__:__:__:__:__:__:__:__	Good facial expression	17)
Good use of humor	__:__:__:__:__:__:__:__	Poor use of humor	18)
Topic interesting	__:__:__:__:__:__:__:__	Not interesting	19)
Was not friendly	__:__:__:__:__:__:__:__	Speaker was friendly	20)
Speaker well prepared	__:__:__:__:__:__:__:__	Not well prepared	21)
Speaker was calm	__:__:__:__:__:__:__:__	Was not calm	22)
Poor organization	__:__:__:__:__:__:__:__	Good organization	23)
Speaker was courteous	__:__:__:__:__:__:__:__	Was not courteous	24)
Poor eye contact	__:__:__:__:__:__:__:__	Good eye contact	25)
Good vocal inflection	__:__:__:__:__:__:__:__	Poor vocal inflection	26)
Poor speaker's attitude toward his topic	__:__:__:__:__:__:__:__	Good speaker's attitude toward topic	27)
Good diction	__:__:__:__:__:__:__:__	Poor diction	28)
Few vocalized pauses	__:__:__:__:__:__:__:__	Many vocalized pauses	29)

Poor physical appearance	__:__:__:__:__:__	Good Physical appearance	30)
Poor total effect	__:__:__:__:__:__	Good total effect	31)
Speaker knew speech well	__:__:__:__:__:__	Did not know speech well	32)
Poor use of evidence	__:__:__:__:__:__	Good use of evidence	33)

APPENDIX J
TWELVE ITEM RATING SCALE



Project No. 135 _____
(4-5)

Student Number _____
(6-11)

Speaker Number _____
(12-13)

(14-15)

Good use of evidence __:__:__:__:__:__ Poor use of evidence
16) _____

Poor facial expression __:__:__:__:__:__ Good facial expres-
sion 17) _____

Speaker was calm __:__:__:__:__:__ Was not calm
18) _____

Good logical reasoning __:__:__:__:__:__ Poor logical
reasoning 19) _____

Speaker not well prepared __:__:__:__:__:__ Speaker well
prepared 20) _____

Good use of examples __:__:__:__:__:__ Poor use of examples
21) _____

Poor organization __:__:__:__:__:__ Good organization
22) _____

Speaker was enthusiastic __:__:__:__:__:__ Was not
enthusiastic 23) _____

Variety __:__:__:__:__:__ No variety 24) _____

Speaker knew speech well __:__:__:__:__:__ Did not know speech
well 25) _____

Poor use of humor __:__:__:__:__:__ Good use of humor
26) _____

Speaker was not poised __:__:__:__:__:__ Speaker was poised
27) _____

APPENDIX K

FIRST EDITION OF THE SPEECH 101 RATING SCALE

Rate each performance
on a seven point scale
with 1 low and 7 high.

Total Effect _____

Logical Reasoning _____

Evidence _____

Organization _____

Preparation _____

Poise _____

Sincerity _____

Facial Expression _____

Enthusiasm _____

Eye Contact _____

Evaluator _____

Speaker _____ Speech No. _____

Total

Subject _____

Rate each performance on a seven point scale with 1 low and 7 high.

Total Effect _____

Materials of Development

Logical Reasoning _____

Evidence _____

Organization _____

Personal Proof

Preparation _____

Poise _____

Attitude _____

Materials of Experience

Facial Expression _____

Enthusiasm _____

Eye Contact _____

Speaker _____ Speech No. _____

Evaluator _____

Total

.



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