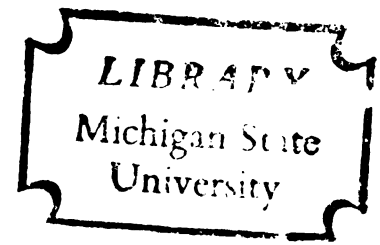STUDENT AND STUDENT ADVISER
EXPECTATIONS OF THE BASIC COURSE
IN PUBLIC SPEAKING AT
MICHIGAN STATE UNIVERSITY

Thesis for the Degree of Ph. D.
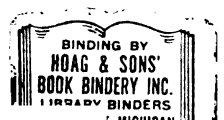MICHIGAN STATE UNIVERSITY
JACK E. WILSON
1968

This is to certify that the

thesis entitled

STUDENT AND STUDENT ADVISER EXPECTATIONS
OF THE BASIC COURSE IN PUBLIC SPEAKING
AT MICHIGAN STATE UNIVERSITY

presented by

Jack E. Wilson

has been accepted towards fulfillment
of the requirements for

Ph.D. ____ degree in Department
of Speech and Theatre

Da

O-169

W 15 un 196

ABSTRACT

STUDENT AND STUDENT ADVISER
EXPECTATIONS OF THE BASIC COURSE IN PUBLIC SPEAKING
AT MICHIGAN STATE UNIVERSITY

by Jack E. Wilson

A student's self-concept of his speaking ability
and his expectations of a public speaking course play a
significant role in preparing him to modify and improve
his speaking behavior. If an instructor can identify
the expectations of the student, he will be in a much better
position to help him achieve his goals or at least point
out to the student that certain goals and expectations
are unrealistic.

In addition to being aware of the expectations of
students teachers of public speaking would do well to be
sensitive to the expectations of administrators and ad-
visers who send students into their classes. Such an aware-
ness could serve to make teachers of speech more objective
in planning and conducting speech courses in that they
would have a greater appreciation of the role speech can
play in the various vocations for which students prepare.

The purposes of this study were: 1) to identify
and describe the expectations of students relative to

Speech 101 at Michigan State University and to determine to what extend these expectations are being fulfilled by the course. 2) To identify and describe the expectations of advisers and administrators who send students into Speech 101 and to get a general perspective of the image of the course from their points of view.

Pretest and posttest questionnaires provided the data on student expectations of Speech 101 at Michigan State University. Data relating to administrators and advisers of students taking Speech 101 were secured through interviews.

Some of the more important findings relating to students enrolled in Speech 101 are as follows: 1) There is no apparent correlation between a student's grade point average, the grade he expects to receive in Speech 101, and the grade he actually receives in the course. 2) Students who enroll in Speech 101 are very much concerned about stagefright; pretest responses regarding stagefright appear inconsistent, but students become more realistic about stagefright as the term progresses. 3) Students in the study perceived that they gained more of the principles of public speaking, which they labeled "theory," from the lectures and their speaking experience than they gained from the textbook. 4) Students are preoccupied with the delivery dimension of public speaking. 5) Students expect Speech 101 to help them

in their immediate tasks within the university as well as in their future vocations. 6) The majority of the students in Speech 101 liked peer-grouping.

Some of the more important findings relating to advisers of students who take Speech 101 are: 1) Advisers tend to be preoccupied with the skills dimension of Speech 101 and have little concern for the content dimension. 2) Most advisers know very little about the logistics of Speech 101. 3) Many advisers want their students to have an impromptu speech included as one of the assignments in Speech 101. 4) Most advisers fail to see any carry-over of skill from public speaking to conversational speaking.

STUDENT AND STUDENT ADVISER EXPECTATIONS

OF THE BASIC COURSE IN PUBLIC SPEAKING

AT MICHIGAN STATE UNIVERSITY

by

Jack E. Wilson

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Speech and Theatre

1968

Accepted by the faculty of the Department of
Speech and Theatre, College of Communication Arts, Michi-
gan State University in partial fulfillment of the re-
quirements for the Doctor of Philosophy degree.

_____
Director of Thesis

Guidance Committee: _____, Co-Chairman

_____, Co-Chairman

_____

_____

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

v

LIST OF APPENDICES

CHAPTER I

GENERAL INTRODUCTION

The basic course in public speaking has commanded
the attention and energies of innumerable teachers and
administrators in the field of speech. A myriad of ap-
proaches to content, methodology and pedagogy have been
employed with varying degrees of success. A variety of
classroom activities, extending from drill in providing
each word with the proper intonation and inflection to
study of the most efficient manner of discovering and
structuring ideas, are all identified as speech education
and taught in the basic course in public speaking. Crit-
icism and praise had been heaped upon the basic course
in public speaking and its virtues and vices extolled.
When praised, teachers of speech receive a sense of satis-
faction and accomplishment. When criticised, teachers of
speech may receive some consolation from the fact that
such has been the case since the time of Plato.

Today teachers of speech can also take some com-
fort from the fact that in many colleges and universities
the basic course in public speaking is enjoying ever in-
creasing enrollments. Part of this increase is due simply
to the fact that there are most students in college than

1

ever before. This can be seen in Table 1 below which shows enrollment increases over the ten year period from 1955 to 1965 in various institutions of Higher Education in the United States.

TABLE 1

OPENING FALL ENROLLMENT OF DEGREE-CREDIT STUDENTS

Type of Institutions	YEARS		
	1955	1960	1965
4 Year Inst.	2,370,000	3,156,000	4,725,000
Universities	1,241,000	1,551,000	2,304,000
Liberal Arts	709,000	1,028,000	1,554,000
Teachers Colleges	245,000	359,000	572,000
Theological	34,000	42,000	50,000

[1]

In many institutions the increasing number of students in the basic speech course appears to be due to factors other than increasing enrollment. First, a number of students, for some reason or other, have decided they would benefit from a course in public speaking. This trend can be seen, for example, in the response of students at Michigan State University when they were asked their major reason for taking Speech 101.

---

[1] Edwin D. Goldfield, ed., Statistical Abstract of the United States: 1967 (Washington: U.S. Department of Commerce, 1967), p. 133.

Students were allowed to choose two options on the item shown in Table 2 below. Only a small percentage of the students in the study indicated both a first and second choice on the item. Therefore, the percentages in the second column in the table below are based on a relatively small percentage of the total number of students who participated in the study. Among the respondents who indicated a first choice on the item mentioned above

TABLE 2

REASONS STUDENTS TAKE SPEECH 101

Speech 101 was:	PERCENTAGES	
	First Choice	Second Choice
A free elective	15.15	12.34
Recommended by my adviser	21.21	7.79
Closely related to my major field	6.06	10.71
A part of my major or required in my curriculum	57.58	40.91
Required for Certification[2]	0.00	27.60 [3]

[2]Certification refers to speech proficiency necessary for a teaching certificate at Michigan State University.

[3]This material taken from item 1 on the pretest questionnaire.

approximately 15 percent of the students stated they took

Speech 101 because it served as an elective course. Some

students indicated they took the course because it was

"Closely related to my major field" or was "recommended

by my adviser." A majority of the students in the study

(almost 58 percent indicating a first choice), gave as

their reason for taking the basic course in public speak-

ing at Michigan State University, it is "a part of my

major or required in my curriculum." The data above tend

to show that reasons other than increasing enrollment

are in part responsible for the number of students en-

rolled in Speech 101 at Michigan State University.

In view of the fact that it is the students who

must fulfill the requirements of Speech 101 upon enrolling

in the course, and the fact that approximately 15 percent

of these students elect to take the course, one may well

ask, what benefits do students expect to receive when

they enroll in a basic course in public speaking? What

motivates the student to desire such a course? What ap-

prehensions, if any, are present when students anticipate

a course in speech?

Likewise, the fact that many administrators and

advisers are either recommending or requiring their stu-

dents to take Speech 101 at Michigan State University

prompts additional questions. Why do administrators and

advisers recommend or require their students to take a

course in public speaking? What particular benefits do
administrators and advisers expect to accrue when their
students take a course in public speaking?

Any competent teacher of speech could present a
rationale describing the benefits a student should receive
from a course in public speaking. In effect many teachers
present something of a rationale in their syllabi when
they list the aims or goals of a particular course in
public speaking. However, it is altogether possible that
the academician who sits in his proverbial ivory tower and
declares, "this is what I feel the student should get out
of this or that course of study" is somewhat analogous to
the mother who requires her child to don his sweater be-
cause she feels a chill. What does the student feel he
should get out of a course in public speaking? What do
advisers in Elementary Education, Packaging, and Police
Administration[4] expect their students to receive from a
basic course in public speaking?

In short, a student's self-concept of his speaking
ability and his expectations of a public speaking course
play a significant role in preparing him to modify and
improve his speaking behavior. If an instructor can
identify the expectations of the students he will be in

---

[4]At the time this study was conducted these de-
partments at Michigan State University were among those
which required Speech 101 of their students.

a much better position to help him achieve his goals or at least point out to the student that certain goals and expectations are unrealistic. Weaver, Borchers and Smith have stated this principle in effect when they write:

> Students do not make optimum improvement in speaking skill merely by participating in speaking activities, even when the student has every reason to wish to speak well. Students improve when they wish to modify their speaking behavior in specific ways which they can identify and understand, and when they can define the changes which they want to make, and the ways and means of securing these changes.[5]

In addition to being aware of the expectations of the students, we would do well to be sensitive to the expectations of administrators and advisers who send students into our classes. Such an awareness could serve to make teachers of speech more objective in planning and conducting speech courses in that they would have a greater appreciation of the role speech can play in the various vocations for which students prepare.

A desire to explore the foregoing areas prompted the author to do this study. Specifically, the purposes of this study were: 1) To identify and describe the expectations of students relative to Speech 101 at Michigan State University and to determine to what extent these expectations are being fulfilled by the course. 2) To identify and describe the expectations of advisers and administrators who send students into Speech 101 and

---

[5]Andrew T. Weaver, Gladys L. Borchers, Donald K. Smith, The Teaching of Speech (Englewood Cliffs, New Jersey, 1956), p. 96.

to ascertain the image of the course from their points
of view.

I.   Speech 101 at Michigan State University

Because of the nature of Speech 101 at Michigan
State University it is necessary to briefly review its
history and to summarize some of the innovations relating
to this course.

Speech 101 has a large enrollment of students each
term. Registration figures presented in Table 3 on the
following page show the increase in student enrollment
for Speech 101 since its inception in the Fall of 1960
to the Fall of 1966.

Dr. William B. Lashbrook and Dr. David C. Ralph
are quick to admit that it was this increasing enrollment
in the course which prompted much of the research and
subsequently led to the adoption of many of the innovations
in Speech 101. In their own words:

> 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 evalu-
> ation, and rating scale development.[6]

A detailed treatment of the innovations in Speech 101 may
be found in the Speech Communication Research Laboratory

---

[6]William B. Lashbrook and David C. Ralph, Innova-
tions in the Operation of a Large Enrollment Basic Course
in Public Speaking (Speech Communication Research Laboratory,
Department of Speech, Michigan State University, December,
1966), p. 89.

report cited on this page. Our purpose in this chapter
will be served by presenting a brief overview of some
of the innovations mentioned in this report.

TABLE 3

SPEECH 101 ENROLLMENT FOR
FALL, 1960 TO FALL, 1966

Year	Fall	Winter	Spring	Summer	Total
1960-61	363	334	280	90	1067
1961-62	525	367	320	102	1314
1962-63	562	417	323	128	1430
1963-64	642	513	437	148	1740
1964-65	742	770	530	145	2187
1965-66	840	840	586	169	2435
1966-67	901				

[7]

One of the first innovations in Speech 101 was the
"mass" lecture. This method was chosen for presentation
of lectures because of the nature of the staff available
to teach the numerous sections of the course.

> The "mass" lecture appeared to be the only lecture
> method by which content material could be controlled,
> in a course with many teachers, most of them rela-
> tively inexperienced graduate assistants and assistant
> instructors, deriving their knowledge[8] of the principles
> of public speaking from many sources.

---

[7] Ibid., p. 3.

[8] Ibid., p. 12.

The lectures in Speech 101 are delivered by the Chairman of the course, Dr. David C. Ralph. Students view the lectures via closed-circuit television over receivers located at strategic points on campus. Recitation sections are taught by instructors, composed primarily of graduate assistants, whose main function is to hear and evaluate speeches.

The syllabus provided for the students in Speech 101 is quite detailed and immediately suggests a highly structured course. The syllabus contains a detailed treatment of the goals of the course, information relating to teaching methods, organization of the course, examination and grading procedures, etc. Separate pages are devoted to the giving of specific instructions for each of six speeches required of a student during the term. These instructions include materials relating to reading assignments, the purpose of each speech, oral and written work, and time limits for each of the six speeches. Also a complete speech plan, which serves as a model for written assignments handed in by students, is included in the syllabus. Additional hand-outs provided for students in Speech 101 include an information sheet (to be completed and returned to the instructor), a sheet of instructions which outlines the duties of the chairman, time-keeper, and evaluators; a lecture schedule and a speaking schedule.[9]

---

[9]The speaking schedule allows the student to know what he is to do for each class session during the entire term. See Appendix B, page 175.

Another innovation in Speech 101 at Michigan State University is peer-grouping. Peer-grouping, introduced into Speech 101 in the Winter Term of 1962, allows an instructor to meet two sections of Speech 101 at the same hour. Each section contains a maximum of 25 students. The peer-group arrangement calls for adjoining rooms to accommodate the two sections. For example, while the instructor hears and evaluates student speakers in Group A in Room 110, Group B is in session in an adjoining room, say Room 112. The student speakers in Group B are being evaluated by six of their fellow students, their peers. The instructor alternates between Sections A and B after each round of speeches has been completed. Therefore, the instructor evaluates three of the speeches presented by each student in Group A and B, and the other three speeches in each section are evaluated by students.[10]

In addition to the mass lecture, the syllabus and materials, and the concept of peer-grouping described above, a common speech evaluation form was developed for use in Speech 101. This form employs a seven point scale which serves as an instrument for the evaluation of ten different elements of the student speaker's performance.[11]

---

[10]For a more detailed explanation of peer-grouping see Appendix A, page 156.

[11]For additional information relating to the evaluation form mentioned here see Appendix B, page 175. Also pages 46 f.f. of Lashbrook and Ralph's work cited previously.

The foregoing description of some of the innovations in Speech 101 at Michigan State University will serve as an overview of this course and provide a background for this study. For a detailed coverage of the logistics of Speech 101 see Appendix A "The Instructor's Manual for Speech 101" and Appendix B, "Syllabus for Speech 101" included in this study.

II. Sensitivity to Students

It is to the credit of administrators and teachers in the field of speech that much of the research relating to the basic speech course indicates a sensitivity to the opinions, attitudes, and needs of students. Dedmon and Rayborn were sensitive to "student attitudes" in their work relating to the use of "Closed-Circuit T.V. in the First Course in Speech."[12] "Student attitudes changed positively toward speaking after a minimum of training" reports Cathcart in his study of "The Effect of Course Length on Student Improvement in the Basic Speech Course."[13] Ellis concluded that a student's speaking ability is most related to: 1) his interest in speech; 2) the amount of speech work he

---

[12]Donald N. Dedmon and David W. Rayborn, "Closed-Circuit Television and the 'Required' First Course in Speech," Speech Teacher, Vol. 14, No. 4 (November, 1965), p. 295.

[13]Robert S. Cathcart, "A Study of the Effect of Course Length on Student Improvement in the Basic Speech Course," Southern Speech Journal, 25, No. 1 (Fall, 1959).

has done previously; and 3) his self-rating of his speaking ability.[14] The works cited above are indicative of an awareness of the importance of considering the student in teaching the basic course in public speaking.

Knower tested an interesting hypothesis, which he reports in his article "The College Student Image of Speech Communication and Speech Instruction." Knower's hypothesis states: "the student's image of speech as he comes to the course in speech may influence learning in such courses."[15] Knower relates three conclusions in the article cited above which are important for us to note:

1) Student images indicate a rational understanding of many principles and processes operating in speech.
2) College students show serious inadequacies of understanding some principles and processes of speech behavior.
3) Better student speakers have a significantly better image of the nature of speech behavior than do poorer speakers.[16]

If Knower is correct in his conclusions, then one could assume that student expectations of the basic course in public speaking are of significance, since they already have a rational understanding of many of the principles of

---

[14]Dean S. Ellis, "A University Speech Placement Test for Entering Freshmen," Speech Teacher, Vol. 15, No. 2, pp. 158-164.

[15]Franklin H. Knower, "The College Student Image of Speech Communication and Speech Instruction," Speech Teacher, Vol. 15, No. 2, p. 108.

[16]Ibid., pp. 108-112.

speech. On the other hand, if the "serious inadequacies" mentioned by Knower exist in our students, we would do well to identify and assess his expectations and apply corrective measures when necessary. Since, according to Knower, a positive image of speech behavior appears to be correlated with the better student speakers it seems logical that teachers of speech should attempt to determine existing expectations and attitudes held by students in order to foster a more positive image of the process of acquiring proper speech behavior.

III. Sensitivity to Students in Speech 101

Upon reading the report of Doctors Lashbrook and Ralph, in which they outline the innovations in Speech 101, one gains the distinct impression that student opinion, attitudes, and expectations have influenced the structure of the course quite heavily. "The major objective," they say, "of Speech 101 is to train students to be more proficient agents of change in public speaking situations."[17] In attempting to discover any bias which students may have developed against lecture by television in Speech 101 "a series of opinion questionnaires was administered by students in the television lectures."[18] When the television

---

[17]Lashbrook and Ralph, op. cit., p. 85.

[18]Ibid., p. 15.

lectures were changed from live to video taped lectures "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."[19] In determining the best conditions for video taping lectures the convenience of students enrolled in Speech 101 was considered:

> . . . . the presence of a live audience during the taping of the lecture resulted in better timing by the lecturer--more time for the students to copy definitions, more opportunity for the lecturer to observe feedback from his listeners and thus repeat obscure points, strike out unnecessary examples, and make other on-the-spot modifications.[20]

Likewise in determining the merit of peer-grouping in Speech 101 consideration of the students is apparent. "Encouraged by the results of the first two terms of peer-group teaching and with no evidence to suggest that peer-grouping in Speech 101 recitation sections had a significant effect on student performances, a decision was made to convert the course to this new concept . . . ."[21] Finally,

> 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.[22]

---

[19]Ibid., p. 16.

[20]Ibid., p. 17.

[21]Ibid., p. 23.

[22]Ibid., p. 55.

From the foregoing discussion it is apparent that the innovations in Speech 101 at Michigan State University have been made with a concern for the attitudes, expectations, and opinions of the students involved in the course. Yet, no specific research had been conducted to discover the expectations of students enrolled in Speech 101 nor had research been done to determine whether the course was satisfactorily fulfilling student expectations.

In keeping with the spirit of previous research relating to Speech 101 the author went to the students enrolled in this course to discover what their expectations of the course were and the extent to which the course was fulfilling these expectations.

CHAPTER II

PROCEDURES USED IN THIS STUDY

The purpose of this chapter is to explain the pro-
cedures used while conducting this study. These proce-
dures will be discussed under three headings: 1) The
Pilot Project; 2) The Student Questionnaire; and 3) The
Adviser Interviews.

I. The Pilot Project

After the decision was made to begin this study,
the first order of business was to construct appropriate
measurement instruments. In order to accomplish this
task a pilot project was begun.

At the conclusion of Spring Term, 1966, during the
final examination session in Speech 101, each student was
asked to fill out an information form before he began his
examination. On this form the student was requested to
indicate his name, student number, the college in which
he was presently enrolled, and the name of his adviser.
Each student was also asked to indicate why he had enrolled
in Speech 101 by checking one of the following options:

_____ Speech 101 is required on my program.

_____ My adviser suggested I take Speech 101.

_____ I decided to take Speech 101 on my own.

_____ (Other) _____.

16

Finally, each student was asked to "briefly describe your expectations concerning Speech 101 (i.e., when you enrolled in the course what did you expect to get out of it?)" Four hundred and seventy-one (471) students took the final examination mentioned above. Four hundred and sixty-five (465) students completed the pilot project information form. Although the information gained was ex post facto, in that students had all but completed the course when they responded to the information form, it served several purposes.

First, we were able to ascertain the number of students from each college within the university who were taking Speech 101 that particular term as well as receiving an indication of why they were taking this course. This information was used later in the construction of introductory questions to be used in the student questionnaire. Table 4 on the following page shows some of the material obtained from the information form, e.g., the number of students from each college and the responses to the questions asking why students had taken the course.

Second, we were able to learn the names of a number of advisers at Michigan State University who were either sending students into Speech 101 or allowing them to take the course as a part of their program. These names were used later as a basis for selecting advisers to be interviewed as a part of this study.

Two hundred and twenty (220) different advisers

TABLE 4

RESPONSES FROM INFORMATION FORM

COLLEGE	NO.	PERCENTAGE OF RESPONSES		
		Required	Took on my own	Adviser Suggested
Agriculture	67	80.5	----	----
Communications	23	43.0	17.0	17.0
Arts and Letters	62	58.0	13.0	----
Natural Science	21	52.4	43.0	----
Home Economics	21	90.5	----	----
Education	109	90.0	----	----
Univ. College	32	19.0	59.0	15.0
Business	22	82.0	13.5	----
Soc. Science	50	62.0	34.0	----
Nursing	2	100.0	----	----
Non Preference	24	12.5	75.0	----
Other	20	25.0	55.0	10.0

were listed by the four hundred and twenty (420) students who responded to this question. This figure represents approximately one adviser for every two students who were enrolled in Speech 101 at the time of the pilot project.

The third and most important body of information secured through the information form was the student responses to the open-ended question regarding their expectations

18

of Speech 101 upon enrolling in the course. It should be noted again that these responses were <u>ex</u> <u>post</u> <u>facto</u> for the same reason listed previously. However, the information secured in this manner served at least two purposes. First, the writer gained a knowledge of the terminology employed by students in describing their expectations of the course. This information was vital in constructing a questionnaire employing language meaningful to students. Second, an analysis of students' responses relating to their expectation of the course revealed the emergence of five categories of expectation into which all responses appeared to fall. These categories included items relating to:

1) Confidence

2) Experience in speaking

3) Improved speaking ability

4) Understanding principles of public speaking

5) More effective communication

Since the above categories represented the areas of expectation most frequently mentioned by students in the pilot project, they served as a basis for questions used in the student questionnaire. It was assumed that these categories, secured by analyzing the responses of 465 students in the pilot project, would be representative of other students who would be enrolled in Speech 101 at a later time.

Using the information obtained in the pilot project, i.e., language employed by students in describing their expectations of Speech 101 and the five categories mentioned above, the writer set out to construct a questionnaire which could measure student expectations of this course. A typical statement in the questionnaire might read; Examinations will be very difficult in Speech 101.[23] Students were asked to respond to the statement by circling the number of one of five options:

1. Strongly Agree

2. Agree

3. Don't Know

4. Disagree

5. Strongly Disagree

During the Winter Term, 1966, the questionnaire was administered to 152 students enrolled in Speech 101. The purpose of this "trial run" was to determine if the instrument was capable of measuring what is was intended to measure. The responses from the questionnaires were recorded on Fortran Forms, punched on IBM Cards and submitted to the Michigan State University CDC 3600 Computer for analysis. The results of the analysis cited above showed that the instrument appeared to be capable of securing a pattern of student response for the items included in the questionnaire. Submitting the responses to the

---

[23]In the posttest the tense of statements was changed. For example, Examinations have been difficult in Speech 101.

computer allowed us to obtain a percentage of the total num-
ber of students who responded to each option for each of the
questions on the questionnaire.

II. The Student Questionnaire

A few changes were made in the wording of the
questions used in the "trial run" mentioned above. The
pretest copy of the student questionnaire was prepared
and administered during either the first or second day of
the orientation sessions[24] in Speech 101 during the Spring
Term, 1967. A copy of the pretest questionnaire is included
as a part of this study in Appendix C.

Near the end of the term the posttest questionnaire
was administered to the same students. Four hundred and forty-
one (441) students had completed the pretest questionnaire.
Three hundred and eleven (311) students completed the post-
test questionnaire. During the intervening weeks of the term
between the pretest and the posttest situations some of the
students who had originally enrolled in Speech 101 had dropped
the course, others had withdrawn from the university, or were
absent the day the posttest questionnaire was administered,
etc. The purpose of the posttest questionnaire was to determine
the degree to which student expectations had been fulfilled by
the course. A copy of the posttest questionniare is included as
a part of this study in Appendix D. The results of the responses
to items on both pretest and posttest copies of the questionnaire

---

[24]The first two days of the term in Speech 101 are de-
voted to orientation in order that students may become familiar
with the logistics of the course.

were prepared for the computer and submitted for analysis. The next chapter will explain the results of that analysis.

III. The Adviser Interviews

In order to obtain responses from advisers of students enrolling in Speech 101, and to get their general impression of the course, an interview schedule was prepared. Questions included in the interview schedule were based on the same five categories of expectation used in preparing the student questionnaires. This procedure allowed a certain amount of comparison between the expectations of students and the expectations of advisers regarding Speech 101. A copy of the interview schedule is included in this study as Appendix E.

The original plan for selecting advisers to be interviewed was to secure two advisers from each college or area within the university. The basis for their selection was to be the frequency by which advisers were named by students who were enrolled in Speech 101 at the time of the pilot project. This plan had to be modified to some extent when the time came to actually begin scheduling interviews. The main difficulty was that some of the individuals originally selected as prospects to be interviewed were no longer at the university. During the interim from Spring Term of 1966 to Spring Term of 1967 some persons had left Michigan State University to teach

at other colleges or universities; others were on leaves

of absence, or for other reasons were unavailable for in-

terviewing. Advisers were selected, however, to represent

the ten colleges within the university as originally plan-

ned. Eighteen persons were selected to be interviewed.[25]

The following procedure was used to schedule in-

terviews. First, a letter was sent out over the signature

of the Chairman of Speech 101, Dr. David C. Ralph. The

letter briefly explained the purpose of the study and urged

the cooperation of the adviser when he was contacted by

phone to arrange a time for the interview. A copy of the

letter mentioned above is included as a part of this study

in Appendix F.

Within a week after the letters were mailed to the

selected advisers the writer began calling the individual

advisers by phone to arrange a time for an interview.

Every effort was made to arrange the interview at the con-

venience of the adviser. With few exceptions the persons

contacted were extremely cooperative and willing to par-

ticipate in the study.

It was decided that information from advisers

could best be obtained by tape-recorded interviews. While

conducting the interviews the interviewer attempted to

make the proceedings as relaxed as possible. Most of the

---

[25]Acting on the suggestion of the adviser originally
contacted in Elementary and Special Education a group of
seven ladies, whose primary duty is that of advisement, was
interviewed in a single session. All other interviews were
conducted on an individual basis.

questions on the interview schedule called for a definite response, but additional probing was done when it was felt that the response was vague or when additional information could be gleaned through this procedure.

After all eighteen interviews were completed, the tapes were played back and each response was recorded on a form prepared for this purpose. The responses were tabulated and analyzed. The results of these interviews are summarized in the next chapter of this study.

CHAPTER III

ANALYSIS OF DATA

The purpose of this chapter is to present a descriptive analysis of data relating to the previously mentioned student questionnaire and adviser interviews.

I. Method of Description

The procedure for presenting an analysis of the data from student questionnaires will be as follows: 1) a table will be constructed based on each item contained in the student questionnaire. This table will show the number of students who responded to each option on items contained in the questionnaire as well as the percentage represented by this number; 2) the exact statement or question for each item included in the pretest and post-test copies of the questionnaire will serve as a heading for the tables mentioned above; 3) such inferences will be drawn as the data appear to support.

The procedure employed in analyzing and reporting the data from adviser interviews will be as follows: 1) responses from advisers, which lend themselves to such treatment, will be presented in the form of tables; 2) other data, not included in the form of tables, will be

summarized; 3) inferences will be drawn from the data presented in the manner described above. The author has drawn inferences which appear to be apparent from the data as presented in the study. Such inferences are sug- gestive and not necessarily exhaustive.

II. Results of Student Questionnaire

In order to learn something of the backgrounds of the students who participated in the study, certain demographic items were included in the pretest question- naire. Questions relating to demographic materials were not repeated in the posttest questionnaire since no ad- ditional information would have resulted from such a procedure.

TABLE 5

MY MAJOR REASONS FOR TAKING THIS COURSE ARE THAT IT WAS:

STUDENT RESPONSES	PERCENTAGES	
Speech 101 was:	1st Option	2nd Option
A Free Elective	15.15	12.34
Recommended by my Adviser	21.21	7.79
Closely Related to my Major	6.06	10.71
A Part of my Major or Re- quired in my Curriculum	57.58	40.91
Required for Certification	0.00	27.60
Totals	100.00	99.35

Students were permitted to check more than one
option on this item which related to their reasons for
taking Speech 101. However, only a small percentage of
the students participating in the study took advantage
of the opportunity to check more than one option on this
particular item in the questionnaire. Therefore, the per-
centages listed under option two in the table on the pre-
ceding page represent a small portion of the total number
of students in the study. As shown in Table 5, the majority
of the students, 57.58 percent by the first option and
40.91 percent by the second option, stated their reason
for taking Speech 101 as, "it was a part of my major or
required in my curriculum." One can also note in the
table mentioned above that no student selected as his first
option, that Speech 101 was taken because it was required
for certification.[26] Speech 101 is but one of a number of
courses at Michigan State University which will satisfy
certification requirements. Some advisers did report,
however, that they often recommended Speech 101 to students
instead of Speech 108 (Voice and Articulation) or Speech 116
(Group Discussion). The fact that some advisers suggest
this particular course may explain why no student indicated
that certification was his primary reason for taking Speech
101.

---

[26]As stated previously, certification is the process
of proving competence in oral communication by students at
Michigan State University who desire to enter the teaching
profession.

TABLE 6

I HAVE HAD A SPEECH COURSE PREVIOUSLY

STUDENT RESPONSES	PERCENTAGE
In High School	38.39
In College	8.38
No Speech Course Previously	53.23
Total	100.00

The purpose of the question cited above was to determine the percentage of students enrolled in Speech 101 at the time of this study who had taken a speech course previously. Also, if students had taken a speech course prior to enrolling in Speech 101, whether such a course was at the high school or the college level. It can be seen from the responses indicated in the table above that over half of the students in this study had taken no speech course prior to enrolling in Speech 101. Approximately 47 percent of the students participating in the study had previous speech training in high school or in college. A brief survey of students enrolled in Speech 110 at Morehead State University shows that a similar percentage of students had taken a speech course prior to enrolling in the basic course in public speaking.

Forty-three percent of the students at Morehead State

University had some formal speech training in High School.

Approximately 55 percent of the students indicated that

they had no previous training in speech before enrolling

in the basic speech course at Morehead State University.[27]

There is some evidence to suggest that students

with previous training in public speaking have an advan-

tage over students without such training when they enroll

in a basic speech course. In their article "Effects of

Previous Training on Achievement in the College Course

in Public Speaking" Thomas, Thurber and Gruner state;

> students who have had previous training in speech on
> the high school or college level before enrolling in
> a beginning course in public speaking on the college
> level are more effective in the beginning course in
> public speaking as indicated by their speech perform-
> ance grades and their final grades.[28]

If the conclusion presented above is correct, approximately

half of the students in Speech 101 at the time of this

study had an advantage over fellow students in that they

had previous training in public speaking either on the

high school or the college level.

---

[27]This survey was conducted by the author during
the 1967-68 Fall and Spring Semesters at Morehead State
University and is based on the response of 181 students
enrolled in Speech 110.

[28]Gordon L. Thomas, John H. Thurber and Charles
R. Gruner, "Effects of Previous Training on Achievement
in the College Course in Public Speaking," Speech Teacher,
Vol. 14, No. 4, (November, 1965), p. 329.

TABLE 7

SEX OF STUDENTS IN THE STUDY

SEX	NUMBER	PERCENTAGE
Males	176	56.8
Females	134	43.2

Males enrolled in Speech 101 at the time of this study outnumbered females by about 14 percent. Several explanations are possible in this connection: 1) males outnumbered females in the total enrollment at Michigan State University during the term in which this study was conducted; 2) males are more occupation oriented than are females and thus more male students elect to take Speech 101; 3) advisers may require more male students to take the course. For example, Packaging and Police Administration, two departments at Michigan State University which require Speech 101 of their students, are composed primarily of male students.

TABLE 8

CLASSIFICATION OF STUDENTS IN THE STUDY

CLASSIFICATION	NUMBER	PERCENTAGE
Freshman	110	35.7
Sophomore	76	24.7
Junior	74	24.0
Senior	48	15.6

It is interesting to note that while Speech 101 is a Freshman level course, 64.3 percent of the students enrolled in the course during the Spring Term of 1967 were other than Freshmen. It should be pointed out, however, that non-freshman enrollment is normally higher in the Spring Term than in the Winter Term and the non-freshman enrollment in the Winter Term is in turn higher than in the Fall Term.

TABLE 9

STUDENTS' ACCUMULATED GRADE POINT AVERAGES[29]

RANGES OF G.P.A.	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Below 2.0	32	10.3	23	7.4
Between 2.0 - 2.49	138	44.5	146	47.1
Between 2.5 - 2.99	77	24.8	71	22.9
Between 3.0 - 3.5	46	14.8	46	14.8
Above 3.5	8	2.6	7	2.3
G.P.A. not established	9	2.9	17	5.5

Note: 4 = A; 3 = B; 2 = C, etc.

[29]The grade point averages in the table were indicated by students and in some cases may represent intelligent guesses.

Some of the differences between pretest grade point averages and posttest grade point averages noted in Table 9 are probably due to the fact that some students were not sure of their grade point average when the pretest was administered. Also, some of the averages given by students during the posttest may reflect how students felt a given grade point average would change due to their performance during the term just completed.

TABLE 10

STUDENT EXPECTATION OF HIS GRADE IN SPEECH 101

GRADE EXPECTED	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
1. F	0	0.0	0	0.0
2. D	1	0.3	1	0.3
3. C	26	8.4	115	37.1
4. B	148	47.7	127	41.0
5. A	41	13.2	21	6.8
6. Don't Know	94	30.3	46	14.8
Totals	310	99.9	310	100.0

That there is no correlation between the student grade point averages presented in Table 9, page 31, student

expectation of his grade presented in Table 10, page 32, and the actual grades students received, shown in Table 11, page 34, can be seen by comparing the information summarized in these tables. For example, in the pretest approximately 39 percent of the students indicated a grade point average which would fall in the "B" grade range. Approximately 48 percent of the students in the pretest expected to receive a "B" grade in the course. Only 19 percent of the students in Speech 101 during the study actually received a "B" grade in the course.

No student in either the pretest or the posttest expected to fail Speech 101. Seventeen students, or 4 percent of those enrolled in Speech 101 at the time of the study, did fail the course. The greatest shift in expectation regarding grades occurred in those students who expected to receive a "C" grade in the course. This number rose sharply from 26 students (8.4 percent), in the pretest, to 115 students (37.1 percent), in the posttest. Such a shift may indicate that students had found the course to be more difficult than they had anticipated or else it was more difficult to obtain a particular grade in Speech 101 than they had imagined.

Table 11 on the following page shows the actual grades students received during the term in which the study was conducted. It can be recalled that we had indicated earlier in the study that approximately 47 percent of the

students enrolled in Speech 101 at the time of the study
had previous training in Speech, and that Thomas, Thurber
and Gruner had stated, based on the grades students re-
ceived in Speech 101 at Michigan State University, "stu-
dents with previous training in public speaking were more
effective in the course."[30]

TABLE 11

ACTUAL GRADES RECEIVED BY STUDENTS IN THE STUDY

GRADES RECEIVED*	NUMBER	PERCENTAGE
1. F	17	4.0
2. D	38	7.0
3. C	268	56.0
4. B	92	19.0
5. A	66	14.0

*Grades taken from official records

According to the table above, only 33 percent of the stu-
dents received either an "A" or a "B" grade in the course.
Therefore, it would appear that some of the students with
previous training in speech, who according to Thomas, Thur-
ber, and Gruner should be more effective in the beginning
course in public speaking, received a final grade of "C"

---

[30]See page 29 of this study for complete quotation.

or below. This fact would suggest that variables other than those studies by Thomas, Thurber and Gruner should be investigated if the role of previous training in speech is to be properly evaluated.

TABLE 12

PRETEST (Question 5) I EXPECT THIS CLASS TO BE RATHER BORING.

POSTTEST (Question 13) THIS CLASS HAS BEEN BORING.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	5	1.6	12	3.9
Agree	15	4.8	33	10.6
Don't Know	119	38.4	10	3.2
Disagree	145	46.8	193	62.3
Strongly Disagree	26	8.4	62	20.0

In all items from the student questionnaire which employ the five options seen in Table 12 above, it will be assumed that the pretest responses represent the students expectations of Speech 101. The differential between the pretest percentages and the posttest percentages on each of the five options represents the amount of shift of opinion which has taken place while students were completing

Speech 101. No attempt will be made to determine how in-
dividuals shifted in their responses from pretest to post-
test situations. Our concern will be to identify signifi-
cant shifts of opinion on a given option which indicate
whether or not the expectations of the students have been
fulfilled by taking the course. Inferences which the data
appear to substantiate will be drawn from the materials
presented in the various tables.

By combining the "Disagree" and "Strongly Disagree"
responses in Table 12, one can note that approximately 55
percent of the students enrolled in the course did not ex-
pect Speech 101 to be a boring class. In the posttest sit-
uation the percentage of students who indicated the course
had not been boring was approximately 82 percent.

If we can assume that the students who indicated
"Strongly Agree" in Table 13 on the following page, were
students who expected to experience extreme stage-fright
in Speech 101 (which may or may not be true), then the
data would suggest that the course substantially reduced
the number of students who were most concerned with this
problem.

One can also note in Table 13 that the number of
students who "Agree" that stagefright would be a problem
for them, actually increased in the posttest. Students
who felt stagefright would be and was a problem for them
when they spoke before a group remained almost identical
from pretest to posttest. Those who disagreed with the
proposal mentioned above rose from 30.3 percent in the
pretest to 37.5 percent in the posttest. It might also
be profitable, in this connection, to test the hypothesis
that instead of reducing stagefright for the student, a

TABLE 13

PRETEST (Question 6) STAGEFRIGHT IS A PROBLEM FOR ME EACH
TIME I GIVE A SPEECH BEFORE A GROUP OF PEOPLE.

POSTTEST (Question 28) STAGEFRIGHT REMAINS A PROBLEM FOR
ME EACH TIME I SPEAK BEFORE A GROUP OF PEOPLE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	51	16.5	21	6.8
Agree	128	41.3	155	50.0
Don't Know	37	11.9	18	5.8
Disagree	84	27.1	109	35.2
Strongly Disagree	10	3.2	7	2.3

course in public speaking may actually increase the amount

of stagefright he experiences. It may be that increased

knowledge of what one should do in the speaking situation,

plus the pressure of speaking to a critical audience,

serves to increase rather than diminish the amount of

stagefright a student experiences. It might be argued

that students who had just enrolled in a course in public

speaking, as was the case in this study, do not possess a

knowledge of the phenomenon we label stagefright, and thus

there would naturally be an increase in the number of

students who felt stagefright to be a problem after they

had completed the course. This explanation is unlikely since over 43 percent of the students expected stagefright to be a problem upon enrolling in the course, which would indicate they had knowledge of what stagefright is. Also, it should be remembered that some 47 percent of the students in this study already had speech training at either the high school or the college level and would, therefore, know about stagefright.

By combining the percentages of responses in the "Strongly Agree" and "Agree" options in Table 14 on the following page one can see that over 92 percent of the students in the pretest expected Speech 101 to provide them with a knowledge of the basic principles of public speaking. By repeating the above procedure in the "Disagree" and "Strongly Disagree" options one can note that 91 percent of the students in the posttest indicated that this expectation had been fulfilled. In the posttest situation students apparently felt less intensely about the proposition stated in this item since 10 percent fewer students responded in the "Strongly Agree" category.

An overwhelming majority of the students felt, both before and after taking the course, that speaking experience is more valuable to a speech student than reading a speech textbook. The data recorded in Table 15 on page 40 may suggest that students do not equate learning the principles of public speaking with reading a speech textbook

TABLE 14

PRETEST (Question 7) I EXPECT THIS COURSE TO PROVIDE ME WITH
    A KNOWLEDGE OF THE BASIC PRINCIPLES OF PUBLIC SPEAKING.

POSTTEST (Question 31) THIS COURSE HAS PROVIDED ME WITH A
    KNOWLEDGE OF THE BASIC PRINCIPLES OF PUBLIC SPEAKING.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	76	24.5	45	14.5
Agree	210	67.7	238	76.8
Don't Know	21	6.8	13	4.2
Disagree	2	0.6	14	4.5
Strongly Disagree	1	0.3	0	0.0

or hearing their speech teacher present a lecture. This explanation appears likely since the majority of the students indicated in a previous question that they had learned the basic principles of public speaking in Speech 101. To the contrary, students may feel that the principles of public speaking can best be learned through practice of the principles of speaking rather than a study of theory relating to speaking. A hypothesis based on the possibilities presented above may be worthy of study.

TABLE 15

PRETEST (Question 8) SPEAKING EXPERIENCE IN CLASS IS MORE
    VALUABLE TO THE SPEECH STUDENT THAN READING SPEECH
    TEXTBOOKS.

POSTTEST (Question 26) SPEAKING EXPERIENCE IS MORE VALUABLE
    TO THE SPEECH STUDENT THAN READING SPEECH TEXTBOOKS.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	128	41.3	155	50.0
Agree	135	43.5	127	41.0
Don't Know	38	12.3	17	5.5
Disagree	9	2.9	10	3.2
Strongly Disagree	0	0.0	1	0.3

The material presented in Table 16 on the follow-
ing page suggests that some students, after completing the
course, had second thoughts about their perceived ability
to organize a speech. In the "Agree" option in the pre-
test, for example, over 47 percent of the students felt
speeches they had given prior to taking the course were
well organized. A downward shift of approximately 17 per-
cent can be noted in this particular option in the posttest.
The data in Table 16 would suggest that the student's self-
perception of his ability to organize a speech had under-
gone a degree of change after he had taken Speech 101.

TABLE 16

PRETEST (Question 9) IN SPEECHES I HAD GIVEN PRIOR TO TAK-
ING THIS COURSE THE MATERIAL WAS WELL ORGANIZED.

POSTTEST (Question 17) SPEECHES I HAD GIVEN PRIOR TO TAK-
ING THIS COURSE WERE WELL ORGANIZED.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	15	4.8	11	3.5
Agree	148	47.7	95	30.6
Don't Know	95	30.6	98	31.6
Disagree	49	15.8	91	29.4
Strongly Disagree	3	1.0	15	4.8

Because of this fact one can assume that students had be-
come more proficient in their organizational skills after
taking Speech 101.

The data in Table 17 provide a view of the stu-
dents' self-perception regarding their experience as pub-
lic speakers. While the majority of the students in the
study disagree with the proposition that they are exper-
ienced speakers in both the pretest and the posttest, one
can note that after taking the course fewer students were
willing to indicate inadequacy in this respect. It is in-
teresting that the entire range of percentages shifted
upward in the posttest on this particular item. Such a

TABLE 17

PRETEST (Question 10) I AM EXPERIENCED AS A PUBLIC SPEAKER.

POSTTEST (Question 20) I AM EXPERIENCED AS A PUBLIC SPEAKER.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	1	0.3	6	1.9
Agree	31	10.0	65	21.0
Didn't Know	44	14.2	53	17.1
Disagree	156	50.3	167	53.9
Strongly Disagree	78	25.2	19	6.1

TABLE 18

PRETEST (Question 11) THIS SPEECH COURSE WILL NOT HELP ME
        IN MY CHOSEN VOCATION.

POSTTEST (Question 14) THIS SPEECH COURSE WILL NOT PROVE
        HELPFUL TO ME IN MY CHOSEN VOCATION.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	15	4.8	10	3.2
Agree	22	7.1	19	6.1
Don't Know	39	12.6	34	11.0
Disagree	122	39.4	145	46.9
Strongly Disagree	112	36.1	101	32.7

shift would be indicative of the fact that the self-per-
ception of most students had been altered by taking the
course.

In Table 18 one can note that there was little
shift in the percentage of students who felt that the
course would not help them in their chosen vocation. One
can also see that the percentage of students in the study
who felt the course would not help them in their vocation
represents a distinct minority of the total number of re-
sponses. That most students in Speech 101 feel the course
will prove beneficial in assisting them in their vocational
ambitions is encouraging.

TABLE 19

PRETEST (Question 12) THIS COURSE WILL NOT HELP ME DO BETTER
        WORK IN MY OTHER COLLEGE COURSES.
POSTTEST (Question 23) THIS COURSE WILL NOT HELP ME DO
        BETTER WORK IN FUTURE COLLEGE COURSES.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	9	2.9	6	1.9
Agree	38	12.3	47	15.2
Don't Know	105	33.9	74	23.9
Disagree	123	39.7	157	50.6
Strongly Disagree	35	11.3	26	8.4

The majority of the students represented in this study expected Speech 101 to assist them in doing better work in other courses. This fact can be seen by combining the "Disagree" and "Strongly Disagree" percentages in Table 19 which shows that 51 percent of the students in the pretest indicated such a response. After the students had completed the course an additional 8 percent, or 59 percent of the students felt Speech 101 would help them do better work in future college courses.

It would be helpful to know how students feel Speech 101 will help them in future college courses. It may be that students anticipate speaking opportunities in other courses and thus see a direct benefit resulting from having taken a course in public speaking. Perhaps some students feel that skills learned in Speech 101, such as that of analysis and synthesis of materials, will serve them in subsequent courses at the university. Further study is needed to explore the reasoning behind the student responses on this item.

From the evidence presented in Table 20 on the following page it appears that the majority of the students expected Speech 101 to help them speak more fluently, and that this expectation was fulfilled. Perhaps the reason a relatively large percentage of the students, 31.3 percent, responded in the "Don't Know" category in the pretest was because they did not have a referent for

TABLE 20

PRETEST (Question 13) THIS COURSE WILL HELP ME SPEAK MORE
        FLUENTLY.

POSTTEST (question 29) THIS COURSE HAS HELPED ME BECOME
        MORE FLUENT IN MY SPEECH.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	29	9.4	15	4.8
Agree	167	53.9	182	58.7
Don't Know	97	31.3	55	17.7
Disagree	17	5.5	57	18.4
Strongly Disagree	0	0.0	1	0.3

the term "fluent." If this was the case, then the use

of this term represents a poor choice of words. This

particular term was chosen, however, because it was the

word employed by a number of students in the Pilot Pro-

ject.

In the posttest approximately 40 additional stu-

dents, representing a 13 percent increase over pretest

expectation, responded that the course had not helped

them to speak more fluently.

In the pretest the majority of the students felt

that what they needed most was practice in public speak-

ing. This number increased significantly in the posttest.

TABLE 21

PRETEST (Question 14) WHAT I NEED MOST IS PRACTICE IN
        PUBLIC SPEAKING.

POSTTEST (Question 7) WHAT I NEED MOST IS PRACTICE IN
        PUBLIC SPEAKING.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	55	17.7	56	18.1
Agree	177	57.1	207	66.8
Don't Know	58	18.7	22	7.1
Disagree	18	5.8	22	7.1
Strongly Disagree	2	0.6	3	0.8

The percentage of students who strongly disagreed with
the proposal that practice was that which they needed
most was negligible. It is apparent that students place
a substantial degree of emphasis on practice in public
speaking. Even after taking the course a majority of
the students still felt the need for more practice in
public speaking. The fact that students felt the need
for further practice may have resulted from comments by
instructors to this effect, or the students themselves
may have concluded, after taking the course, that further
opportunity to utilize the principles learned in the
course was desirable.

TABLE 22

PRETEST (Question 15) TRAINING IN PUBLIC SPEAKING IS AN
INVALUABLE ASSET TO CONVERSATIONAL ABILITY.

POSTTEST (Question 25) TRAINING IN PUBLIC SPEAKING IS AN
INVALUABLE ASSET TO CONVERSATIONAL ABILITY.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	59	19.0	50	16.1
Agree	165	53.2	188	60.6
Don't Know	40	12.9	26	8.4
Disagree	36	11.6	39	12.6
Strongly Disagree	10	3.2	7	2.3

The data contained in Table 22 above relate to
determining whether or not students feel training in pub-
lic speaking is an asset to conversational ability. In
the pretest situation over 72 percent of the students in
the study felt that training in public speaking was an
invaluable asset to conversational ability. In the post-
test 76.7 percent of the students expressed the same
opinion. No attempt was made in this study to discover
how students feel the carry-over between public speaking
and conversational ability is accomplished. It may be
that students feel such skills as style, organization, etc.,
learned in a course in public speaking, can serve equally

well in casual conversation. Further exploration of this area is needed before specific conclusions can be drawn.

TABLE 23

PRETEST (Question 16) THIS COURSE WILL HELP ME OVERCOME
    STAGEFRIGHT.

POSTTEST (Question 32) THIS COURSE HAS HELPED ME OVERCOME
    STAGEFRIGHT.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	17	5.5	14	4.5
Agree	116	37.4	137	44.2
Don't Know	146	47.1	61	19.7
Disagree	28	9.0	87	28.1
Strongly Disagree	3	1.0	11	3.5

The data in Table 23 above deal with a most complicated phenomenon, that of stagefright. Approximately 43 percent of the students enrolled in Speech 101 at the time of the study expected the course to help them overcome stagefright. Of this number 5.5 percent of the students expressed strong feeling that such a benefit would accrue. In the posttest the percentage of students who felt that the course had helped them to realize a reduction in stagefright rose by 5.8 percent over the pretest

percentage. Note that the large number of students who responded in the "Don't Know" category in the pretest (47.1 percent), diminished in the posttest to 19.7 percent. At the same time there was a sizable increase in the students who felt the course had not helped them to overcome stagefright. The increase mentioned above does not necessarily suggest that student expectations of Speech 101 regarding stagefright were not fulfilled. Additional data and a summary of findings relating to stagefright will appear in later sections of this study.

TABLE 24

PRETEST (Question 17) A GOOD PUBLIC SPEAKER DOES NOT NEED TO UNDERSTAND THE THEORY OF PUBLIC SPEAKING.

POSTTEST (Question 2) A GOOD PUBLIC SPEAKER DOES NOT NEED TO UNDERSTAND THE THEORY OF PUBLIC SPEAKING.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	4	1.3	4	1.3
Agree	9	2.9	28	9.0
Don't Know	57	18.4	20	6.5
Disagree	192	61.9	190	61.3
Strongly Disagree	48	15.5	68	21.9

It comes as a surprise that a minority of students, who "Agreed" that a good speaker does not need to understand the theory of public speaking, increased in number from 9 in the pretest to 28 in the posttest. Parenthetically one can note that the number of students who "Disagreed Strongly" in the pretest with the above suggestion increased substantially in the posttest. When the data in Table 24 are compared with data in Table 15 and Table 21, it appears that students are inconsistent in their responses. The majority of the students who participated in the study expressed the feeling that what they needed most was practice in public speaking.[31] In Table 24 on the preceding page over 77 percent of the students in the pretest and more than 83 percent of the students in the posttest felt that a good public speaker needs to understand the "theory" of public speaking. In Table 15 of this study it can be seen that more than 80 percent of the students in the pretest and over 90 percent of the students in the posttest felt that speaking experience is more valuable to the student in Speech 101 than reading a speech textbook.[32]

What are some possible explanations for this apparent inconsistency? Students may tend to interpret the

---

[31]See Table 21, page 46.

[32]See Table 15, page 40.

"theory" of public speaking as only that material which
is contained in the textbook. If this be true, the stu-
dents who participated in this study are probably imply-
ing, "I consider practice in public speaking as more
valuable to me than reading the textbook." This would
appear to be the case since more than 80 percent of the
students in both the pretest and the posttest indicated
such a response to a previous item.[33] On the other hand,
if students feel that practice in speaking is more valu-
able than possessing a knowledge of the basic principles,
i.e., the theory of speaking, then a serious weakness
exists in the students' perception of public speaking.
If the possibility described above is true, it may well
represent one of the "serious inadequacies" mentioned by
Knower and discussed in the beginning chapter of this
study.[34] Such an inadequacy would merit the immediate
attention of those who are responsible for teaching basic
courses in public speaking. In any event, the foregoing
possibilities warrant further study.

The data summarized in Table 25 on the following
page are the result of a question designed to determine
the reactions of students to having their speaking per-
formances evaluated by other students in the class. Most
of the students in the study had an opinion on this item.

---

[33]See Table 15, page 40.

[34]For a discussion of this point see page 12 and
following in this study.

TABLE 25

PRETEST (Question 18) I WILL NOT BENEFIT FROM HEARING
OTHER STUDENTS IN THE COURSE EVALUATE MY SPEAKING
PERFORMANCE.

POSTTEST (Question 8) I HAVE NOT BENEFITED FROM HEARING
OTHER STUDENTS IN THIS COURSE EVALUATE MY SPEAKING
PERFORMANCE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	1	0.3	7	2.3
Agree	6	1.9	35	11.3
Don't Know	34	11.0	19	6.1
Disagree	200	64.5	176	56.8
Strongly Disagree	69	22.3	73	23.5

Only 11 percent of the students in the pretest and slightly
more than 6 percent in the posttest responded to this item
in the "Don't Know" category. The number of students who
did not expect to benefit from hearing other students
evaluate their speaking performances increased by several
percentage points in the posttest. The majority of the
students in the pretest (86.8 percent), and the posttest
(80.3 percent), felt they would or did benefit from hear-
ing other students in the course evaluate their speaking
performances. However, the number of students who felt
they had not benefited from evaluations by other students

increased in the posttest. In other words, an additional
11.4 percent of the students in the posttest, students
who had completed the course, felt they had not benefited
from hearing other students in the course evaluate their
speaking performances.

A large percentage of the students in the study
appeared uncertain or hesitant about either agreeing or
disagreeing that they were "above average" public speakers.

TABLE 26

PRETEST (Question 19) AFTER TAKING THIS COURSE I WILL BE
        AN ABOVE AVERAGE SPEAKER.

POSTTEST (Question 18) AFTER TAKING THIS COURSE I FEEL I
        AM AN ABOVE AVERAGE SPEAKER.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	5	1.6	13	4.2
Agree	43	13.9	99	31.9
Don't Know	238	76.8	123	39.7
Disagree	22	7.1	72	23.2
Strongly Disagree	2	0.6	3	1.0

In Table 26 above one can note the extremely high percen-
tage, 76.8 percent, who responded in the "Don't Know"
category in the pretest. Only 39.7 percent of the students

remained in the "Don't Know" category in the posttest.
There was a significant increase in both the number of
students who felt the course had assisted them in becom-
ing "above average" speakers and those who felt after
taking the course they were not "above average" speakers.
It is possible that some students are being "obviously
humble" in their response to this particular item. Such
humility would naturally be reflected in a large number
of "Don't Know" responses. It is equally likely that
students are unable to be as objective in rating them-
selves as they are in rating their fellow students.

TABLE 27

PRETEST (Question 20) I FEEL I AM WELL ACQUAINTED WITH
THE BASIC PRINCIPLES OF PUBLIC SPEAKING.

POSTTEST (Question 5) I FEEL I AM WELL ACQUAINTED WITH
THE BASIC PRINCIPLES OF PUBLIC SPEAKING.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	3	1.0	23	7.4
Agree	41	13.2	245	79.0
Don't Know	80	25.8	27	8.7
Disagree	156	50.3	14	4.5
Strongly Disagree	30	9.7	1	0.3

The data gathered on the item presented in Table 27 above appear quite conclusive. In the pretest approximately 60 percent of the students in the study stated they did not feel they were well acquainted with the basic principles of public speaking.[35] In the posttest situation a substantially greater number of students, approximately 86 percent, felt after taking the course that they were well acquainted with the basic principles of public speaking. In view of the findings cited above and the data summarized in Table 24, page 49 of this study, e.g. student opinion on "theory" vs. "performance," it might be profitable to determine whether students feel they gain more knowledge of the basic principles of public speaking from: 1) the lectures; 2) the textbook; 3) comments by their instructor; 4) written assignments; 5) their own speaking; 6) peer evaluations; 7) etc.

The majority of the students (57.4 percent), enrolled in Speech 101 at the time of the study expected the course to help them gain self-confidence. The data suggest that approximately 69 percent of the students felt their self-confidence was increased after taking the course. In a study relating to confidence which resulted from training in speech, Paulson concluded that both men

---

[35]Results obtained by combining "Disagree" and "Strongly Disagree" percentages in Table 27.

TABLE 28

PRETEST (Question 21) THIS COURSE WILL HELP ME GAIN SELF-
CONFIDENCE.

POSTTEST (Question 27) THIS COURSE HAS HELPED ME GAIN
SELF-CONFIDENCE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	9	2.9	25	8.1
Agree	169	54.5	189	61.0
Don't Know	118	38.1	48	15.5
Disagree	12	3.9	46	14.8
Strongly Disagree	2	0.6	2	0.6

and women showed significant increase in confidence dur-
ing ten weeks of speech training.[36] It appears that Paul-
son's findings imply, however, that not all students who
received speech training showed significant increases in
confidence. If this be the case then the findings in this
study support Paulson's conclusion.

The amount of confidence a student gains as a re-
sult of taking a basic course in public speaking will

---

[36]Stanley F. Paulson, "Changes in Confidence Dur-
ing a Period of Speech Training: Transfer of Training and
Comparison of Improved and Non-Improved Groups on the Bell
Adjustment Inventory," Speech Monographs, Vol. 18 (November,
1951), pp. 260-265.

depend, in part, on his emotional make-up when he enters the course. For example, if a student has a serious inferiority complex when he enters the course it is doubtful that he will emerge from the course a paragon of self-confidence.

TABLE 29

PRETEST (Question 22) ONE OF THE REASONS I AM TAKING THIS COURSE IS TO IMPROVE MY ABILITY TO ORGANIZE MY THOUGHTS.

POSTTEST (Question 30) THIS COURSE HAS HELPED ME IMPROVE MY ABILITY TO ORGANIZE MY THOUGHTS.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	21	6.8	32	10.3
Agree	183	59.0	188	60.6
Don't Know	28	9.0	36	11.6
Disagree	71	22.9	52	16.8
Strongly Disagree	7	2.3	2	0.6

It appears to the writer that one of the more difficult concepts for beginning students in public speaking is that of organization. The data in Table 29 above relate to this particular concept. The majority of the students in the study expected Speech 101 to improve their ability to organize their thoughts and evidently the course

accomplished this goal for most of the students.

The posttest results would suggest that the course helped more students improve their ability to organize their thoughts than had expected this to be the case. A significant number of students responded in the "Disagree" and "Strongly Disagree" options in both the pretest and the posttest, indicating that some students perceived themselves to possess a satisfactory degree of organizational skill both prior to and after taking Speech 101.

TABLE 30

PRETEST (Question 23) THE PERSONAL SPEAKING CHARACTERISTIC I WANT TO IMPROVE MOST IN THIS COURSE IS DELIVERY.

POSTTEST (Question 15) THE SPEAKING CHARACTERISTIC I HAVE IMPROVED MOST IN THIS COURSE IS DELIVERY.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	23	7.4	29	9.4
Agree	174	56.1	141	45.5
Don't Know	98	31.6	83	26.8
Disagree	15	4.8	54	17.4
Strongly Disagree	0	0.0	3	1.0

The majority of the students agreed, upon entering the course, that the speaking characteristic they wanted

to improve most was delivery. In the posttest one can note that the number of students who felt delivery was the speaking characteristic which was actually improved the most by the course represented a decrease of approximately 10 percent. There was an accompanying increase in the number of students who felt delivery was not the speaking characteristic which they had improved most during the Speech 101 course. It should be remembered that the responses indicated above represent the self-perception of the students and thus may not correspond to reality.

When a majority of the students in the study agree with a proposal in the pretest and there is an accompanying decrease on the same options in the posttest, it can be assumed that the shift in opinion probably resulted from the experiences of the students while taking Speech 101. At any rate, the results contained in Table 30 are not entirely clear. It may be that student expectations of the course, regarding delivery, were not fulfilled. On the other hand, it may be that some other benefit which students received from the course, tended to overshadow that of improved delivery. The latter explanation would appear most likely since Speech 101 is oriented more toward the dimension of speech content than it is toward the dimension of speech delivery.

It should be noted that at the time the pretest

TABLE 31

PRETEST (Question 24) EXAMINATIONS IN THIS COURSE WILL BE
VERY DIFFICULT.

POSTTEST (Question 33) EXAMINATIONS IN THIS COURSE HAVE
BEEN VERY DIFFICULT.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	7	2.3	41	13.2
Agree	32	10.3	102	32.9
Don't Know	238	76.8	36	11.6
Disagree	32	10.3	126	40.6
Strongly Disagree	1	0.3	5	1.6

questionnaire was administered students had no way of
knowing, except "through the grapevine," the difficulty
of examinations in Speech 101. It is to be expected, then,
that 76.8 percent of the students in the pretest would re-
spond in the "Don't Know" category. While only 12.6 per-
cent of the students expected examinations to be very
difficult, 46.1 percent of the students in the posttest
reported that the examination they had taken was very dif-
ficult. The posttest questionnaire was administered prior
to the final examination in Speech 101; therefore, the re-
sponses of students on this item were based on their ex-
periences in the mid-term examination only. It can also

be seen by comparing pretest and posttest results in the table on the preceding page that an increased percentage of students in the posttest felt that the mid-term examination had not been difficult.

TABLE 32

PRETEST (Question 25) PREPARATION OF A SPEECH PLAN IS A NECESSARY EXERCISE IN LEARNING HOW TO ORGANIZE A SPEECH.

POSTTEST (Question 35) PREPARATION OF A SPEECH PLAN IS A NECESSARY EXERCISE IN LEARNING HOW TO ORGANIZE A SPEECH.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	42	13.5	37	11.9
Agree	211	68.1	174	56.1
Don't Know	42	13.5	21	6.8
Disagree	11	3.5	49	15.8
Strongly Disagree	4	1.3	29	9.4

Based on the experience of the writer, it appears that students are unduly concerned about the Speech Plans which are required in Speech 101.[37]   It is important to

[37]Speech Plans refer to the written assignments which students complete for the instructor.   See Model Speech Plan included in the Syllabus, Appendix B of this study.

note that unless students had received information about speech plans prior to enrolling in the course, they had no way of knowing what was involved in composing a speech plan. In spite of this fact a strong majority of the students in the pretest agreed that the speech plan was a necessary exercise for learning how to organize a speech. There was a decrease in the number of students in the posttest who indicated speech plans were necessary for learning speech organization. It is significant to note that 68 percent of the students in the posttest indicated speech plans were necessary for learning speech organization. The above findings would appear to indicate that the vociferous protest about speech plans in Speech 101 is coming from a small percentage of the students enrolled in the course.

TABLE 33

PRETEST (Question 26)   PEER-GROUPING IS A GOOD METHOD FOR
        TEACHING THIS COURSE.

POSTTEST (Question 36)   PEER-GROUPING IS A GOOD METHOD FOR
        TEACHING SPEECH 101.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	20	6.5	50	16.1
Agree	109	35.2	175	56.5
Don't Know	141	45.5	24	7.7
Disagree	36	11.6	38	12.3
Strongly Disagree	4	1.3	23	7.4

Students who enroll in Speech 101 probably receive their first exposure to the concept of peer-grouping. The data in Table 33 show the results of an item on the questionnaire designed to obtain the reaction of students regarding peer-grouping. Circumstances may have taken place in some sections of Speech 101, in administering the pretest questionnaire, which influenced the results of the data relating to peer-grouping. The instructors in Speech 101 were given copies of the pretest questionnaire and asked to have students in their sections complete them during either the first or second day of orientation. Students who did not complete the questionnaire until the second day of orientation may have received information from their instructors relating to peer-grouping. Had all students been introduced to the concept of peer-grouping prior to completing the pretest questionnaire the number of responses in the "Don't Know" category might have been substantially reduced. In any event the number of students who felt peer-grouping was a good teaching technique increased from 41.7 percent in the pretest to 72.6 percent in the posttest.

Peer-grouping is still relatively new, although a number of schools have experimented with plans similar to that used at Michigan State University. One such school is Ohio University. Wiseman and Baker conducted a study at Ohio University relating to peer-grouping. In their

article, "Peer Group Instruction: What Is It?," they list

the advantages and disadvantages of this method of instruc-

tion. According to this report the advantages of peer-

grouping are: 1) Development of leadership and responsi-

bility among students; 2) Training and practice in eval-

uation of communication; 3) Aid in adjusting to criticism

from others and to criticism of others; 4) A saving in the

number of teachers needed to teach a multiple section

course.[38] In the Instructor's Manual used in Speech 101

at Michigan State University the following statements de-

scribe additional advantages of peer-grouping:

> In a "participation" course such as Speech 101 peer-
> grouping encourages more and responsible participa-
> tion by the students which they seem to enjoy and re-
> spond to very maturely. 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 oppor-
> tunity and incentive for students to apply the know-
> ledge they gain as speech critics in the constructive
> evaluation of their fellow students and interpersonal
> relations among peer equals gains added meaning for
> the student in a "real world" classroom situation.[39]

The disadvantages of peer-grouping according to

Wiseman and Barker are: 1) A reduction in contact between

---

[38]Gordon Wiseman and Larry Barker, "Peer Group In-
struction: What Is It?," The Speech Teacher, Vol. 15, No.
3, pp. 220-223.

[39]Taken from the Instructor's Manual used by teachers
of Speech 101 at Michigan State University. See Appendix
A in this study.

teachers and students; 2) A need for more rigid organiza-

tion than is necessary in a regular class; 3) An increased

student load and accompanying clerical duties.[40] It can

be seen in the statement from the Instructor's Manual

above that the clerical duties, etc., listed as a dis-

advantage by Wiseman and Barker, are considered as advan-

tages in Speech 101 since they allow students to contri-

bute to the operation of the course. This writer would

not agree that Wiseman and Barker's items 2, i.e., "A

need for more rigid organization that is necessary in a

regular class" is a disadvantage of the peer-grouping

system. It has been my experience that students are de-

lighted to find a course which is so constructed as to

allow them to know in advance what is expected of them.

The purpose of question 27 in the pretest (See

Table 34 on the following page), was to determine the im-

pression students had formed of Speech 101 upon entering

the course. The accompanying question in the posttest

(number 37), was designed to learn the impression students

had of Speech 101 based on their own experiences in the

course. Our purpose in this item was to determine if stu-

dent impressions were favorable or unfavorable, but not

why they had formed such impressions. If a student indic-

ated that he had received an unfavorable impression of

---

[40]Wiseman and Barker, p. 220.

TABLE 34

PRETEST (Question 27) THE IMPRESSION OF THIS COURSE I HAVE
         RECEIVED FROM OTHER STUDENTS WITH WHOM I HAVE TALKED
         IS UNFAVORABLE.

POSTTEST (Question 37) THE IMPRESSION OF THIS COURSE I HAVE
          BASED ON MY OWN EXPERIENCE IS UNFAVORABLE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	18	5.8	7	2.3
Agree	82	26.5	49	15.8
Don't Know	79	25.5	34	11.0
Disagree	127	41.0	174	56.1
Strongly Disagree	4	1.3	46	14.8

Speech 101 from other students with whom he had communi-
cated prior to taking the course, one could speculate
that a number of factors might have been responsible for
the development of such an attitude in former students.
An unfavorable student impression in Speech 101 might be
based on a negative experience with a particular instruc-
tor; or a feeling that the course demands too much work;
or that examinations were too detailed, etc. In any
event approximately 32 percent of the students in the pre-
test indicated that they had received an unfavorable im-
pression of Speech 101 prior to enrolling in the course.

It is likely that the sources of some of these impressions were former students in Speech 101 who were now upper-classmen. In most cases freshmen would not have been exposed to a great deal of "grapevine communication" at the university. It should be remembered, however, that freshmen constituted a minority of the Speech 101 enrollment during the term in which this study was conducted. Near the end of the term only about 18 percent of the students had an unfavorable impression of the course, based on their own experiences. The fact that approximately 71

TABLE 35

PRETEST (Question 28) TAKING THIS COURSE WILL NOT SUBSTANTIALLY REDUCE MY NERVOUSNESS IN SPEAKING BEFORE A GROUP.

POSTTEST (Question 21) TAKING THIS COURSE HAS NOT SUBSTANTIALLY REDUCED MY NERVOUSNESS IN SPEAKING BEFORE A GROUP.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	2	0.6	9	2.9
Agree	36	11.6	68	21.9
Don't Know	162	52.3	22	7.1
Disagree	103	33.2	190	61.3
Strongly Disagree	7	2.3	21	6.8

percent of the students had a favorable impression of the
course in the posttest would suggest that impressions of
an unfavorable nature seem to dissipate for many students
after they have themselves taken Speech 101.

Students responding to the above item in the pre-
test indicated uncertainty as to whether or not the course
could reduce their nervousness when speaking before a
group. This fact is reflected in the 52.3 percent of the
students who responded in the "Don't Know" category. After
completing the course more than 68 percent of the stu-
dents indicated the course had served to reduce their
feelings of nervousness when speaking before a group of

TABLE 36

PRETEST (Question 29)   THIS COURSE WILL INCREASE MY ABILITY
        AS A PUBLIC SPEAKER.

POSTTEST (Question 3) THIS COURSE HAS INCREASED MY ABILITY
        AS A PUBLIC SPEAKER.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	14	4.5	65	21.0
Agree	171	55.2	202	65.2
Don't Know	121	39.0	30	9.7
Disagree	3	1.0	10	3.2
Strongly Disagree	1	0.3	3	1.0

people. The data in Table 35 may be compared with data in Table 13, page 37, and Table 23, page 48 in this study. A summary of findings regarding stagefright will be included in the final chapter of this study.

A substantial percentage of the students, 39 percent, initially responded to the item in Table 36 in the "Don't Know" category. Approximately 60 percent of the students expected the course to increase their ability in public speaking, and near the end of the term approximately 86 percent of the students felt the course had actually accomplished this benefit for them. One can note that posttest results show only a small percentage (approximately 4 percent), of the students in the study who felt that the course had not increased their ability as public speakers. The fact that such a high percentage of the students (over 86 percent), felt the course had increased their abilities as speakers does not necessarily suggest that these students were completely satisfied with the course. It is likely that such a response indicates that some students, who did not "like" certain parts of the course, still felt they received some benefit from the course. Such a possibility is not without foundation since only about 4 percent of the students in the posttest indicated the course had not helped them increase their ability as public speakers and yet more

TABLE 37

PRETEST (Question 30) STUDENTS WHO HAVE A STUTTERING PROB-
LEM SHOULD ENROLL IN THIS COURSE.

POSTTEST (Question 24) STUDENTS WHO HAVE A STUTTERING
PROBLEM SHOULD ENROLL IN THIS COURSE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	3	1.0	7	2.3
Agree	55	17.7	50	16.1
Don't Know	159	51.3	114	36.8
Disagree	71	22.9	101	32.6
Strongly Disagree	22	7.1	38	12.3

than 27 percent of the students in the posttest had an
unfavorable impression of the course.[41]

The data presented in Table 37 above were gathered
in order to determine why a number of students with speech
defects were finding their way into Speech 101 each term.
Part of the cause for this problem lies with advisers and
will be taken up later in the study. The posttest re-
sults from this item in the student questionnaire are a
bit surprising. In the posttest approximately 18 percent
of the students still felt a student with a stuttering

[41]See Table 34, page 66 of this study.

problem should enroll in Speech 101. Perhaps students felt

that a person with a stuttering problem could be referred

to someone who could help him if he enrolled in Speech 101.

An additional 36.8 percent of the students were still unde-

cided about whether or not a stutterer should enroll in this

course. One cannot expect students and laymen to demonstrate

expertise in identifying speech defects and determining what

needs to be done in each case. However, it should have been

obvious to students who had completed the course that Speech

101 was not designed to handle problems of this type.

TABLE 38

PRETEST (Question 31) SPEECH COURSE LECTURES SHOULD BE
        TAUGHT BY CLOSED-CIRCUIT TELEVISION.

POSTTEST (Question 9) SPEECH 101 LECTURES SHOULD BE
        TAUGHT BY CLOSED-CIRCUIT TELEVISION.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	0	0.0	11	3.5
Agree	30	9.7	96	31.0
Don't Know	116	37.4	84	27.1
Disagree	93	30.0	69	22.3
Strongly Disagree	71	22.9	50	16.1

Various views have been stated about the use of

closed-circuit television in teaching speech courses sim-

ilar to Speech 101. Holm es stated in 1962 that television

does best in the sciences and poorest in the humanities,

English and Speech.[42] Holmes further concluded that it

is doubtful if television can be used effectively as the

exclusive medium of instruction in the first course in

speech.[43] One can agree with both of the contentions

above and still believe that, if properly used, television

is an effective tool for instructional purposes in a basic

speech course.

One of the more prominent objections to the use

of television in teaching is the loss of contact between

teachers and students. However, in 1963 Becker stated:

> One must conclude from an examination of the total
> group of studies that a teacher's proximity to the
> students during a lecture has little if any effect
> on the student's performance.[44]

In 1962 Broadrick, McIntyre and Moren reported a

pilot study in the use of closed-circuit television in the

public speaking course at the University of Illinois.

Among their conclusions was the following:

> Careful analysis of final speech and examination grades,
> and of student attitudes about public speaking shows
> that T.V. students did not differ significantly from
> non-T.V. students in gaining knowledge about theory and

---

[42]Presley D. Holmes, Jr., "Television As An Instructional Medium," Televised Instruction, ed., Lee S. Dreyfus and Wallace M. Bradley (Detroit: Wayne State University, 1962), p. 58.

[43]Ibid.

[44]Samuel L. Becker, "Research on Speech Pedagogy," Dimensions of Rhetorical Scholarship, (Norman: University of Oklahoma, 1963), p. 34.

practice of public speaking, in attaining the ability
to speak, or in developing confidence in their
ability.[45]

The data in Table 38 on page 71 would suggest that,
in the pretest, some students at Michigan State University
displayed a negative attitude toward the use of closed-
circuit television in speech classes. Approximately 53
percent of the students in the pretest expressed such an
attitude. In the posttest, however, the number of stu-
dents who opposed the use of television in Speech 101 had
declined to approximately 38 percent. It can also be seen
in Table 38 that students were about equally divided in
their opinions relating to the use of closed-circuit
television in the posttest. Approximately 27 percent of
the students in the study remained undecided about the
use of television in this course after they had completed
Speech 101.

Therefore, one can conclude that while there is
ample evidence to suggest that closed-circuit television
can be used effectively in teaching speech courses, a
significant number of students taking Speech 101 at Michi-
gan State University, at the time of this study, are either
apprehensive about its use or are still undecided after
taking the course.

---

[45]King Broadrick, Charley J. McIntyre and Richard
Moren, "T.V. Teachers Report," Speech Teacher, Vol. 2, No.
2, (March, 1962), pp. 153-157.

TABLE 39

PRETEST (Question 32) THE BEST METHOD OF SPEECH PREPARA-
        TION IS THE EXTEMPORANEOUS METHOD (i.e., a pre-
        pared outline).

POSTTEST (Question 19) THE BEST METHOD OF SPEECH PREPAR-
        ATION IS EXTEMPORANEOUS.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	20	6.5	50	16.1
Agree	135	43.5	174	56.1
Don't Know	127	41.0	53	17.0
Disagree	25	8.1	28	9.0
Strongly Disagree	3	1.0	5	1.6

Again it should be pointed out that the results
obtained on the questionnaire data in Table 39 above may
have been affected by the time when the pretest was ad-
ministered. Some instructors, who waited until the second
day of orientation to administer the pretest questionnaire,
may have informed students of the requirement that all
speeches delivered in Speech 101 were to be delivered ex-
temporaneously. That some students had such information
is indicated by the 43.5 percent in the pretest who felt
the extemporaneous method was the best method of speech
preparation. It is doubtful that this percentage of

students would have responded in the manner described above unless they had received information relating to the extemporaneous method of speaking. On the other hand, it can be recalled that approximately 45 percent of the students in the study had previous training in speech and therefore may have understood the concept of extemporaneous speaking. The 41 percent of the students who responded in the "Don't Know" category probably represents those students who had no previous training in speech and who had not been exposed to the concept of extemporaneous speaking prior to completing the pretest questionnaire.

Regardless of the reasons for the pretest results described above, it can be seen in Table 39 that after completing the course approximately 72 percent of the students in the study felt the extemporaneous method of speech preparation was the superior method. It could be argued that students had been conditioned toward such a response since all speeches in the course required the use of the extemporaneous method. If an impromptu speech or a manuscript speech had been assigned during the term, for example, the results on this item may have been different. It is interesting to note in this connection that Rosenfeld has stated, "probably the most neglected unit in the first course in speech is one devoted to

impromptu speaking."[46] Finally, it can be seen in Table

39 that 17 percent of the students in the posttest respon-

ded in the "Don't Know" category. It is likely that this

"Don't Know" response is indicative of the feeling, "I

haven't tried any other method of speech preparation, so

I don't know if this one is best or not."

TABLE 40

PRETEST (Question 33) IT WILL NOT BE DIFFICULT FOR ME TO
        DELIVER A SPEECH BEFORE THE SPEECH CLASS.

POSTTEST (Question 34) IT HAS NOT BEEN DIFFICULT FOR ME
        TO DELIVER A SPEECH BEFORE THE CLASS IN THIS
        COURSE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	2	0.6	6	1.9
Agree	55	17.7	107	34.5
Don't Know	89	28.7	14	5.5
Disagree	117	37.7	148	47.7
Strongly Disagree	47	15.2	35	11.3

Approximately 53 percent of the students in this

study felt, upon entering the Speech 101 course, that it

would be difficult for them to deliver a speech before

the class. Approximately 59 percent of the students in

---

[46]Laurence B. Rosenfeld, "Teaching Impromptu Speak-
ing," The Speech Teacher, Vol. 15, No. 3, pp. 232-234.

posttest reported it had indeed been difficult for them to speak before the class. The number of students who did not expect difficulty in speaking before the class accounted for 18 percent of the students in the pretest. In the posttest those who reported it had not been difficult for them to speak before the class rose to slightly more than 36 percent of the students. Only 4.5 percent of the students engaged in the study responded in the "Don't Know" category in the posttest. Therefore, most students expressed a definite attitude on this item after completing the course. The most significant factor resident in the data presented above appears to be the fact that more than half of the students who participated in this study reported that it had been difficult for them to deliver a speech before their peers. Further exploration of this area may prove fruitful. For example, what variables account for the "difficulty" students experienced in delivering a speech before their peers and the instructor? How much of this "felt difficulty" can be attributed to stagefright or tension and how much can be attributed to other factors such as personality traits, the student's perceived competence, and similar variables?

Students in the pretest in Table 41 on the following page had no way of knowing what was involved in the preparation of speech plans required of all student speeches in Speech 101. This fact may have contributed

TABLE 41

PRETEST (Question 34) SPEECH PLANS SHOULD BE GRADED CARE-
    FULLY AND CONTRIBUTE TOWARD A STUDENT'S FINAL
    GRADE.

POSTTEST (Question 4) SPEECH PLANS SHOULD BE GRADED CARE-
    FULLY AND CONTRIBUTE TOWARD A STUDENT'S FINAL
    GRADE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	18	5.8	17	5.5
Agree	140	45.2	87	28.1
Don't Know	70	22.6	23	7.4
Disagree	63	20.3	123	39.7
Strongly Disagree	19	6.1	60	19.4

to the large number of students (approximately 51 percent),
who responded positively to the item in the pretest as
shown in Table 41 above. It has been the experience of
the writer, in teaching Speech 101 at Michigan State Uni-
versity, that in this area, more than any other, students
complain about the logistics of the course. Students do
not like to have points deducted from their speaking scores
because of deficiencies in their speech plans. The fact
that the number of students who disliked the idea of having
speech plans contribute toward the student's final grade

increased from 26.4 percent in the pretest to 59.1 percent in the posttest would appear to support the observation reported above. Further evidence in support of the above can be seen by comparing the data in Table 41 with those in Table 32, page 61 of this study which shows that 68 percent of the students who had completed Speech 101 felt that speech plans were a necessary exercise in learning how to organize a speech. A comparison of these two sets of data appears to indicate that a majority of the students felt speech plans are necessary for learning speech organization but were unhappy with the manner in which speech plans affect a student's grade in the course.

TABLE 42

PRETEST (Question 35) EACH CONSECUTIVE SPEECH SHOULD COUNT MORE THAN THE LAST IN COMPUTING THE STUDENT'S FINAL GRADE IN THIS COURSE.

POSTTEST (Question 6) EACH CONSECUTIVE SPEECH SHOULD COUNT MORE IN COMPUTING THE STUDENT'S FINAL GRADE IN THIS COURSE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	14	4.5	41	13.3
Agree	106	34.3	174	56.3
Don't Know	77	24.9	30	9.7
Disagree	96	31.1	57	18.4
Strongly Disagree	16	5.2	7	2.3

It is the practice in Speech 101 for each consec-
utive student speech to be assigned a weighting factor in
determining how much that speech will contribute toward a
student's final grade. For example, speech number 1 may
be assigned a weighting factor of 2; speech number 2 a
weighting factor of 3, etc. About an equal number of stu-
dents "agreed" and "disagreed" with the procedure mentioned
above in the pretest. In the posttest, however, more than
69 percent of the students favored the grading procedure
described above. The table containing a summary of the
data described above can be seen on the preceding page.

TABLE 43

PRETEST (Question 36) I WOULD LIKE TO FEEL MORE AT EASE
        WHEN I SPEAK BEFORE AN AUDIENCE.

POSTTEST (Question 16) I WOULD LIKE TO FEEL MORE AT EASE
        WHEN I SPEAK BEFORE AN AUDIENCE.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	140	45.3	74	23.9
Agree	159	51.5	200	64.5
Don't Know	5	1.6	13	4.2
Disagree	4	1.3	22	7.1
Strongly Disagree	1	0.3	1	0.3

No response pattern in this study is more emphatic and so nearly unanimous as that shown in Table 43 on the preceding page. Approximately 97 percent of the students in the pretest stated that they would like to feel more at ease when speaking before an audience. The data mentioned above do not cast a reflection on Speech 101. The fact that students want to feel more at ease after taking the course, does not suggest that the course has not helped them in this respect. To the contrary, students may have been inspired by the course to secure additional benefits from learning and applying the principles of public speaking.

TABLE 44

PRETEST (Question 37) THE BEST WAY TO OVERCOME STAGEFRIGHT IS TO LET YOUR INSTRUCTOR TELL YOU HOW TO CONTROL IT.

POSTTEST (Question 10) THE BEST WAY TO OVERCOME STAGE-FRIGHT IS TO LET YOUR INSTRUCTOR TELL YOU HOW TO CONTROL IT.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	4	1.3	1	0.3
Agree	58	18.8	32	10.3
Don't Know	106	34.3	42	13.5
Disagree	122	39.5	184	59.4
Strongly Disagree	19	6.1	51	16.5

It would be quite easy to read more into the interpretation of the data in Table 44 than is warranted. One could safely conclude that the majority of the students in the posttest felt that "asking your instructor how to control stagefright" was definitely not the way to overcome stagefright. The above data in no way suggest that students know, or for that matter than the instructor knows, the best way to overcome stagefright. The data do tend to indicate that, after taking the course, students become more realistic in their attitudes toward the phenomenon we call stagefright.

TABLE 45

PRETEST (Question 39) I CONSIDER MYSELF TO BE A COMPETENT PUBLIC SPEAKER.

POSTTEST (Question 1) I CONSIDER MYSELF TO BE A COMPETENT PUBLIC SPEAKER.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	0	0.0	10	3.2
Agree	39	12.6	142	45.8
Don't Know	87	28.2	96	31.0
Disagree	144	46.6	58	18.7
Strongly Disagree	39	12.6	4	1.3

The data in Table 45 would suggest that the majority of the students, at the beginning of the course, felt they were not competent public speakers. After completing the course approximately 50 percent of the students felt they were competent speakers. Also the data in Table 45 show a total upward shift; that is, in both opitons in the "Agree" category the number of students who considered themselves to be competent public speakers had increased from 12.6 percent in the pretest to 49.0 percent in the posttest. In the "Disagree" options there is an accompanying decrease in the number of students who did not feel they were competent public speakers.

TABLE 46

PRETEST (Question 39) THIS COURSE WILL NOT HELP ME EXPRESS MY THOUGHTS MORE COHERENTLY.

POSTTEST (Question 22) THIS COURSE HAS NOT HELPED ME EXPRESS MY THOUGHTS MORE COHERENTLY.

OPTIONS	PRETEST		POSTTEST	
	No.	Percent	No.	Percent
Strongly Agree	5	1.6	7	2.3
Agree	41	13.3	51	16.5
Don't Know	95	30.7	29	9.4
Disagree	133	43.0	191	61.6
Strongly Disagree	35	11.3	32	10.3

About the only notable change in the data above from the pretest to the posttest, is in the "Disagree" and "Don't Know" categories. A majority of the students expected the course to help them express their thoughts more coherently. The posttest data show an increased percentage of students who felt the benefit of expressing themselves more coherently had been realized after they had taken the course.

III. The Results of Adviser Interviews

The second major portion of this study deals with the interview responses of advisers at Michigan State University. These advisers represent departments in the university which either require, encourage or permit students to take Speech 101 as a part of their program of study.

Interviews were obtained from advisers representing the following colleges within Michigan State University: Social Science, Agriculture, University College, Communication Arts, Natural Science, Education, Home Economics, Business, and Arts and Letters. More specifically the divisions of the colleges named above include: Packaging; Police Administration; Zoology; Elementary and Special Education; Textiles, Clothing and Related Art; Business Law; Agriculture Business; Nursing; Theatre; Communication; Mathematics; and English.

It cannot be established, nor was it intended, that

the persons interviewed would be representative of all advisers within the university. The advisers chosen for interview purposes in this study were selected on the basis of frequency of mention by students in the Pilot Project described earlier in the study. Thus, the advisers who were interviewed represent faculty members in the university who had advised a large portion of the students enrolled in Speech 101 at the time of this study.

As related earlier in the study, the interviews conducted for our study were tape recorded. The responses from the adviser interviews were classified in the following manner: 1) After all of the interviews had been taped the recordings were replayed. 2) The responses of the advisers to each item in the interview schedule were recorded as given. 3) After all responses had been recorded on paper the writer compiled the information for each item and fashioned categories which would accommodate the data from the interviews. 4) This being done, tables were constructed in order to present a visual summary of the responses of the interviewees on each item.

The tables included in this portion of the study contain two figures. The first column of figures in each table represents the number of advisers who responded in each respective category of the item and the second column represents the corresponding percentage of responses in each respective category.

As can be seen in Table 47 below the rank of the individuals interviewed for this study ran the gamut from Head of a School (School of Nursing), to personnel whose sole function was advisement. The latter group was composed of seven ladies whose primary responsibility was to

TABLE 47

POSITIONS HELD BY INTERVIEWEES WITHIN THE RESPECTIVE
DEPARTMENTS AT MICHIGAN STATE UNIVERSITY

RANK OR TITLE	NUMBER	PERCENT
Head (School of Nursing	1	4.17
Director	2	8.77
Assistant Director	1	4.17
Coordinator of Student Programs	1	4.17
Professor	3	12.50
Associate Professor	3	12.50
Assistant Professor	4	16.66
Instructor	2	8.77
Advisers (Elementary and Special Education)	7	29.16
	25	100.8

47

advise students majoring in elementary or special education.

[47]When the person interviewed had some title it was used in lieu of his rank in the table. Percentages were rounded off and do not total 100 percent.

Interviewees were asked the question,"Does the department in which you serve as adviser require or encourage students to take Speech 101?" The responses of advisers to this item are included in the categories listed in Table 48 below.

TABLE 48

IS SPEECH 101 REQUIRED OR ENCOURAGED FOR
STUDENTS IN YOUR DEPARTMENT?

ADVISER RESPONSES	NUMBER	PERCENT
Required	4	17.26
We require Speech 101 or Speech 116.[48]	1	4.35
Speech 101 is one of a number of courses students can take in speech.	1	4.35
Speech 101 is required for some students.	4	17.26
Students themselves choose to take Speech 101.	4	17.26
Speech 101 is used for Certification.	4	17.26
Speech 101 is a part of the student's minor	2	8.70

Table 49 on the following page contains the results of adviser responses when they were asked to estimate the

[48]Speech 116 is the beginning Group Discussion Course at Michigan State University.

TABLE 49

NUMBER OF STUDENTS FROM YOUR AREA WHO
TAKE SPEECH 101 EACH YEAR

ADVISER ESTIMATES	NUMBER	PERCENT
Less than 25 students	3	16.66
Between 25 and 50 students	2	11.11
Between 50 and 75 students	5	27.77
Between 75 and 100 students	2	11.11
Over 100 students	1	22.22
Over 200 students	1	5.55
No Response	1	5.55

number of students from their area who enroll in Speech

101 each year. It was quite obvious during the inter-

views that these figures represented only intelligent

guesses, and that advisers had no accurate idea of the

number of students within their area who take the course

each year.

An open-end question regarding the relationship

of Speech 101 to the major of students resulted in respon-

ses that are somewhat vague. From these data, recorded

in Table 50 on the following page, one can see that as

far as advisers are able to ascertain, the majority of

the students who enroll in Speech 101 find it a tool which

TABLE 50

IS SPEECH 101 RELATED TO THE MAJOR OF THE STUDENTS
YOU ADVISE? IF SO, HOW?

ADVISER RESPONSES	NUMBER	PERCENT
Shy retiring type students need Speech 101.	1	4.54
Speech 101 is a tool for the student's vocation.	13	59.09
Speech 101 fulfills a social need for students.	1	4.54
Speech 101 is required so they take it.	2	9.09
Speech 101 is used for Certification.	2	9.09
Students feel Speech 101 serves some need.	2	9.09
Speaking ability contributes to good citizenship.	1	4.54

will be useful to them in their chosen vocations. This opinion is consistent with that expressed by the students themselves in Table 18, page 42 of this study, in which approximately 75 percent of the students in the pretest and 80 percent of the students in the posttest felt Speech 101 would help them in their chosen vocations.

According to the data in Table 51 on the following page, if students have had a speech course previously, the majority do not mention this fact to their advisers. The

TABLE 51

HOW MANY STUDENTS WHOM YOU ADVISE SAY THEY HAVE
HAD A SPEECH COURSE PREVIOUSLY?

ADVISER RESPONSES	NUMBER	PERCENT
The majority have had a speech course previously.	2	11.11
Quite a few say they have had a speech course previously.	2	11.11
Not many say they have had a speech course previously.	8	44.44
If they have had a course pre-viously, I don't encourage Speech 101.	1	5.55
No response.	1	5.55

responses above are fairly consistent with student respon-
ses reported in Table 6, page 28 of this study, which
shows that slightly more than 50 percent of the students
enrolling in Speech 101 had no prior speech training.

The purpose of the question in Table 52 on the
following page was to determine if there was a noticeable
pattern of response indicative of a particular apprehen-
sion on the part of students who are faced with the pros-
pect of taking Speech 101. The variety of responses to
this item and the accompanying percentages in Table 52
indicate that no such pattern of apprehension existed.

TABLE 52

WHAT IS THE GENERAL REACTION OF STUDENTS WHEN THEY ARE
ASKED OR TOLD TO TAKE SPEECH 101?

ADVISER RESPONSES	NUMBER	PERCENT
Students feel the course is worthwhile but requires a lot of work.	1	5.99
Students want to take the course.	3	17.64
Students are resigned ("I have to take it").	2	11.97
Reticent (shy) students choose Speech 116 instead.	1	5.99
Students don't respond until later.	2	11.97
Students are indifferent.	2	11.97
Students are favorable.	2	11.97
Students dislike the idea.	1	5.99
Students panic.	3	17.64

From the data in Table 53 on the following page
it would appear that the interest appeal of Speech 101
for students covers a relatively broad range of responses.
One cannot measure the "halo effect" which may have been
operative when the interviewees answered in a manner
which would please the interviewer. However, the larger
percentage of the responses shown in Table 53 indicate

TABLE 53

HOW WOULD YOU RATE THE INTEREST APPEAL OF SPEECH 101
FOR STUDENTS WHEN COMPARED WITH OTHER
COURSES ON THE SAME LEVEL?

ADVISER RESPONSES	NUMBER	PERCENT
Students are interested in Speech 101 but feel it requires too much work	2	12.50
Students are interested in and challenged by Speech 101.	5	31.25
Students are apprehensive about taking Speech 101.	3	18.75
Speech 101 has an average interest appeal for students.	2	12.50
Students are apathetic about taking Speech 101.	2	12.50
Students feel Speech 101 is not a worthwhile course.	2	12.50

that students appear to be challenged by Speech 101,
although some of these students were apprehensive about
the amount of work involved in the course.

The adviser responses summarized in Table 54 on
the following page are very similar to the responses of
students on this item in Table 8, page 30 of this study.
The majority of students who take Speech 101 are Fresh-
men or Sophomores. One can note, however, that advisers'
estimates of the percentage of Juniors and Seniors who
take Speech 101 are low. In the student questionnaires,

TABLE 54

AT WHAT LEVEL DO MOST OF THE STUDENTS WHOM YOU
ADVISE TAKE SPEECH 101?

ADVISER RESPONSES	NUMBER	PERCENT
Freshman	3	16.66
Freshman or Sophomore	7	38.88
Sophomore	2	11.11
Sophomore or Junior	2	11.11
Junior	1	5.55
Junior or Senior	1	5.55
Senior	2	11.11

TABLE 55

HOW DIFFICULT DO STUDENTS EXPECT SPEECH 101 TO BE?

ADVISER RESPONSES	NUMBER	PERCENT
Students feel Speech 101 is an easy course.	5	27.77
Students expect Speech 101 to be of average difficulty.	6	33.33
Students don't know what to expect of Speech 101.	3	16.66
Students expect a lot of hard work in Speech 101.	3	16.66
Students are afraid of Speech 101.	2	11.11

which are assumed to be relatively accurate in this respect, 39.6 percent of the students indicated they were either Juniors or Seniors. In the adviser interviews slightly more than 22 percent of the interviewees indicated that most of the students whom they advised took Speech 101 at the Junior or Senior level.

It will be recalled that students expected Speech 101 to be easier upon first entering the course than they found it to be upon completing the course. This fact may be a partial explanation for the number of "drops" in Speech 101. The number of students who drop and those who add the course, after the official drop and add period at Michigan State University, is estimated to be about 10 percent of the total enrollment for a given term.[49] The responses of advisers, shown in Table 55 on the preceding page, would indicate that the majority of the students expect the course to be of no more than average difficulty and approximately 28 percent of the respondents indicated students felt Speech 101 was an easy course.

In Table 40, page 76 of this study, the majority of students, (52.9 percent), indicated they expected to

---

[49]Unofficial estimate by Dr. William B. Lashbrook who has been involved in a considerable amount of statistical information regarding Speech 101.

TABLE 56

DO YOU FEEL IT WILL BE DIFFICULT FOR STUDENTS TO GET
UP AND SPEAK BEFORE A GROUP COMPOSED OF THEIR
CLASSMATES AND THE INSTRUCTOR?

ADVISER INTERVIEWS	NUMBER	PERCENT
Yes	12	66.66
No	3	16.67
Don't Know	3	16.67

experience difficulty in getting up and speaking before

the class. In the posttest 59 percent of the students

stated that it had indeed been difficult for them to

speak before the class. Advisers were again reasonably

close to student responses in judging this item.

TABLE 57

IF A STUDENT EXPERIENCES DIFFICULTY IN SPEECH 101,
AT WHAT POINT IN THE TERM WOULD
YOU EXPECT IT TO APPEAR?

ADVISER RESPONSES	NUMBER	PERCENT
At the beginning of the term.	8	44.44
Around the middle of the term.	3	16.66
Near the end of the term.	1	5.55
Don't Know	6	33.33

The larger percentage of advisers in the study felt that if a student experienced difficulty in Speech 101 it would occur rather early in the term. Several of the advisers pointed out that they had no way of knowing, after the official drop and add period, whether or not students dropped the course. Drops may be one indicator that students were experiencing difficulty in the course.

TABLE 58

HOW MUCH WORK DO STUDENTS ANTICIPATE WILL BE
REQUIRED IN SPEECH 101 IN SUCH AREAS AS
RESEARCH, WRITTEN ASSIGNMENTS, ETC.?

ADVISER RESPONSES	NUMBER	PERCENT
Some (Average Amount)	6	33.33
Quite a bit	4	22.22
Don't Know (No Response)	3	16.66
Students don't know.	6	33.33

The data above suggests a tendency for advisers, in this case 33.33 percent, to feel the amount of work in Speech 101 will be about the average amount one would anticipate in similar courses. However, a common complaint from students is, "there's too much work in Speech 101 for a three credit course." The more than 22 percent of the advisers who felt there was "quite a bit" of work

required in Speech 101 possibly represents those advisers who have received feedback from students to that effect. Advisers were asked the following question: "As an adviser what basic knowledge or skill, related to public speaking, do you expect students to receive in Speech 101?" The responses vary so much on this item that categorizing is impossible, therefore, the responses from the eighteen interviews are summarized below.

1. Some speaking experience (with notes and impromptu), and an improvement of any defects the student may possess.

2. Students should learn how to prepare thoroughly for presenting a speech.

3. Students should become able to face groups without excessive fear, gain self-assurance, and know how to organize material well.

4. Students should learn organization, how to hold the interest of the audience, and how to use summary, etc.

5. The course should improve any proficiency which the student already possesses and expose any deficiencies he may have.

6. Students should upgrade encoding skills and gain confidence through practice.

7. Students should gain an ability to think on their feet and be able to speak before the public.

8. A student should learn to feel at ease and present material in a reasonable way.

9. Speech 101 should identify any problems a student may have, help him feel comfortable before a group, and assist him in knowing how to structure a formal speech. It should develop better communication ability.

10. Students should learn organization of a speech, get some practice, and develop an effective delivery.

11. Students should learn how to organize material.

12. Students should learn skills (good speech, organization, etc.).

13. No response.

14. Students should learn how to organize a speech, gain some knowledge of basic communication, become a critic of their own speaking, gain experience in speaking, and become more self-confident.

15. Students need to learn how to organize a speech and present it adequately.

16. Students should gain experience in speaking (extemporaneously and impromptu), learn how to organize material, and how to take advantage of audience feedback.

17. Students need speaking experience and also need to learn how to develop a theme.

18. Students need to learn how to compose, organize, and deliver a speech.

In the foregoing list of expectations which advisers have communicated, one is immediately impressed with the almost total preoccupation with skills and the relatively small amount of concern for the knowledge or theory aspects of Speech 101. One of the primary concerns expressed in the preceding list is that students learn how to organize a speech, followed closely by concern that his delivery be adequate. A follow-up question to the one above asked how knowledge gained in Speech 101 related to the student's major. Almost without exception the

skills listed in the comments on the preceding page were in some manner related to the student's vocation.

TABLE 59

DO YOU THINK SPEECH 101 PRESENTLY INCLUDES
UNITS OF INSTRUCTION IN GROUP DISCUSSION,
ORAL INTERPRETATION, THEATRE, ETC.?

ADVISER RESPONSES	NUMBER	PERCENT
No.	12	66.66
Yes.	1	5.55
Don't Know.	2	11.11
Responses not related to the question.	3	16.66

The purpose of this question was to determine whether advisers viewed Speech 101 as a course designed to introduce a student to the total field of Speech or whether they felt the course was basically a performance course. The data support the latter. Only one adviser supported the former position. Three of the advisers, for some reason or other, did not answer the specific question in this instance. Their responses are categorized as "responses not related to the question" in Table 59 above.

TABLE   60

HOW COMPETENT ARE MOST STUDENTS AS PUBLIC SPEAKERS
PRIOR TO TAKING SPEECH 101?

ADVISER RESPONSES	NUMBER	PERCENT
Incompetent	7	38.88
Average Competence	6	33.33
Competent	2	11.11
Don't Know	2	11.11
All degrees of Competence	1	5.55

The data shown in Table 60 above would indicate that advisers tend to rate students as more competent speakers than students rate themselves. In Table 45, page 82 of this study, approximately 58 percent of the students in the pretest indicated they did not perceive themselves to be competent public speakers. At least two possible explanations for the above finding come to mind. It may be that students, who were relating how they perceived themselves as speakers, were less objective than advisers. On the other hand, advisers may have a misconception of what comprises competence in public speaking in that they tend to look upon this type of skill as "easy," something most people are capable of doing without formal training. The more than 38 percent

of the advisers who viewed students as incompetent speakers, prior to taking Speech 101, possibly represents those advisers who have had some speech training in their own backgrounds.

TABLE 61

HOW MUCH ACTUAL SPEAKING EXPERIENCE HAVE
YOUR STUDENTS HAD?

ADVISER RESPONSES	NUMBER	PERCENT
Very little or none	8	44.44
Some	5	27.77
Don't Know	3	16.66
Amount varies	2	11.11

The question shown above asks for an educated guess on the part of advisers. The larger percentage of the advisers indicated that students have had little or no public speaking experience prior to enrolling in Speech 101.

Most of the advisers who sent students into Speech 101 do not know how many speeches are required of a student each term. It would appear that any adviser who has received feedback from students relating to Speech 101 should at least know how many speeches a student is expected to deliver during the term.

TABLE 62

HOW MANY SPEECHES SHOULD A STUDENT DELIVER IN SPEECH 101
DURING THE TEN-WEEK TERM?

ADVISER RESPONSES	NUMBER	PERCENT
2 - 4 Speeches	8	44.44
5 - 7 Speeches	6	33.33
8 - 10 Speeches	3	16.66
Don't Know	1	5.55

Table 63 below shows the responses of advisers when asked if they thought good conversational ability was a necessity for most of their students. Advisers were then asked if they perceived any carry-over from training in public speaking to conversational ability. The responses of advisers on this item are tabulated in Table 64 on the following page.

TABLE 63

IS GOOD CONVERSATIONAL ABILITY NECESSARY FOR MOST
OF THE STUDENTS WHOM YOU ADVISE?

ADVISER RESPONSES	NUMBER	PERCENT
Yes.	14	77.77
Students have no problem in conversation.	4	22.22

TABLE 64

WHAT EFFECT, IF ANY, DO YOU EXPECT SPEECH 101
TO HAVE IN DEVELOPING A STUDENT'S
CONVERSATIONAL ABILITY?

ADVISER RESPONSES	NUMBER	PERCENT
Definite carry-over from training in Speech 101.	3	17.65
Some possible carry-over from training in Speech 101.	6	35.11
No carry-over from Speech 101.	5	29.41
Don't Know.	1	5.88
You can't teach conversational ability to students.	2	11.76

The date in Table 64 above suggest that the
greater percentage of the advisers interviewed felt that
competence or skill in public speaking is not directly
related to conversational ability. Two of the advisers
went so far as to suggest that conversational ability
could not be taught at all. The finding related above
is not consistent with the opinions expressed by students
who were enrolled in the course at the time of the study.
Table 22, page 47 of this study shows that a large ma-
jority of the students in both the pretest and the post-
test felt ability in public speaking was an invaluable
asset to conversational ability. If it can be assumed

that training in public speaking does carry over into the area of conversational speaking, then the findings above may indicate a lack of knowledge on the part of advisers in the study.

TABLE 65

WILL THE INFORMATION AND SKILL GAINED IN SPEECH 101
HAVE ANY EFFECT ON SUBSEQUENT WORK BY
STUDENTS IN THE UNIVERSITY?

ADVISER RESPONSES	NUMBER	PERCENT
Yes.	9	52.94
Yes (if he has an opportunity to speak).	4	23.53
No.	1	5.88
I don't think so.	3	17.65

Advisers were asked if they felt the information and skill gained in Speech 101 would have any effect on a student's subsequent work in the university. The majority of the advisers interviewed felt that Speech 101 would have a positive effect on a student's work in the university although some advisers expressed doubt that students would have much opportunity to utilize speaking skills in undergraduate classes. Advisers expressed the sentiment that large enrollments and large classes, plus

the method of instruction employed by most professors, almost precluded the possibility of students' participation in most college courses. Some areas within Michigan State University, such as Packaging and Nursing, do offer their students the opportunity to make presentations to a small group of their peers. The responses of advisers to this item appears to indicate that: 1) advisers fail to perceive any carry-over of skill from public speaking to conversational speaking; 2) advisers tend to view the knowledge and/or skills taught in Speech 101 as applicable only to formal public speaking. Student opinion is consistent with that expressed by advisers regarding the effect of Speech 101 on subsequent course work in the university, (see Table 19, page 43). Unlike advisers, however, students did perceive a definite carry-over from public speaking to conversational speaking.

TABLE 66

DO STUDENTS EXPRESS THEIR CONCERN TO YOU REGARDING
FEELINGS OF NERVOUSNESS WHEN THEY WILL
SPEAK BEFORE CLASSMATES?

ADVISER RESPONSES	NUMBER	PERCENT
Yes	12	80.00
No	2	13.33
Don't Know	1	6.66

Approximately 80 percent of the advisers interviewed indicated that students had expressed concern about feelings of nervousness or stagefright. The data above are consistent with those presented in Table 13, page 37 of this study which show that 57 percent of the students in the pretest indicated stagefright was a problem for them when they spoke before a group.

TABLE 67

WHAT EFFECT, IF ANY, WILL SPEECH 101 HAVE
ON A STUDENT'S STAGEFRIGHT?

ADVISER RESPONSES	NUMBER	PERCENT
Speech 101 should help the student control stagefright.	9	56.25
Speech 101 should serve to build confidence in students.	3	18.75
If speaking attempts are successful a student will receive reinforcement of a positive nature.	4	25.00

Advisers were then asked, "What effect, if any, will Speech 101 have on a student's stagefright?" The responses of the advisers to this item are summarized in Table 67 above. Approximately 56 percent of the advisers stated that the course should help the student control stagefright. Approximately 19 percent of the

advisers indicated that Speech 101 could serve to build
confidence within the student and an additional 25 per-
cent stated that successful speaking attempts would serve
as positive reinforcement for the student. The responses
to the question stated in Table 67 anticipated, in many
respects, the next question in which advisers were asked,
"What effect, if any, will this course have on the stu-
dent's self-confidence?"

TABLE 68

WHAT EFFECT, IF ANY, WILL THIS COURSE HAVE
ON A STUDENT'S SELF-CONFIDENCE?

ADVISER RESPONSES	NUMBER	PERCENT
Yes	9	52.94
Will offer reinforcement	5	29.41
No	1	5.88
Don't Know	2	11.76

The majority of the advisers definitely felt that
this course would serve to develop a certain amount of
self-confidence for most students. Almost 30 percent of
the advisers mentioned the concept of "reinforcement" in
answering this question. Two of the advisers, who were
more behavioristic in orientation, also mentioned that
if a student did poorly in his speaking attempts, this

fact would serve as negative reinforcement, i.e., doing a poor job of speaking would serve to reinforce existing feelings of inadequacy on the part of the student. This point is well taken.

The advisers were asked, "What one speaking characteristic needs to be improved most in the students whom you advise?" A variety of responses were given and are listed in the following comments:

1. Simply getting up and talking--not too much concerned with theory and content.

2. Adapting to the audience, reasoning quickly.

3. Organization and poise.

4. Fluency in delivery.

5. Delivery, getting students to feel comfortable in the speaking situation.

6. Analysis of the communicative process; improving encoding skills.

7. A little experience; the ability to communicate well and be persuasive.

8. Organization.

9. Poise, logical reasoning and evidence, enthusiasm, delivery and eye contact.

10. Enthusiasm, organization, and delivery.

11. Simply getting them to speak up.

12. Logical reasoning.

13. Organization and preparation.

14. Organization and poise.

15. Use of evidence, preparation and organization.

16. Poise.

17. Organization, poise, and eye contact.

18. Logical reasoning, evidence and organization.

Most of the advisers volunteered several characteristics which needed improvement in students they advised rather than one characteristic as requested by the interviewer. It can be noted that there is a preoccupation with the organizational and delivery aspects of public speaking similar to that expressed in a previous question.[50]

TABLE 69

SHOULD A STUDENT WHO HAS A STUTTERING PROBLEM,
OR A SIMILAR SPEECH DEFECT ENROLL
IN SPEECH 101?

ADVISER RESPONSES	NUMBER	PERCENT
Yes.	1	5.55
No.	11	61.11
Don't Know.	1	5.55
I would send him to remedial speech.	2	11.11
I would call Speech Department	3	16.66

One of the reasons for asking the question relating to speech defects was to try to determine why a number

---

[50]See pages 97-98 of this study.

of students with speech defects of various types, were
enrolled in Speech 101 each term. During the interviews
it was discovered that, in at least one area within the
university, advisers were sending students with speech
defects into Speech 101, since this offered a means by
which such students could be referred to a speech cor-
rectionist for help. A more definite policy needs to be
established and communicated to advisers at Michigan
State University with respect to students who have speech
defects.

TABLE 70

WHAT TYPE OF SPEAKING WOULD YOU WANT A STUDENT TO
LEARN IN SPEECH 101? (IMPROMPTU, MANUSCRIPT
OR EXTEMPORANEOUS)

ADVISER RESPONSES	NUMBER	PERCENT
Impromptu	1	5.55
Impromptu and Extemporaneous	7	38.88
Extemporaneous	8	44.44
All three types (Impromptu, Manuscript and Extemporaneous)	2	11.11

One can see from the data above that slightly
more than 44 percent of the advisers felt students should
learn the extemporaneous method of speaking in Speech 101.

It is significant to note, however, that at least an equal number of the advisers felt that students should learn the impromptu method of speaking in this course. It was evident during the interviews that some advisers tended to confuse the extemporaneous and impromptu methods of speech preparation.

Advisers were asked what feedback, both negative and positive, they received from students who had taken Speech 101. The pot-pourri of responses will be found below.

1. Students appear to be satisfied since we receive no feedback to the contrary.

2. Students are not disappointed with Speech 101 but do indicate there is too much work for a three credit course.

3. We receive no complaint or praise about Speech 101.

4. We encourage feedback from students because we feel it can help us advise other students on curriculum. The feedback we receive regarding Speech 101 is favorable.

5. Several students felt the course duplicated their high school speech course. Also, several students felt exams counted too much toward a student's grade.

6. We receive no feedback from students regarding Speech 101.

7. Students feel the course demands too much work.

8. Students have not complained although some have indicated the course is too easy.

9. Students dislike the "busywork" of speech plans and feel the course demands too much work. This feedback is from a minority of the students.

10. We receive no feedback from students in Speech 101 and feel "no news is good news."

11. Students are not interested in doing the work involved in speech plans.

12. Feedback regarding Speech 101 has all been negative but it has come from only a few students. Those who have complained feel the course has not been helpful and indicated they became bored.

13. Some students feel expectations in Speech 101 are unrealistic. Also, students would like to be able to choose their own instructor.

14. We have our students come in each term and ask them for feedback about courses they have completed. The one complaint I recall about Speech 101 is that some students want more chances to speak during the term. Many students feel they gain self-confidence in the course.

15. We have not received feedback regarding Speech 101.

16. The feedback from students relating to Speech 101 is negative. They don't see the usefulness of the course for them. Also, they don't like peer-evaluations.

17. We only get feedback from students about very good or very bad courses. Since we haven't received any about Speech 101 we judge it is probably average.

18. We receive mostly favorable comment from Speech 101. A few students feel the course demands too much work for three credits.

The final question in the interview asked the advisers to make specific suggestions they felt might improve Speech 101. These suggestions are summarized below.

1. Devise a brochure for advisers; tell advisers of any change in the course; the course should be a four credit course.

2. Speeches should be taped and played back for students to hear.

3. The types of speeches required should vary; should include a humorous speech.

4. Outlines should not be required for all speeches.

5. Students should not have to speak on subjects in which they have no interest.

6. Students from all areas should be given the opportunity to waive Speech 101.

7. Students and advisers should know more about Speech 101.

8. Use student rating scales.

9. If students have had speech in High School, they should take an advanced course in college.

10. Final examinations should not be weighted so heavily for student grades.

11. If I knew more about Speech 101, 108 and Speech 116, I could advise students better.

12. Advisers need to receive more feedback from students.

13. First term freshmen need more information about the course.

14. Study students one or two years after they have had the course and see how it has benefited them.

15. Why is Speech 108 or Speech 116 no longer adequate for certification?

16. Students should be screened during orientation for speech proficiency and assigned to classes accordingly.

17. A good technique for Speech 101 would be to identify a hypothetical audience and have the students speak to that audience.

18. If students spend five or six hours per assignment, as they say, then perhaps this is too much work for a three credit course.

19. Our students need more competition; an upper-level course perhaps where students could be grouped according to major or college.

20. There is a need for clarification between speech proficiency (certification), and speech competence. The present procedure in certification is too vague.

21. Students with ability are likely to get good grades and students who progress the most will get poorer grades. Some procedure to take student progress into account in grading needs to be devised.

Recommendations appropriate to the suggestions presented above will be made in the following chapter of this study.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The procedure used in presenting this portion of
the study will be as follows: 1) a summary of the sig-
nificant findings from items in the student questionnaire;
2) conclusions based on the findings mentioned above;
3) recommendations based on the previously mentioned
findings and conclusions relating to the student ques-
tionnaire; 4) a summary of significant findings from the
adviser interviews; 5) conclusions based on the findings
from the adviser interviews; 6) recommendations based on
the findings and conclusions relating to the adviser
interviews. The final section in the study will relate
to recommendations for additional studies which have
come into focus as a result of this study.

I. Student Questionnaires

It would appear that all of the items in the stu-
dent questionnaire fall naturally into certain classifi-
cations. Therefore, the section of the study relating to
summary and conclusions from the student questionnaires
will be divided into the following categories: 1) Items
relating to demographic materials; 2) items relating to

stagefright; 3) items relating to the knowledge students gained for the course; 4) items relating to the student's self-perception of his speaking ability; 5) items relating to values students derived from the course; 6) items relating to the logistics of Speech 101.

Demographic Materials

It is always helpful to know why students have enrolled in a particular course. Some courses, such as Freshman English, may be required of all students entering a college or university. If this be the case, the instructor has a captive audience. In other instances, students enroll in courses of study because they choose to do so. But, why do students at Michigan State University enroll in Speech 101? According to the data presented earlier in the study, approximately 57 percent of the students gave as their primary reason for taking the course, "Speech 101 is required in my curriculum." An additional 21 percent of the students entered the course upon recommendation of their advisers. Only about 15 percent of the students in the study chose this course as an elective. It is likely that the finding cited above will immediately suggest two significant and related conclusions. First, most of the students who take Speech 101 are enrolled in this course because they are required to take it. Second, many students who are not required to take Speech 101 do not elect to take this course. It would appear from the conclusions above that a third conclusion

is obvious. If there is a desire on the part of the administrators of Speech 101 to increase the enrollment in this course, the key lies, not with students, but with advisers and administrators at Michigan State University who require or recommend the course to students.

How many students who enroll in Speech 101 have had a speech course previously? According to the data in this study slightly more than 53 percent of the students had no speech course prior to enrolling in Speech 101. The question that invariably arises in this connection is; Should students who have already had training in speech, prior to enrolling in the basic speech course, be assigned to a separate section or perhaps an advanced course in public speaking? On the surface such alternatives appear desirable. It could be argued, however, that it is undesirable to displace students with previous training in speech from sections containing students with no previous training, since such a procedure would remove students who might serve as models for the absolute beginner in speech. This argument takes on added significance when one considers the fact that many courses in basic speech offer no model to students except speeches delivered by other students. If other models were supplied, through video-taped speeches, for example, it may be worthwhile to separate students without prior training in speech from those with prior training. One

adviser suggested that students be grouped according to their areas of concentration. For example, all students in the College of Business would be enrolled in the same section of Speech 101. A grouping of students, such as that described above, might have the advantage of adapting speech instruction to the particular needs of the student and also serve to stimulate more competition between students of equal ability. On the other hand, it would be very difficult to enroll students in this manner.

From the data presented earlier in the study it can be recalled that approximately 36 percent of the students enrolled in Speech 101 were Freshmen; more than 24 percent of the students were Sophomores; 24 percent of the students were Juniors; and Seniors accounted for slightly more than 15 percent of the enrollment in the course. Therefore, approximately 65 percent of the students enrolled in Speech 101 were other than Freshmen. Would it be desirable to attempt to reverse the pattern just described? The answer to this question requires a determination of possible reasons for the trend. One of the reasons that so many upperclassmen enter Speech 101 is because departments which require the course arrange their curriculum in such a way that courses outside their own department must be taken late in the student's program. Furthermore, many students apparently put off

taking Speech 101 until later in their program. If it
is not possible to get more students to take Speech 101
as Freshmen and Sophomores, it might be desirable to re-
serve some sections of the course for upperclassmen and
students with previous training in speech. If this were
done, it might tend to alleviate some of the discomfort
and possibly the undue advantage which upperclassmen ap-
pear to have in courses containing Freshmen and Sopho-
more students. Also, it has already been pointed out in
the study by Thomas, Thurber, and Gruner that students
with previous training in speech appear to have an ad-
vantage over students without such experience.[51]

It was quite obvious from the data presented
earlier in the study that student expectations relating
to grades they hope to receive in Speech 101 are unreal-
istic. Grading is an extremely sensitive area with stu-
dents and any suggested change in grading procedures
usually brings accompanying problems. It is helpful to
know in advance that students are overly optimistic
about the grades they hope to receive in Speech 101 but
it is doubtful that circumstances are very different in
other courses. The data in this study did suggest that
students tend to become more realistic in their grade
expectations near the end of the term. Perhaps the maxim,

---

[51]See page 28 ff. of this study.

"let sleeping dogs lie," would be appropriate as a recommendation in this instance.

One suggestion relating to grades in Speech 101 does appear appropriate. It is the practice in Speech 101 for students to be assigned a "raw score" for their speeches. For example, a student may receive a score of 4.3 on a particular speech. After speech plans are graded, points are subtracted from the score mentioned above for any deficiencies in this written work. For instance, a student who has a 4.3 on his speech may have 1.0 subtracted from his score because of the deficiencies mentioned above, leaving him with a 3.3 as a score for that particular speech. Students very much dislike the idea of having points deducted from their speaking scores in this manner. The writer has experimented with an alternative method of recording "raw scores" for speeches and written work which appears to eliminate practically all student complaint in this respect. The method alluded to above is to merely assign each speech a "raw score" and to assign the written work an additional "raw score." The only difference in keeping records is that two grades are recorded for each speech instead of one. This extra work is well worth the effort involved in computing the separate scores for grading purposes, since it practically eliminates student complaints about this matter.

Stagefright

Student responses to items in the questionnaire relating to stagefright indicate the complicated nature of this phenomenon. According to the data, 57.8 percent of the students in the study felt stagefright would be a problem for them when giving a speech before a group of people. When asked if the course had helped them to overcome stagefright, approximately 48 percent of the students in the study answered positively and about 32 percent of the students responded negatively to the question. Yet, 68 percent of the same students felt the course had served to reduce feelings of nervousness when they spoke before a group. It is quite obvious that some students experienced feelings of nervousness but did not consider these sensations to constitute a problem of stagefright. Stagefright seems to be reserved for describing the more severe tensions and nervousness which students experience. For this reason the responses of students to some items in the questionnaire, which relate to stagefright, appear inconsistent. It is significant to note that 88 percent of the students in the study expressed the desire to feel more at ease in the speaking situation after taking the course. Such a response would tend to indicate that students had become more sensitive to the phenomenon of stagefright after taking Speech 101.

Students also appear to be more realistic in their attitudes regarding the means of controlling stagefright after taking the course. This fact can be seen in the 76 percent of the students in the posttest who felt that merely asking their instructor how to control stagefright was not the best way to overcome this problem.

The purpose of this aspect of the study was only to identify the expectations and opinions of students regarding stagefright. In order to gain more specific information relating to stagefright, as perceived by students enrolled in Speech 101, it would be necessary to match individual student responses in the pretest and posttest. Such a study would, no doubt, prove beneficial.

Knowledge Gained By Students

More than 91 percent of the students in the study felt that Speech 101 had equipped them with a knowledge of the basic principles of public speaking. Slightly more than 92 percent of the students in the pretest had expected the course to perform the function mentioned above. It can also be recalled that approximately 86 percent of the students in the posttest felt they were well acquainted with the basic principles of public speaking. This percentage exceeds by about 72 percent the students who expressed this same feeling in the pretest. In light of the data summarized above, it would

appear that most students in Speech 101 are receiving a satisfactory knowledge of the theory of public speaking. On the other hand, the responses of students to items in the questionnaire related to theory appear to indicate a misconception or lack of understanding on the part of students. For example, more than 83 percent of the students in the posttest felt that a good speaker needs to understand the theory of public speaking. Yet more than 91 percent of these same students indicated in the posttest that speaking experience was more valuable for a student than reading a speech textbook. As indicated earlier, it may be that students tend to equate theory with material found in a textbook and not with comments by an instructor or lecturer. The data summarized above would tend to indicate that students do not feel they gain a great deal from merely reading a textbook. It would be very beneficial to know from what source, be it textbook, lecture, comments by the instructor, comments by other students, etc., students feel their knowledge of the basic principles of public speaking is derived.

The first page of the syllabus, received by all students who enroll in Speech 101, contains a statement regarding the general goal of Public Speaking 101, i.e.; "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." It can be seen that the goal of Speech 101
stated above makes explicit reference to "knowledge of . . .
the principles and methods of speaking." Yet not only
did a large percentage of the students in the study feel
that practice in speaking was more valuable than reading
the textbook, but, approximately 85 percent of the students
in the posttest indicated what they needed most was prac-
tice in public speaking. More than 60 percent of the
students in the pretest and over 55 percent of the stu-
dents in the posttest indicated that the speaking char-
acteristic they wanted to improve most was delivery.[52]

The fact that students are overly concerned with
the delivery aspects of speech, and tend to relegate theory
to a secondary position, is disturbing. It would appear
that instructors in Speech 101 would do well to place
more emphasis on learning the basic principles or theory
of public speaking in order to compensate for the appar-
ent overemphasis by students in the areas of delivery
and practice. Since the philosophy of the course, as
stated in the syllabus, gives proper emphasis to the con-
tent and theory dimensions of public speaking, it appears
that students simply aren't getting the message. The
problem discussed above is due, in part, to the attitudes
and counsel of advisers who are also preoccupied with the

---

[52]See Table 30, page 58 of this study.

delivery dimension of public speaking.[53] In Speech 101

approximately 60 percent of the student's grade is based

upon his speech preparation and delivery, including

speech plans, and this 60 percent is interpreted by some

students and advisers as comprising the dimension of

delivery.

Student's Perception of His Speaking Ability

Two of the items in the questionnaire related to

an area which we will call the student's perception of

his speaking ability. Both of these questionnaire items

permitted the student to indicate his perceived speaking

ability before and after taking Speech 101. First, stu-

dents were asked whether or not speeches they had given

prior to taking Speech 101 were well organized. The fact

that approximately 34 percent of the students agreed and

34 percent disagreed with the proposition stated above

in the pretest would suggest that about half of the stu-

dents expressing an opinion on this item perceived their

organizational ability to be adequate prior to taking

Speech 101. In spite of the finding summarized above,

the writer has observed that organization and outlining

appear to be fairly difficult concepts for many students

to grasp, and if additional attention could be devoted

---

[53]See pages 97-98 of this study.

to teaching these concepts it would probably be both helpful and welcomed by most students.

It would appear from the data that many students perceived themselves to be competent speakers after taking Speech 101. Only 12.6 percent of the students in the pretest felt they were competent speakers as compared to approximately 49 percent of the students in the posttest. An additional 31 percent of the students responded in the "Don't Know" category in the posttest. It is assumed, however, that a number of students who responded in both the "Don't Know" and the "Disagree" categories would admit, after taking the course, that they were more competent speakers than they were upon enrolling in Speech 101. Such an assumption appears to be supported by the data presented in Table 36, page 68 of the study which shows that over 82 percent of the students reported Speech 101 had increased their ability as public speakers.

Values Students Derive From Speech 101

A good portion of the items in the student questionnaires were designed to discover what values students felt they had received from Speech 101 upon completion of the course. It can be noted in this section that many of the pretest and posttest percentages are nearly identical. It may be that students who expected certain benefits to result from Speech 101 were the same students who

reported that such benefits had indeed been received.
If this possibility is indeed true, it may have tremen-
dous implications, since such would tend to indicate
that students receive those benefits from Speech 101 which
they expected to receive upon entering the course. In
order to test this possibility it would be necessary to
compare individual responses on each item in the pretest
and posttest. While such a procedure is beyond the scope
of this study it would appear that research based on the
possibility described above is a natural step beyond the
present endeavor.

It appears to be quite obvious that a large per-
centage of the students who were involved in the study
expected that Speech 101 would help them in their chosen
vocation. The data would suggest that this expectation
was fulfilled for most students in so far as they were
able to predict and to relate the course to their voca-
tional ambitions. It might be helpful in this connection,
as suggested by one of the advisers interviewed during
the study, to allow students to address a hypothetical
audience which is specifically related to his chosen
vocation.

Approximately 60 percent of the students in the
posttest felt that Speech 101 would prove helpful to
them in subsequent courses in the university. This
percentage exceeds the pretest percentage on this item

by about 8 percent. If the assumption expressed by some advisers is correct, i.e., students will have little opportunity to actually deliver a speech in future courses in the university, then it might be desirable for the lecturer or the instructor to point out other ways in which Speech 101 can serve the students in their immediate tasks within the university. For example, Speech 101 should provide skills in the analysis and synthesis of materials and in some respects develop skill relating to style. Such skills could serve students well in conducting and reporting research projects, and anticipation of these additional benefits might provide additional incentive for students to apply themselves in Speech 101.

Over 63 percent of the students in the study reported Speech 101 had helped them to speak more fluently. The percentages of affirmative responses in the pretest and posttest were almost identical on this item. There is reason to believe that some students may not have had a referent for the term "fluent." If one employs the denotative definition of the term "fluent," i.e., "flowing smoothly and easily," then this term would appear to refer to smoothness in delivery and perhaps relate most specifically to that area of public speaking commonly identified as style. Viewed in this context it is reasonable to expect that a good number of students would

feel their delivery had become more "smooth" and "flow-ing" as a result of taking Speech 101.

Over 75 percent of the students in the posttest felt that training in public speaking was an invaluable asset to conversational ability. In this connection it would be helpful to know exactly what types of skill students feel is carried over from training in public speaking to conversational ability.

Speech 101 appears to have more than fulfilled students' expectations regarding self-confidence. Approximately 57 percent of the students expected the course to increase their self-confidence and about 69 percent of the students reported this benefit had resulted from the course. It could be argued that a student's self-perception of confidence may not conform to reality. On the other hand, it could be said that no one is in a better position to know whether or not self-confidence has been bolstered than is the student himself. Additional research in this area may divulge findings that have significant implications for teachers of public speaking.

Over 70 percent of the students in the study felt the course had helped them to better organize their thoughts. This figure represents approximately 5 percent more students than had expected this benefit to accrue. This finding comes as no surprise since a great deal of emphasis is placed on organization in Speech 101 through

the speech plans required of students for each speaking assignment.

Approximately 86 percent of the students in the course indicated that Speech 101 had increased their ability as public speakers. The data suggest that student expectations had been fulfilled in this respect.

Approximately 72 percent of the students in the study felt that the extemporaneous method of speaking was the best method of preparation. It would be difficult to disagree with this conclusion since the extemporaneous method of preparation is adaptable to most speaking occasions. Among the advantages of the extemporaneous method of speech preparation the following appear most significant: 1) the extemporaneous method of speaking allows the speaker to establish a better rapport with members of his audience; more direct eye contact, etc. than does the manuscript; 2) the extemporaneous method of speaking allows the speaker to take advantage of feedback from the audience and to insert new ideas and illustrations generated by the inspiration of the moment. Manuscript speaking does not allow as much freedom in this respect; 3) the extemporaneous method of speaking has the advantage of being organized like the manuscript yet does not demand the time necessary to prepare a manuscript. Also the organization of an extemporaneous speech is generally superior to an impromptu speech.

A manuscript speech has certain advantages over other types of speech preparation. For example, manuscript speeches are desirable when the speaker's wording must be very precise, such as in a political address, or when the speaker must conform to a strict time limitation, such as in a radio or television situation. The manuscript speech has the advantage of allowing the speaker to be selective in choosing those words which best convey his message and which contribute to a smoother and more elegant style.

Would it be advisable to include at least one other type of speech as an assignment for students enrolled in Speech 101? Advisers interviewed in this study were particularly anxious that students have an opportunity to learn the impromptu method of speaking. An impromptu speech would appear desirable as an assignment in Speech 101 since the majority of our oral communication is impromptu in nature. We cannot assume that students will be able to perceive which particular principles and techniques of public speaking can best be adapted to the impromptu speech. Therefore, an impromptu speech might serve well as one of the speeches, perhaps the last speech a student would deliver in Speech 101. The logistics for including an impromptu speech in Speech 101 would not be too difficult. For example, topics for speaking on a variety of subjects could be typed on 3 x 5

index cards. When the student's turn to speak approaches

he could select three of the subject cards by drawing

them out of a container. The student would then select

one of the three topics and deliver a short impromptu

speech upon that subject. Speech content would probably

suffer from the procedure described above since the stu-

dent would have no opportunity for specific preparation.

However, an assignment of this nature would serve to re-

veal the student's skill in organization, style and de-

livery. The assignment of an impromptu speech would

also help the student become aware of the problems which

one encounters in an impromptu speaking situation as well

as the principles of public speaking which are most use-

ful in the impromptu situation.[54]

Almost 72 percent of the students in the study

felt that Speech 101 had helped them to express their

thoughts more coherently. Only 54 percent of the stu-

dents had expected this benefit to result from the course.

Again it should be emphasized that some students may not

have had a referent for the term "coherent." That this

was probably the case is indicated by the fact that more

than 30 percent of the students initially responded to

this item in the "Don't Know" category. In the posttest

---

[54]The writer is presently experimenting with the
use of an impromptu speech as one of the speeches assigned
in the basic speech course at Morehead State University.

only about 9 percent of the students responded in the "Don't Know" category. It would be assumed that some students were able to transfer the literal meaning of the word "coherent" into the speech context, i.e., "that which is consistent, logical, etc." Such a transfer would appear likely since a great deal of emphasis is placed on evidence and reasoning in Speech 101 by the lecturer, instructors, and the textbook.

It can be seen in Table 12, page 35 of this study that the number of students who felt that Speech 101 had been boring was twice the number who expected the course to be boring. Although the number of students who reported that they became bored in the course was comparatively small, representing less than two students per section of Speech 101, it would nevertheless be helpful to learn why students responded in this manner and try to correct the situation, if possible. There is some reason to believe, based on the candid comments of a few advisers, that certain students tend to become bored in the course because they see no reason why they should be required to take the course. Also, a few students stated that Speech 101 duplicated a previous high school course and thus they became bored. Further study is needed to determine exact causes for boredom in Speech 101 before specific corrective measures can be suggested.

Logistics of Speech 101

The number of students who indicated that they had not benefited from having other students evaluate their speaking performances increased in the posttest. The number of students expressing this sentiment represents only about 14 percent of the students who participated in the study. However, additional study relating to the area of peer evaluation of speeches will prove helpful.

Student opinions were about equally divided, in the posttest, in their evaluation of the difficulty of examinations in Speech 101. Based on the comments of some advisers, it would appear that most students are not particularly concerned with the degree of difficulty of the examinations in Speech 101, but rather some students feel that examinations determine too much of a student's final grade.

Approximately 72 percent of the students in the posttest felt that peer-grouping was a good teaching method for Speech 101 as compared to approximately 20 percent of the students who were opposed to this teaching technique. It would be helpful to know why some students dislike peer-grouping. Channels of communication should be kept open so that students may voice their opinions about the operation or procedures of the course.

The writer has received some excellent ideas and suggestions from students regarding procedures which can be used in the basic speech course.

The percentage of students who felt a person having a stuttering problem should enroll in Speech 101 did not shift significantly from the pretest to the posttest. On the other hand, students who felt a person who stuttered should not enroll in Speech 101 increased by about 13 percent. It would appear from all indications in the study that a more workable program is needed at Michigan State University if the university is to fulfill its obligation to students with speech defects.

After completing the course, students are about equally divided in their opinions of the use of closed-circuit television in Speech 101. After taking Speech 101 a substantial number of the students had not yet made up their minds about the use of closed-circuit television in the course. It is most significant to note that 50 percent of the students entering the course expressed a negative attitude toward the use of television in Speech 101. It may be that some students have had an unfortunate experience with televised instruction prior to enrolling in this course. Some students did shift their opinions from unfavorable to favorable, regarding the use of closed-circuit television in Speech 101, after completing the course. Such an occurence is encouraging.

What is the best approach to use in convincing students of the virtue of closed-circuit television in Speech 101? Perhaps the place to begin is to simply tell students why this medium is being used in Speech 101 and the advantages which seem to be inherent in its use.

After taking the course most students felt that the manner in which speeches were assigned a weighting factor, in order to determine their relative worth for computing grades, was desirable. The advantages of such a system are apparent to students once they have been explained. It is important, however, that the students understand how the system works and the advantages that it affords.

II. Adviser Interviews

This section of the report, which includes a summary, conclusions, and recommendations based on the adviser interviews, will be treated under the following headings: 1) Speech 101 and Departmental Policies; 2) Reactions of Students to Speech 101; 3) Adviser's Perception of Students Who Enroll in Speech 101; 4) Adviser's Expectations of Speech 101.

Speech 101 and Departmental Policies

Four of the items in the adviser interviews were designed for the purpose of learning the policies of the

various departments with respect to Speech 101. According to the data presented in Table 48, page 87 of this study, Speech 101 was required or recommended for most students. Only about 17 percent of the advisers reported that students themselves choose to take the course. Therefore, as suggested previously, advisers and administrators appear to hold the key to increasing or decreasing enrollment in Speech 101. The implications of this finding show the importance of maintaining a good relationship with these individuals.

Advisers were only able to estimate the number of students from their respective areas who take Speech 101 each year. Five of the advisers interviewed estimated that between 50 and 75 students from their area took Speech 101 each year; four advisers estimated the number of students from their areas to be over 100 per year; and one adviser placed the number of students who take Speech 101 from his area as over 200 per year.

When advisers were asked how Speech 101 related to the majors of the students they advised, almost 60 percent of those interviewed stated that the course provided a tool for students to use in their chosen vocations. The response indicated above suggests that advisers tend to look upon Speech 101 as a skills course which can prove helpful in a student's vocation and these

individuals do not appear to perceive any other outstanding value as resulting from the course. This tendency can be seen in a number of items from the adviser interviews[55] and points up a lack of understanding on the part of advisers pertaining to the potential of Speech 101. Advisers appear to overlook, for the most part, that portion of Speech 101 which relates to the content of a speech.

The data presented earlier in the study suggest that more Junior and Senior students are taking Speech 101 than advisers anticipated. Because of the number of Juniors and Seniors enrolled in Speech 101 it may be advisable to have separate sections of the course to accomodate these upperclassmen. It is felt that the reservation of certain sections of Speech 101 for upperclassmen and students with previous training in speech would reduce the tendency for Freshmen to feel ill at ease in a class with Juniors and Seniors and would also tend to provide keener competition for upperclassmen and thereby reduce possible boredom which some students report in the class.[56]

Reactions of Students to Speech 101

Only a few students indicate to their advisers

---

[55] See material on pages 97-98 and pages 108-109 of this study.

[56] See discussion on pages 118-119 pertaining to this item.

that they have had a speech course prior to enrolling
in Speech 101. It will be remembered that almost 50
percent of the students in the study indicated that
they had taken a speech course prior to enrolling in
Speech 101. It would appear, then, that even though
some students have had a speech course previously, they
do not attempt to use this fact to by-pass Speech 101.

When asked to recall students' initial reactions
to the prospect of taking Speech 101, advisers' responses
varied greatly. A number of the advisers reported that
some students want to take the course while others were
resigned to the prospect of taking Speech 101 because
it is required of them. According to the advisers some
students appear indifferent about taking Speech 101 and
a few students dislike the idea. Some students "panic"
according to advisers, when they are faced with the
prospect of enrolling in Speech 101.

When asked to estimate the interest appeal of
Speech 101 for students, advisers again responded in a
variety of ways. A good portion of the advisers reported
that students are interested in and challenged by the
course, but some of these same students feel that
Speech 101 requires too much work. A minority of the
advisers indicated that Speech 101 has an average in-
terest appeal for students; or that students were
apathetic about taking the course. A few advisers

reported that some students do not consider the course
to be worthwhile. It is assumed that the response pattern
summarized above would not be atypical of responses which
could be expected about similar courses in the university.
This assumption is based on the fact that Speech 101 does
enroll a cross-section of students in the university and
the comments of several advisers, who implied during the
interviews that some students voiced similar complaints
about other courses. Some advisers admitted, however,
that students do complain about the amount of work re-
quired in Speech 101 for a three credit course.[57] It
is entirely possible that some students drop the course
early in the term when they are made aware of the amount
of work which will be required in the course. There is
reason to believe, based on the data gathered in this
study, that Speech 101 is not considered to be one of
the so-called "snap courses" at Michigan State Univer-
sity. Furthermore, neither students nor advisers led
us to believe that Speech 101 should be such a course.
It is true that students sometimes complained, and the
advisers echoed those complaints, about certain require-
ments of the course. Yet the general indication from
both students and advisers was that Speech 101 is a very
beneficial course.

---

[57] See pages 111-112 of this study.

Advisers were generally agreed that students do express concern over the prospect of feeling nervous when they speak before their classmates. Eighty percent of the advisers stated this to be the case while only 13 percent of the advisers indicated that students did not appear concerned about speaking before the class. Stagefright is, without doubt, the number one concern of students entering Speech 101.

Perception of Students by Advisers

A number of questions in the interview asked advisers to relate their perception of students who enroll in Speech 101. Generally the comments of advisers compare favorably with the responses of students on similar items. Advisers were asked if they felt it would be difficult for students to deliver a speech before their classmates and the instructor. Approximately 67 percent of the advisers answered in the affirmative to this question.

Approximately 45 percent of the advisers interviewed stated that a student who experienced difficulty in Speech 101 would probably encounter such problems near the beginning of the term. If students do experience difficulty at the beginning of the term, this fact will probably cause some students to drop the course. When this study was begun, no determined effort

had been made to find out specifically why students drop Speech 101. That this is a problem area is beyond question. Drops present a particular problem in Speech 101 since all speaking schedules are geared for exactly 25 students per section.[58] When enrollment in Speech 101 falls below 25 students per section adjustments must be made. For example, the student who drops the course will have been assigned to speak on a particular day and will not, of course, be present; or he may have been assigned as chairman for the day, or the time-keeper, etc. In order for the course to function smoothly 20-25 students must be maintained in all sections. There-fore, it would be well to initiate a study which attempts to determine why some students drop Speech 101.[59] Such responses should come from students and not advisers, since the reasons students relate to advisers may not be specific enough to assist one in determining the reason for student drops.

Approximately 39 percent of the advisers felt that most students they advised were incompetent as public speakers prior to enrolling in Speech 101. An additional 33 percent of the advisers felt students

---

[58] See Speaking Schedule in Appendix B of this study.

[59] It is my understanding that such a study has now been initiated in Speech 101.

were of average competence in public speaking and
slightly more than 11 percent of the advisers reported
students were competent as public speakers prior to
taking Speech 101. The inadequacy of this study is
that there was no determined effort to learn why stu-
dents were considered to be incompetent or actually
what definition of competence the various advisers had
in mind when they responded to this particular item.
Further study is needed to answer these questions.

More than 77 percent of the advisers felt good
conversational ability was necessary for most students,
although about 22 percent of the advisers suggested that
students have no problem in the area of conversation.
The writer can recall other advisers who reported most
pointedly that students did have difficulty in communi-
cating with them in conferences or in the classroom.
It is most interesting to note that approximately 30
percent of the advisers felt that Speech 101 would have
no effect on a student's conversational ability and an
additional 11 percent of the advisers felt conversational
ability could not be taught at all. It would appear,
therefore, that some advisers interviewed in this study
lack understanding of the communication process and/or
the Speech 101 staff doesn't communicate these relation-
ships to students and faculty.

Advisers were asked, "What speaking character-istic needs to be improved most in the students whom you advise?" As noted earlier, the responses of advisers to this item indicated a preoccupation with the delivery aspects of public speaking as well as the aspects of organization and speaking experience. Advisers need to be aware of the fact that benefits other than mere skills in organization and delivery can and should result from Speech 101.

Adviser Expectations of Speech 101

The final group of items in the interviews concerned what advisers expected of Speech 101 based on whatever knowledge of the course they possessed. When asked what knowledge and/or skill they expected students to receive in Speech 101 advisers were decidedly more interested in skills which students should receive from the course.[60]

When asked how many speeches a student should deliver in Speech 101 during the term approximately 45 percent of the advisers felt two to four speeches would be adequate. Approximately 17 percent of the advisers felt that eight to ten speeches should be delivered by the students during a ten week term. During the

---

[60]See pages 97-98 of this study.

interviews it was apparent that most advisers knew very little about Speech 101. One indication of their lack of knowledge of the course was the fact that a majority of the advisers did not even appear to know how many speeches were presently required in the course. It appears quite obvious, at this point, that advisers need more information about Speech 101 if they are to satisfactorily fulfill their roles as counselors to students who anticipate taking the course. One of the advisers suggested, and this writer concurs, that a brochure containing such information should be made available to both advisers and prospective students.

Approximately 76 percent of the advisers felt that Speech 101 would help students in their subsequent work at the university. Approximately 24 percent of the number of advisers mentioned above stipulated that such a benefit might result if students had the opportunity to speak in other courses.

All of the advisers interviewed expected Speech 101 to have a positive effect in reducing stagefright. A number of advisers indicated that just getting up and speaking before the group would automatically help a student overcome a certain amount of stagefright.[61]

---

[61]The author has already stated that such is not necessarily the case. See discussion on page 36 ff. of this study.

There was a tendency for advisers to associate self-confidence with the concept of stagefright whenever the latter was mentioned. I am not at all sure that students made this same association. Students in the study seemed to think of self-confidence as a concept which is separate from, but related to, stagefright. Advisers tended to feel that the absence of stagefright was virtual assurance of the presence of self-confidence. Only one adviser in the interviews felt that Speech 101 would not have a positive effect on the student's self-confidence.

Approximately 61 percent of the advisers felt that they would not send a student into Speech 101 if he had a stuttering problem. Approximately 28 percent of the advisers stated they would either send such a student to remedial speech or call and ask the Speech Department what should be done in this case. There was at least one area within the university where advisers stated that they sent some students with obvious speech defects into Speech 101 since this appeared to assure the prospect that the student would be referred to a speech clinician. It is rather obvious that there needs to be a clarification of the procedure for handling students with speech defects at Michigan State University. Should a brochure be printed and distributed, information on the subject discussed above should be included.

Only one of the advisers interviewed perceived Speech 101 to be a kind of introductory course to the whole field of speech. Two advisers were not sure of the scope of the course. Approximately 67 percent of the advisers were aware that Speech 101 did not include units of instruction in Group Discussion, Oral Interpretation, Theatre, etc. The fact that almost 17 percent of the advisers lacked knowledge regarding the content of Speech 101 shows the need for information to be made available to advisers who have the responsibility of sending students into the course.

Approximately 45 percent of the advisers stated that they would want students to learn the extemporaneous method of speaking in Speech 101. Approximately 39 percent of the advisers included both impromptu and extemporaneous speaking when asked this question, and, an additional 5 percent of the advisers mentioned only impromptu speaking in this connection.

The majority of the advisers stated that the comment they received from students about Speech 101 was favorable. Some advisers indicated that complaints about the course came from a very few students. It was obvious after conducting the interviews that unless advisers request feedback from students about courses they have taken at the university very few students volunteer this type of information.

Finally, advisers were asked to make suggestions for improving Speech 101. It should be pointed out that advisers generally appeared satisfied with the course and were, therefore, hesitant about making suggestions for improving Speech 101. Some of the suggestions made by advisers pertained to matters which are currently in force in Speech 101. The following selection from the suggestions submitted by advisers for improving Speech 101 appear to be the most practical and workable. First, it was suggested that a brochure or some form of written communication needs to be made available to advisers and prospective students. It was suggested by one adviser that speeches should be taped so that students could have an opportunity to listen to their own speeches.[62] From the comments submitted by a number of advisers it was apparent that there was sympathy for students who report a great deal of time being spent on Speech 101 assignments. In this connection it was suggested by some advisers that abbreviated written assignments be required for some of the speeches. Finally, one adviser suggested that there is a need to devise some system to reward the student who progresses most during the term and to reflect this progress in the grade he receives.

The purpose of this study was to identify and

---

[62]It is my understanding that speeches will be taped in Speech 101 beginning in the Fall of 1968.

describe problem areas in Speech 101. The last section of this report will be devoted to a summary of additional research which appears to be needed in view of the findings of this study.

III. Recommendations for Additional Research

In the process of analyzing the data and reporting the findings in the preceding pages of this study certain matters have come into focus which appear to warrant additional study. The purpose of this section of the report will be to: 1) describe some of the problems and/or questions which appear to be most worthy of additional research; 2) present a brief rationale for the problems and questions noted by stating why there is reason to believe that such areas warrant further study.

It has been apparent during the writing of this report that additional findings would result from matching the pretest and posttest responses of individual students on items similar to those contained in the present study. The value of such a procedure can best be illustrated by taking an example from this study. It will be recalled that the number of students in the study who felt they were experienced as public speakers rose from approximately 10 percent in the pretest to nearly 23 percent in the posttest. By matching individual student responses in the pretest and posttest on this

item one could learn which students shifted their opin-

ions in the posttest. In turn, this response could be

compared with other responses on different items in the

questionnaire. Such a procedure would provide a more

complete understanding of the student responses and

would make it possible for one to isolate certain var-

iables which appear to be involved in such responses.

For example, one might discover that some students who

were apparently thoroughly dissatisfied with Speech 101

were, regardless of the item, always negative in their

response. Or, to take a more significant example, it

would be possible to discover whether the students who

expected certain benefits to result from Speech 101 were

the same students who reported that such benefits had

indeed been realized.

One of the areas which came into focus during

this study related to impromptu speaking. The data show

that a large number of the advisers who send students

into Speech 101 would like their students to have some

training in impromptu speaking. It may be advisable to

study the feasibility and desirability of including an

impromptu speaking assignment and/or a manuscript speak-

ing assignment in Speech 101. What are the advantages of

including an impromptu and/or manuscript speech in the

Speech 101 assignments? What are the disadvantages?

How could such a speaking assignment be incorporated

into the present system in Speech 101? These are but
three of the questions which need to be answered in
this connection.

Since the majority of the students in this
study appear to have gained a significant knowledge of
the principles of public speaking; and since the major-
ity of the students did not appear enthusiastic about
the prospect of reading a speech textbook in order to
gain a knowledge of these principles, it would be help-
ful to determine the manner in which students feel the
basic principles of public speaking can best be learned.
Do students learn these principles best through reading
the textbook, by hearing lectures, by listening to the
comments of the recitation instructor and their peers,
or perhaps by the experience of speaking? Additional
study in this area should prove rewarding.

In view of the fact that the number of students
who expected Speech 101 to be a boring course doubled
in the posttest, i.e., students who reported the course
had been boring, it would appear that this problem de-
serves exploration. Why do students become bored in
Speech 101? What can be done to help alleviate this
problem?

Some students in the study reported that they
had not benefited from the evaluations of their speeches
by other students in the class. It would be helpful to

know why students feel they do not benefit from the
evaluations of other students. What are the ingredients
of a good evaluation of a student speaker's performance?
What can we do in evaluating a student's speech which
will prove most helpful to the student?

It appears obvious from this study that there
is a need for the development of a more efficient man-
ner in handling students with speech defects at Michi-
gan State University, especially those who are to be
certified. If such a program is already in effect,
then advisers need to have it explained to them
thoroughly.

Students in this study were about equally di-
vided, at the conclusion of the term, on the use of
closed-circuit television in Speech 101. There appears
to be sufficient evidence to show that television can
be used effectively in teaching the basic course in
public speaking. But, some method of persuasion must
be discovered to convince more students of the values
of this medium. What is there about television courses
which causes some students to dislike this medium?
What needs to be done to make television courses more
palatable to students? The data in this study appear
to indicate that it is possible to convince students
in Speech 101 of the values of closed-circuit tele-
vision if they have a pleasant experience with a course

using this medium. Further investigation of this area would no doubt yield additional information which could be used in Speech 101.

The advisability of reserving some sections of Speech 101 for upperclassmen and students with previous training in speech appears to have some merit. What are the advantages of such a procedure? What are the disadvantages? If such a system were adopted, how would students be able to observe good speech models?

Most students expected training in public speaking to be an invaluable asset to conversational ability. Is such an expectation justified? What types of skills can be transferred from training in public speaking to conversational speaking? Is it possible to teach a person to be a better conversationalist? How can we better communicate the carry-over which takes place from formal speaking to informal communication? Why don't advisers see the connection between public speaking and conversational speaking?

Thomas, Thurber, and Gruner suggested, in a study cited previously, that students with prior training in speech are more effective in the basic course in public speaking as shown by the grades they receive. Should the instructor take into consideration the fact that certain students have had previous training in speech? If so, in what manner should he give consideration

to this fact? Should students be rewarded who improve
the most during the term? If so, how should such pro-
gress be reflected in their grades?

There appears to be a sufficient amount of
student complaint about written work in Speech 101 to
merit consideration of this point. Is it advisable to
have students continue to compose a complete speech
plan for each speech during the term? Would it be ad-
visable to include a greater variety of written assign-
ments in Speech 101? These and other questions can
serve as points of departure in the investigation of
the area mentioned above.

Most advisers and students expect Speech 101 to
help build self-confidence for students. What is there
about training in public speaking which can serve to
bolster the self-confidence of some students? Why do
not all students benefit in the same way? Can the
variables which are operative in this respect be iso-
lated, measured and predicted? What could be done in
Speech 101 which would assure increased self-confidence
for more students enrolled in the course? Current re-
search in Speech 101 dealing with desensitizing students
to examinations and speaker worries may be a first step
in this direction.

This study has revealed that some students dis-
like peer-grouping. It would be helpful to know why

these students dislike this teaching technique. Do some students dislike peer-grouping because they do not like to receive criticism from their peers? Do students feel their peers are unqualified to make evaluations of their speeches? What steps can be taken to improve peer-grouping?

It has been suggested in this study that a course in basic speech, like Speech 101, may serve to increase rather than diminish the amount of stagefright which a student experiences. This hypothesis appears worthy of investigation.

The present study has served to describe what students and advisers expect of Speech 101 at Michigan State University and to determine the extent to which these expectations have been fulfilled by the course. By "turning the soil" in the various areas explored in this study, numerous possibilities have been uncovered. These possibilities now require additional exploration.

It is hoped that this study will serve as a point of departure for additional research relating to Speech 101 at Michigan State University. In so doing the good reputation which has become associated with Speech 101 can be maintained and improved; the values of the course can be enhanced, and perhaps research results can be generalized to similar courses in other institutions.

APPENDIX A

Michigan State University

Department of Speech

Instructor's Manual for Speech 101

Public Speaking

1966-1967

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 cri-
ticism and review. All are subject to explanation and
clarification at staff meetings.

1. STAFF MEETINGS
    Regular meetings of the current teaching staff and
    the course chairman are held each week, usually on
    Wednesday morning at 10:20 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 lectures are scheduled on Mondays at
    10:20 a.m., 3:00 p.m., and 9:00 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 10:20 a.m. or 3:00
    p.m. on Mondays.

3. PROCTORING OF TELEVISED LECTURES
    Staff members will be asked to proctor the first
    lecture only.

4. 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
    afternoon of the final day of registration. On the
    evening that registration closes, a committee of
    departmental administrators assemble 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, about 7:00

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 registra-
tion 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, list-
ing 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.

5. RESEARCH
One of the key elements in keeping Speech 101 a dy-
namic 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 re-
search, and are urged to discuss with the course
chairman any ideas or plans regarding research they
may have. Sometimes in scheduling the course assign-
ments 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.

6. 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.

7. 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 ab-
   sences, you should report the student to the registrar.
   There is a simple form for this, called "Report of Ex-
   cessive Absence", which is available in the main office.
   Fill in the requested information, mark "yes" where it
   asks 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 com-
   ing 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. The "Report of Excessive Absence"
   form will be used when any student accumulates an ex-
   cessive number of absences at any time during the term.

8. 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 cer-
   tain 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 send him to the main office. (You may
   wish to wait until after your orientation lecture is
   finished to send him to the 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 in-
   itiate 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.

9. STUDENT DROPS AND ADDS
   Several days after the beginning of each term, the Uni-
   versity 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 the course
   is expected to complete all course 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
Sehedule 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. This 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 "P" 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.

10. STUDENTS WITH SPEECH DEFECTS
Because all incoming students are no longer 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 to Dr. Leo Deal, of 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 avail-
able 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
to the College of Education as being approved for
practice teaching.

11. CHANGES IN SYLLABUS ASSIGNMENTS
All staff members are expected to adhere to the assign-
ments 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 ad-
vance. It is the intent of this course that all stu-
dents 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 termin-
ology. 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.

12. RECORDERS, SLIDE PROJECTORS, ETC.
    Occasionally student will inquire about the availabil-
    ity 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 pro-
    jectors, movie projectors, record players, etc. must
    be ordered through the MSU audio-visual center, and a
    rental charge paid by the student. 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 unsatisfac-
    tory. If a student wishes to use equipment in his
    speaking, let him obtain and return it.

13. EXAMINATIONS AND ALLIED PROCEDURES
    Students in Speech 101 are given two examinations, one
    at mide-term time (fifth lecture period), and the other
    at the final examination time indicated in the Time
    Schedule for Classes. This examination and multiple-
    choice, 50 questions for mide-term and 100 questions
    for final examination, and are given in the lecture
    meetings. Results of the examination are scored for
    the entire enrollment of Speech 101.

A. Preparation of Examinations.
   A project to upgrade examinations is underway in this
   course. The project is now in its fourth year. Exam-
   ination questions are prepared by the staff members
   at the rate of five questions per week, under the di-
   rection 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 Ser-
vices. 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. We want to amass about 1000 good exam-
ination questions. It is obvious that one of the
major duties of the Speech 101 staff is the prepara-
tion and revision of these examination questions.

The responsibility for making sure that the examin-
ations are prepared on time rests with the Adminis-
trative Assistant to the Course Chairman and the Re-
search Assistant.

B. Administration of Examinations.
Usually there are two forms of each examination pre-
pared; each form is made up in two colors. All exam-
ination booklets and answer sheets are numbered by
the Research Assistant, in order to provide cross-
checks. The Adminstrative Assistant is responsible
for administering examinations.

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 Fair-
child Auditorium, students should not be seated in
front of Row H, since it is impossible to seat stu-
dents 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 examin-
ations. 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.

14. SWITCHING OF FINAL EXAMINATIONS
    Speech 101 is assigned a "common" final examination
    period at which time all students are expected to
    take their examinations. Should an exam conflict
    occur (rare, but possible if the student is taking
    a night course) the student should be referred to the
    Administrative Assistant for resolution of the con-
    flict.

15. STUDENTS WHO FAIL EITHER TEST OR SPEECHES
    Speech 101 is divided into two parts: speech prepar-
    ation and presentation; and examinations. As stated
    in the syllabus, a student must pass both parts of
    the course in order to pass the course. Thus, a stu-
    dent who receives an F--in either part of the course
    is to receive an automatic F in the course.

16. GRADES OTHER THAN A,B,C,D,F,
    Michigan State has several grades other than A to F.
    These are Deferred, X, 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) X, or con-
    ditional grade means that the student has not com-
    pleted all of the work in the course. To remove this
    grade, a student must pay a fee of $5.00 per credit-
    hour. An X not removed by the end of a term reverts
    to an F grade. An instructor may assign an X 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 re-
    cipients of the X grade. To remove this grade, the
    student must satisfy whatever requirements his instruc-
    tor sets forth, and then the instructor submits a
    form, obtainable in the main Speech office, for "Re-
    moval of Conditional Grades". On this form, the in-
    structor 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 X grade. (3)
    The incomplete is for essentially the same purpose as
    the X; 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 X. The essen-
    tial difference between the two grades is that the X
    counts against the student's grade point average until
    removed, while the incomplete does not.

17. 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.
    These estimates are made by the computer and the in-
    structor should mark the student's present work-level
    on the card. In general, we find it prudent to be
    slightly pessimistic in making the estimate. If it
    becomes a question of "giving the student the benefit
    of the doubt" it seems best to assign the lower grade
    for mid-term estimate. These grades are intended as
    estimates only, and do not become a part of the stu-
    dent's permanent record. They are not to be used in
    the determination of such things as scholarship elig-
    ibility or sport eligibility. After marking, the cards
    are to be returned to the main office, where the regis-
    trar will pick them up by messenger.

18. DETERMINING FINAL GRADES
    Speech 101 is rapidly moving toward a method of arriv-
    ing at and recording final grades by means of comput-
    ers. Since this procedure is now being refined and is
    subject to frequent change, most of the needed inform-
    ation 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 per-
        formance on the mid-term and final examinations. 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. Of course, ex-
        cessive absences, failure to perform adequately as a
        listener, evaluator, chairman, or time-keeper will
        result in a lowered grade. Failure to present any
        of the three instructor graded speeches or the final
        peer graded speech will result in an "F" grade in
        the course; failure to present the first and second
        peer speeches will result in an "F"; failure to pre-
        sent either of the first two peer speeches will result
        in the student's grade being lowered at least one
        full rank.

    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 ex-
amined 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 second page of 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, be-
cause of poor written work, multiply by the appro-
priate factor number, and record on one of the peer
original evaluation sheets, on the student's speech
plan, and on your master grade sheet. NOTE: Instruc-
tor grades should be recorded in black, peer grades
in red; in this way, the two may be kept separate.

While all speech grades, both instructor and the peer
average, 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 these 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; they give the students an ac-
curate indication of how well they are operating as
speakers and as critics. (See "A" above for penalties
given for non-presentation of peer speeches.)

At no time should the instructor or students attempt to
translate the 1 to 7 scale into letter grades, for
several reasons (1) 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 esti-
mated it incorrectly; (2) 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 should

average the number grades for a given speech and tell him the average was 3.8 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 administrative 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
Because of the large number of students assigned to each instructor, the instructor need only record and submit (at mid-term and final times) to the Research Assistant the raw scores (adjusted for inferior preparation) of the six speeches for each student. The Research Assistant will apply the weighting (improvement) factors, exam grades, and sixty percent-forty percent factor, etc., code and supply these data to the computer. From the computer will be received the results needed for determination of mid-term and final grades by the Administrative Staff of Speech 101. These grades will be reported to the instructors.
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 do 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 requre.

(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 improvement factors for each speech are as follows:

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

The effect of these weights have been programmed into the computer. There is no need for you to be concerned about their applicaton for any individual speech.

For your purposes, 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, minus anything subtracted for inferior preparation.

All instructors should file with the Course Chairman both their original records of student performances and their final grades. This must be done at the end of each term, since questions could arise after the instructor has left M.S.U.

Reminder

The speech instructor should use Topic I to establish good rapport with his class. He may critique the speech on any points he feels necessary; delivery, evidence and reasoning, etc. Future topics will call for specific areas of criticism and analysis.

Reminder

The instructor is expected to return the speech plans on the class meeting after the speech has been given. This is to enable the student to understand his mistakes and therefore improve his next speech plan. Be certain to point out to the student that careful preparation of peer speech plans will help him to do well on instructor-graded plans.

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 X 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 X meet on their own. Thus, the instructor alternates his time between the two rooms. The administration of the 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 MSU 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 maturely. 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 to the constructive evaluation of their fellow students. The interpersonal relations among peer equals provide added meaning for the student in a "real-world" classroom situation. But the students report that the opportunity to try out new ideas and the chance to correct mistakes (as previously pointed out by the instructor) without the instructor being present and before the next graded speech, i.e. the students can make their mistakes all "for free". These are real advantages of the peer group system.

For you, the instructor, your work in correcting speech plans, 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. Our research has not shown any advantages in requiring essays, reviews of speeches, etc. You command no less respect from the student in the peer 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 of their speeches, what you have to say takes on double importance for them. The majority 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). 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 Tuesday-Thursday, Tuesday-Wednesday-Thursday,

and Monday-Wednesday-Friday classes. T & Th classes each
meet for 1 1/2 periods; M.W,F, and T,W, Th classes each
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 MEETINGS

1. Choose the larger classroom of the two scheduled 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 sections class
   lists. Any student whose name does not appear on the
   list should be sent immediately after the class 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 follow-
   ing manner:

   A. Two groups meeting in separate classrooms, corres-
      ponding 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. It is better to
      wait a day or two before evening up your sections,
      to allow for drops and adds.

   B. The 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 con-
      duct 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 timekeeper 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 etc.; also Lecture Room number, etc.
   B. Sections 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 A: 1-25; Group B: 26-50). This number is assigned to each student for scheduling.
   E. 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 syllabus and go over it.
   A. Point out the initial reading assignment on page 8. This material is to be read before beginning Topic 1.
   B. Students are to prepare SPEECH PLANS and whatever written work is requested with speech preparation.
   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 do it on their own), it seems important that you call special attention to items 6 (attendance policy), 8 (textbook), 9 (lectures), 10 (speeches), 13 (examinations), 14 (notebooks), 16 (grades), and 17 (speech proficiency evaluation).
   E. Discuss the Topic I assignment and very carefully explain the Speech Plan.

8. Distribute the various course materials as given to you. Be sure to stress that the "Compulsory Arbitration" speech plan is to be used as a guide for FORMAT only. Many students seem to think that they are expected to make speeches on Compulsory Arbitration 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. Now to the operation of the groups. The only differ-
ence 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: listening, speak-
ing, evaluating, chairing, and timekeeping. The chair-
man will be responsible for: (a) listing the speakers
for the day on the board, with their recitation num-
bers; (b) instruction the timekeeper as to the time
limits; (c) checking the roll with the form provided
by passing it around the room while class is going
on and having students sign their names by their re-
citation number; (d) providing the assigned evaluators
with their critique sheets and assigning each evalu-
ator to make an oral critique of a speaker; (e) col-
lecting critiques and retaining the original, giving
the carbon copies to the speaker (originals should be
clipped to the student's speech plan); (f) collecting
speech plans and other required materials; (g) return-
ing graded speech plans from the previous day's speak-
ing. Detailed information is available on the hand-
out "Instructions for the Administration of Our Course".
The materials collected by the chairman should be ar-
ranged 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 eval-
uation (have a discussion) of each speech.

10. Each class day the instructor will deliver to the class
with which he is not meeting a chairman folder con-
taining (a) speech plans from the previous speakers
with a composite grade for the speech and the speech
plan, and any other materials related to preparation
of the speech (the student has the carbon of the cri-
tique 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 name and number; (f)
any special instructions. For the class he is meeting
with, the same material will be provided for the chair-
man. 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 speech plan from the previous day's speech which will contain a number, from a low of 1 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 speech plan. The instructor should enter the grade 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 form as the instructor. The original will be given to the student chairman, who will pass it on to the instructor, along with the speech plan. Keep all original copies of critiques on file. Evaluators will also assign a number grade from 1 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 speech plan quality, and record it on the student's speech plan, which will be returned to him at the next meeting.) This grade should be entered in red ink in the instructor's grade book.

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 1 or 2 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. The material found on page 7 of "General Policies and Procedures" and on pages 1 and 2 of this section is important for the student to know. IT IS URGENT THAT THE INSTRUCTOR DEMONSTRATE AT ALL TIMES THAT HE IS VITALLY CONCERNED WITH ALL ASPECTS OF PEER GROUP SPEAKING.

13. Remind the students that in order for you to hear the final speeches of <u>all</u> 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 have indication 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, for Topic 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. (Speaking will begin next class meeting. The related readings in the text will make Topic I 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 that 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 the 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!

APPENDIX B

Michigan State University

Department of Speech

Syllabus for Speech 101

Public Speaking

r Lecture:_____:_____:_____
                Section   Room   Day & Time

: Recitation:_____:_____:_____:_____
              Section No.   Group   Room & Bldg.   Day & Time

Recitation Instructor_____

Speaking Number:_____

INSTRUCTIONS AND INFORMATION

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

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

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

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

    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.

.   Specific Goals of Public Speaking 101:

    a. To help you understand and make effective use of the materials of speaking -- materials of development, personal proof, and materials of experience.

    b. To help you learn and put into practice the principles of good speaking -- discovering or limiting the topic;

176

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 <u>responsibility</u> of the speaker to society.

e. To help you understand the <u>role</u> of speaking in our society.

f. To help you develop the ability to analyze, criticize, and pass judgment on the speaking of others.

4. <u>Teaching Methods of Public Speaking 101</u>:

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

b. Presentation of additional information through lectures.

c. Preparation of written assignments to aid you in increasing your ability to select and adapt topics, discover and interpret evidence, use reasoning, organize and outline speeches, adapt to your audience and speaking occasion, and employ effective language.

d. Investigation of specific subjects of value and interest to you and your classmates for development into worthwhile speeches.

e. Preparation and delivery of various types of speeches in which you demonstrate your grasp of the principles of speaking.

f. Criticism and evaluation of your speeches by section instructors and your classmates.

g. Experience in evaluating and criticizing the speaking of others.

h. Examinations on principles of speaking.

i. Experience in conducting and participating in peer groups.

5. <u>Organization of the Course</u>:

Each student is required to enroll in and attend one
of three lecture section meetings held at 10:20 a.m.
or 3:00 p.m. or 9:00 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 meet-
ing pattern. (Students in some dormitory sections
may follow a special lecture-recitation pattern. See
time schedule of courses for particular term in which
you are enrolled.)

6. <u>Attendance</u>:

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 work against you. If you are absent from
your recitation section for an acceptable reason you
<u>may</u> 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 recita-
tion instructor. <u>There are no excused absences in
Speech 101</u>; there are only acceptable reasons for allow-
ing you to make up work you have missed. With respect to
absences because of illness the policy is rigid. Ill-
ness will constitute an acceptable reason for allowing
you to make up work you have missed <u>only</u> if you present
to your recitation instructor a written note from the
<u>Student Health</u> 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. <u>Questions
with respect to attendance in both lecture and recitation
should be directed to your recitation instructor</u>.

7. <u>Work Schedule</u>:

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 <u>in advance</u> 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. <u>Textbook</u>:

   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. Approximately 65% of the examination questions are drawn from the textbook.

9. <u>Lectures</u>:

   While the textbook presents the basic theory of Speech 101, the lecturers 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. Approximately 35% of the examination questions are drawn from the lectures.

10. <u>Speeches</u>:

    a. <u>Philosophy</u> - This course is based upon the philosophy that public speaking includes not only "stand up" speaking with a formal audience, but remarks in reply to speeches of others, committee reports, short statements, and all the many informal public speaking situations that daily confront us. Some opportunity will be given to you, therefore, to speak informally as well as formally in the classroom. Every student should take the utmost advantage of all the opportunities to speak which Speech 101 will offer.

    b. <u>Choice of Subjects</u> - 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. Research is required upon <u>all</u> six speeches. A rehash of a single periodical article does not constitute adequate research for the purposes of this requirement.

    c. <u>Mode of Delivery</u> - 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 <u>extemporaneous</u> 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 <u>every speech assignment in this syllabus</u> carries with it the requirement that you speak extemporaneously. (We use the term "extemporaneous" to mean that you will select or limit your topic, do research to equip yourself with the necessary knowledge, carefully outline and organize your thoughts, memorize "the pattern of thought", but select the wording of the ideas at the moment you fact your audience.)

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

d. <u>Evaluation</u> - 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 requirements of attendance in Speech 101.

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

You will also be evaluated by your fellow students. Your peer groups are important because they represent a life-like sampling of a <u>real</u> audience. The criticisms and the reactions of the group will be only as valuable as the use you make of them.

e. <u>Time Limits</u> - 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 of your particular recitation section, when they are definitely set they must be rigidly adhered to.

Speaking overtime steals time from another student; speaking under-time cheats yourself.

f. <u>Your Responsibility as a Speaker</u> - To expedite scheduling, your instructor will assign a recitation number to you which will be yours throughout the term. He will also give you a schedule which lists, by recitation numbers, all student performance obligations for the term. Circle your recitation number wherever it appears on this schedule. <u>You and you alone are responsible for seeing to it that you are properly assigned and for being present and prepared to speak at the proper time.</u> For classes with maximum or near maximum enrollments no time is available for make-up speeches. Unless you can satisfy your instructor with an "acceptable" reason for allowing you to make up work missed, your grade for that work will be 0. If your reason is "acceptable", you will simply miss the speech and no grade will be recorded. (Note that this applies only in those cases where it is impossible to make up work missed.) If the instructor and the class members permit, a special make-up period may be arranged for those who have missed a speech date for reasons which are "acceptable" to the instructor. (See attendance section on page 2)

11. <u>Written Assignments:</u>

Speech Plans 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.

12. <u>Additional Assignments:</u>

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

13. <u>Examinations:</u>

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. The lecturer and your instructor will tell you the time and place of the midterm. The schedule of the final examination may be found in the TIME SCHEDULE FOR CLASSES. 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. <u>Notebooks</u>:

You are requested to maintain a standard sized note-book 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 have been graded and returned to you.

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

15. <u>Conferences</u>:

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. <u>Grades</u>:

Speeches, including speech plans 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. <u>You must achieve a passing grade in both the speech work and examinations in order to pass the course</u>. 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. The student may want to ask the instructor for a relative standing within his particular class. This is in no way telling him what his grade will be. The student may find where he stands in the course after the midterm and after the final.

17. Speech Proficiency Evaluation for Students Desiring a Teaching Certificate

Each student seeking certification for teaching will be required to present evidences 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, 242, 260, 309, or 305.)

2. Mid-way through the course, the instructor will give those students desiring certification a form which will be completed and returned to the instructor.

3. After the final examination period, the instructor will submit a rating form for each candidate to the All-University Speech Evaluation Committee showing whether or not the student has demonstrated speech proficiency.

4. If certification is recommended, the student becomes eligible to student teach.

5. If the recommendation is that certification be withheld, the Secretary of the All-University Speech Evaluation Committee will propose procedures to make up the deficiency. This recommendation may include additional course work or consultation with the University Speech and Hearing Clinic.

6. The Speech Evaluation rating will not be related necessarily to the student's grade in the course. It is possible for a student to receive a high grade in the course and not be certified. Conversely, it is possible for a student to receive a low grade in the course and be certified.

7. A report of each case will be made by the All-University Speech Evaluation Committee to the College of Education, with copies to the student and his adviser. Advisers are asked to urge the student to follow the recommendations of the Committee at the earliest possible moment.

8. The student should filfill the requirements as early as possible in his academic career. The requirement must be fulfilled prior to his student teaching.

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

10. IN ANY EVENT, THE RESPONSIBILITY FOR REQUESTING SPEECH CERTIFICATION RESTS WITH THE STUDENT.

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

COURSE OUTLINE

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

Chapter 1: "Some Thoughts About Speech"
Chapter 2: "First Steps in Speaking"
Chapter 9: "Collecting Materials"
Chapter 18: "Leading a Meeting"
Chapter 19: "Discussion or Conference"

TOPIC I

BASIC PRINCIPLES OF SPEAKING

Reading: Chapter 3, "The Speaker as a Person"
          Chapter 4, "Materials of Development"

Speech Preparation and Presentation:

1. Purpose: Experience in analyzing a topic; experience
    before the classroom audience.

2. Speech: Each student will prepare and deliver a speech
    offering direct support for a single point on a topic
    in the area of current events. He must be sure that
    his topic is a single point worthy of consideration,
    and capable of expansion and clarification. The point
    should be developed with materials which the student
    has recently read and reacted to. For example, how did
    you react to the latest unidentified flying object or
    how do you react to the latest military crisis? Why
    did you react in this way? After thinking about the
    general area you should synthesize your idea to a
    single declarative sentence (purpose sentence). State
    it simply: "The United Nations organization is going
    broke." After determing the purpose sentence, you
    should set about explaining why you reached this con-
    clusion, calling on any materials that you feel are
    pertinent to the topic.

    This speech is a three-part process:

    (a) State the point (purpose sentence).
    (b) Support and clarify the point.
    (c) Restate the point and conclude.

3. Written: Each student will submit the following mater-
    ials to his instructor at the time he is scheduled to
    speak:

    (a) A speech plan for his speech, carefully following
        the instructions in Chapter 2 and the sample speech
        plan distributed earlier.

    (b) A bibliography of the sources used in the prepar-
        ation of the speech. (See page 155 of the text for
        instructions). Every speech plan in this course
        will be accompanied by a list of sources in biblio-
        graphic form.

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

TOPIC II

MATERIALS OF DEVELOPMENT
DEDUCTIVE ORGANIZATION

Reading: Chapter 4, "Materials of Development"
         Chapter 8, "Selecting and Handling the Subject"
         Chapter 9, "Collecting Materials"
         Chapter 10, "Outlining for Speaking"

         Pp. 220-223; 236-246; 253-258

Speech Preparation and Presentation

1. <u>Purpose</u>: Experience in taking the materials of
   speaking and putting them together in a pattern which
   will produce an acceptable public speech. Emphasis
   will be placed on evidence and reasoning.

2. <u>Speech</u>: 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 instruc-
   tions in Chapter 9. Then following the deductive
   speaking plan described in Chapter 14, he will out-
   line and organize his speech for presentation.

   After considering organization, the student should
   establish evidence and reasoning as major concerns
   in this speech. He should support the major points
   with "fact" and "opinion" evidence--such as examples,
   narratives, statistics, quotations, etc. So, state
   the purpose sentence; support and clarify the points
   with evidence; and restate the point and conclude.

3. Written: Each student will submit the following
   materials to his instructor at the time he is scheduled
   to speak:

   (a) A speech plan, drawn from Chapter 14, prepared
       according to the principles of outlining explained
       in Chapter 10. At the top of his plan, immediate-
       ly below the title, he will indicate what modifi-
       cation, if any, of the deductive plan he is using.
       (NOTE: Not all modifications given in the text
       are acceptable forms for deductive organization
       of this speech.)

   (b) Each student will identify the types of evidence
       he has used, according to the information pro-
       vided in Chapter 4. These identifications should
       be made in the speech plan at the point where
       evidence occurs.

(c) Each student will identify the types of reasoning used, according to the information provided in Chapter 4. Identify the reasoning in the plan at the point at which it occurs.

(d) Sources of evidence should be included in parantheses within the body of the speech plan.

(e) A bibliography of the sources used in speech preparation will be included.

4. <u>Time Limits</u>: 4 minutes per speech, 3 minutes per evaluation.

TOPIC III

PRESENTING THE SPEECH
INDUCTIVE ORGANIZATION

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

Speech Preparation and Presentation:

1. Purpose: To provide:

    (a) Experience in assembling the materials of
        speaking in a pattern which will produce an
        acceptable public speech.

    (b) Experience in considering the language neces-
        sary, to "put across" a speech employing the
        inductive pattern.

    (c) Experience in utilizing the principles of ef-
        fective delivery in speaking.

2. Speech: Each student will carefully choose and limit
    a topic according to the principles and instructions
    in Chapter 8. He will collect his materials, record-
    ing them according to the instructions in Chapter 9.
    Then employing the inductive speaking plan described
    in pages 238-239 of his text, (NOTE: Not all modifi-
    cations given in the text are acceptable forms for
    inductive organization of this speech.), he will out-
    line and organize his speech for presentation. The
    principles of outlining in Chapter 10 must be adhered
    to, in so far as this is possible for the inductive
    plan.

    The instructor will 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.

3. Written: Each student will submit the following
    materials to his instructor at the time he is
    scheduled to speak:

    (a) A speech plan prepared according to instructions
        in Chapter 10. At the top of the plan, immed-
        iately below the title he should indicate any
        special variation of the inductive speaking plan
        he intends to use. (See qualifications above
        concerning variations of the inductive plan.)

188

(b) Each form of the materials of development used should be noted in the right-hand margin of the speech plan (narrative, restatement, etc.)

(c) Sources of evidence should be included in paranthesis within the body of the speech plan.

(d) A bibliography of the sources used in speech preparation will be included.

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

MATERIALS OF EXPERIENCE
PERSONAL PROOF

Reading: Chapter 5, "Materials of Experience"
Chapter 6, "Understanding and Adapting to the Occasion"
Chapter 7, "Understanding and Adapting to the Audience"

Speech Preparation and Presentation:

1. Purpose: To provide experience in

(a) Analyzing and adapting to an audience and occasion.

(b) Arresting and holding the attention of a group of listeners.

(c) The use of motive appeals.

(d) Experience in adapting logical materials to an audience.

2. Speech: Materials of personal proof and materials of experience will be emphasized in this speech. Each student will choose a subject in which he strongly believes while taking into account audience attitude toward that belief. He is to see how many attention arresting devices he can work into his speech while not losing sight of the message. He will employ motive appeals, along with his reasoning and evidence, in an effort to convince his audience.

A review of Chapters 8, 9, and 10 will aid in the improvement of speech composition.

3. Written: Each student will submit the following materials to his instructor at the time he is scheduled to speak:

(a) A plan of his speech.

(b) Sources of evidence should be included in parentheses within the body of the speech plan.

(c) A bibliography of the sources used in speech preparation will be included.

(d) A list of the attention arresting devices he intends to employ.

(e) A list of the motive appeals he intends to employ.

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

TOPIC V

SPEAKING AND INFORMING

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

Speech Preparation and Presentation

1. Purpose: Experience in Organizing, outlining, and presenting a speech with the use of audio-visual aids.

2. Speech: 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. 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 not experienced in the topic. 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. Each of the 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 and/or auditory aids. (see Chapter 17). A complete reliance upon the blackboard will not constitute an adequate use of visual aids.

3. Written: Each student will submit the following materials to his instructor at the time he is scheduled to speak:

   (a) A speech plan. (Review methods of outlining as found in Chapter 10.)

   (b) Sources of evidence should be included in parenthesis within the body of the speech plan.

   (c) A bibliography of the sources used in speech preparation will be included.

   (d) A list of the visual and/or auditory aids to be used in the speech will be included.

4. Time Limits: 6 minutes per speech, 2 minutes per evaluation.

TOPIC VI

SPEAKING AND ADVOCATING

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

Speech Preparation and Presentation:

1. Purpose: To provide experience in the complete
    preparation and presentation of a speech of
    advocacy, including:

    (a) analysis of the audience, occasion, subject
        and speaker

    (b) selection of the appropriate materials of
        speaking

    (c) organization of the speech in terms of the
        plan best suited to the situation (including
        the possibility of indirect approaches to the
        subject)

    (d) presentation of the speech.

2. Speech: Each student will prepare a speech of ad-
    vocacy in support of or against a current policy or
    significant custom of our society. The student must
    analyze his subject, his audience, the occasion and
    his own prejudices in order to determine his exact
    use of the materials of speaking. He should review
    the entire textbook, selecting and adapting those
    ideas which he believes will best aid him in his
    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 audience reaction in mind for his speech.
    He may be more or less direct in his efforts to
    secure this reaction, depending upon his analysis
    of the situation. Chapter 14 will be of great help
    in preparing this assignment.

3. Written: Each student will submit the following
    materials to his instructor at the time he is
    scheduled to speak:

    (a) A speech plan prepared according to the in-
        structions in Chapters 14 and 15. (Review
        methods of outlining as found in Chapter 10.)

    (b) Sources of evidence should be included in paren-
        theses within the body of the speech plan.

(c) A bibliography of the sources used in speech preparation will be included.

(d) A list of materials of development to be employed in the speech.

(e) A statement of the rationale upon which the speaker is operating in the preparation and presentation of his speech. The rationale should include basic assumptions about the listeners' knowledge of the attitude toward the subject, as well as a statement of the ultimate purpose of the speech, if the purpose sentence does not reflect this ultimate purpose.

4. <u>Time Limits</u>:   7 minutes per speech, 2 minutes per evaluation.

Sample 101 Speech Plan

Compulsory Arbitration

Speech plan form: Deductive

Introduction

Source:
A. During the 1959 steel strike, President Eisenhower made the following statement: "America will not--indeed, it cannot--tolerate for long the crippling of the entire economy as the result of labor-management disputes. The choice for free employers and employees is clear. Voluntarily, in the spirit of free collective bargaining, they will act responsibly; or else, in due course, their country men will see to it that they do act responsibly."
(Theodore H. Kheel, "The Pros and Cons of Compulsory Arbitration," New York Charmber of Commerce, March 1961).

Source:
B. The effect of labor-management disputes is widespread because of an economic interconnection among industries in America.
(Max Lerner, "A Way Out of Our Strike Dilemma," Look, Vol. 27, No. 8 (April 23, 1963), p. 86)

PURPOSE
SENTENCE:
C. The federal government should adopt a program of compulsory arbitration in labor-management disputes in the basic industries.

Body

Source: (fact
        evidence)
I. Strikes in the basic industries are detrimental.
A. Many persons are harmed by major strikes.
1. Both labor and management suffer losses.
a. There is a loss of wages.
("After a Three Month Shutdown What Striking Printers Got," U. S. News and World Report, Vol. 54, No. 11 (March 18, 1963), p. 98).

194

Source: (fact
        evidence)

        b. Often there is a loss
            of markets ("Effect of
            the Mere Threat of a
            Strike in Steel," U.S.
            News and World Report,
            Vol. 58, no. 12
            (March 22, 1965),
            p. 91).

Source: (fact
        evidence)

        c. Sometimes workers even
            lose their jobs. ("Ef-
            fect of the Mere Threat
            of a Strike in Steel,"
            etc.).
     2. Other companies suffer.
        ("How to Damage the Econ-

Source: (fact
        evidence)

        omy," Time, Vol. 85, No.
        8 (February 19, 1965) p.
        90).   REASONING

     3. The consumer suffers.   FROM
        a. There is a loss of
            produce or service.   EXAMPLE
        b. Higher prices result
            from the fact that the
            supply of products is
            down.
     4. The economy as a whole is
        adversely affected ("Can
        the U. S. Still Afford Big

Source: (fact
        evidence)

        Strikes?" U. S. News and
        World Report, Vol. 58, No.
        18, (May 3, 1965), p. 87).

  B. The number and scope of strikes
     is increasing
     1. More strikes are occurring
        within the basic industries.
        a. Shipping between Maine
            and Texas has been tied
            up by two 39-day strikes
            in recent years by East
            Coast Longshoremen.   REASONING
        b. Major airlines have been
            shut down twice in recent FROM
            years.

Source: (Fact evidence)

            ("Can the U.S. Still Af- EXAMPLE
            ford Big Strikes?")

        c. Experts believe that a
            steel strike is probable
            in the near future.
            (1) The contract is about
                to expire.
            (2) Steel companies are REASONING
                stockpiling.   FROM
            (3) Steel imports are up SIGN
                significantly.

2. There is a concentrated loss
due to strikes.
   a. Strikes are longer today than
   in the past.
   b. The record shows that there
   are more man-days idle per
   striker today than in the
   past.

II. The present system of settling labor-
management disputes is ineffective.
   A. Collective bargaining is ineffective.
      1. Secretary of Labor W. Willard
      Wirtz has said: "Collective
      bargaining as we have known it
      is obsolete".

Source: (Opinion evidence)   ("Union Friends Dominate Federal
      Labor Panels," Nation's Business,
      Vol. 51, No. 2 (February, 1963),
      page 56).

      2. Walter Lippmann writing in the
      Washington Post said: "The country
      has outgrown the existing mach-
      inery for dealing with big labor
      disputes."

Source: (opinion evidence)   (Walter Lippmann, "Today and To-
      morrow" Washington Post, August
      20, 1963, p. A-13).

   B. Voluntary arbitration is an ineffec-
   tive preventive to strikes.

Source: (opinion evidence)   (Kurt Braun, Labor Disputes and Their
      Settlement (Baltimore: Johns Hopkins
      Press, 1955), p. 159).

   C. The Taft-Hartley Act is ineffective
   in preventing strikes in the basic
   industries.

Source: (opinion evidence)   (Joseph P. Goldberg, "Labor Manage-
      ment Since World War II," Current
      History, Vol. 48, No. 286 (June,
      1965), p. 350).

III. The adoption of compulsory arbitration
by the federal government is a
feasible alternative.   REASONING
   A. It has been adopted in other   FROM
   countries.   ANALOGY

Source

Citation:

Source:
Citation:

Source:

B. Polls indicate that the public
    favors compulsory arbitration
    in labor-management disputes
    in the basic industries.
    (Benjamin Wyle, "Compulsory
    Arbitration and the National
    Welfare," The Arbitration
    Journal, Vol. 19, No. 2 (1964),
    pp. 98-102.

REASONING
   FROM
  CAUSE

C. Management has things to gain
    from such a program
    ("News Calls for Arbitration"
    U. S. News and World Report,
    Vol. 54, No. 6 (February 11,
    1963), page 90).

D. Unions would gain from submit-
    ting to compulsory arbitration.
    (W. Willard Wirtz, "Union
    Friends..." etc.)

Conclusion

A. Today a serious problem exists con-
    cerning the settlement of labor-
    management disputes.
    1. Strikes are detrimental.
    2. The number and scope of strikes
        is increasing.

B. The present system is ineffective.

C. Compulsory arbitration should be
    adopted.

Source:

D. Dr. Orme W. Phelps, Senior Professor
    of Economics at Claremont Men's Col-
    lege sums up the situation this way:
    "Our whole system of jurisprudence
    relies on the idea that anyone with
    a grievance is able to compel an
    antagonist to meet him peaceably at
    a public hearing where, after argu-
    ment, a binding third-party settle-
    ment is handed down. No one appol-
    ogizes for this: more often than not
    the courts are referred to as protec-
    tors of our liberties, defenders of
    our freedom. The unanimity with which
    it has been held that labor disputes
    must be exempted from this process is
    remarkable in itself." (Orme W. Phelps
    "Compulsory Arbitration: Some Perspec-
    tives, "Industrial and Labor Relations
    Review, Vol. 18, No. 1 (October 1964),
    pp. 81-91).

STUDENTS NOTE:

The item "Source" is included in certain places in the
sample plan. These are to indicate the sources of specific
quotations, statistics, etc. which were used within the
speech. Following this sample speech plan is a list of
sources which were consulted to derive materials for the
speech. Even so, they should be listed if they were used
for background information. A similar list, following
the same form, should accompany each speech in which you
do extensive research.

Also NOTE:

To understand the inductive speech plan, which is in many
ways the direct opposite of the speech plan used here
(deductive), it is suggested that the speech plan be read
starting from the last subpoint of the body, continuing to
the purpose sentence.

In this way it should be evident that:

> Deductive = general statement, followed
>   by materials which support
>   it.
>
> Inductive = supporting materials, lead-
>   ing to a general statement.

GENERAL BIBLIOGRAPHY

I. Books

    Bakke, E. Wright, Clark Kerr, and Charles W. Anrod, eds.
        Unions Management, and the Public (New York: Har-
        court, Brace & World, Inc., 1960).

    Braun, Kurt, Labor Disputes and Their Settlement (Bal-
        timore: Johns Hopkins Press, 1955).

    Chamberlin, Edward H., The Economic Analysis of Labor
        Union Power (Washington, D. C.:   American Enter-
        prise Instutite, 1963).

    Lens, Sidney, The Crisis of American Labor (New York:
        Sagamore Press, Inc., 1959).

    Reynolds, Lloyd, Labor, Economics, and Labor Relations
        (Englewood Cliffs New Jersey: Prentice-Hall, Inc.
        1964).

    Wirtz, W. Willard, Labor and Public Interest (New York:
        Harper and Row Publishers, 1964).

II. Periodicals

    "After a Three Month Shutdown What Striking Printers
        Got," U. S. News and World Report, Vol. 54, No. 11
        (March 18, 1963) p. 98.

    "Can the U. S. Still Afford Big Strikes?," U. S. News
        and World Report, Vol. 58, No. 18 (May 3, 1965)
        p. 87.

    "Effect of the Mere Threat of a Strike in Steel,"
        U. S. News and World Report, Vol. 58, No. 12 (March
        22, 1965) p. 91.

    Goldberg, Joseph P., "Labor Management Since World War
        II," Current History, Vol. 48, No. 286 (June 1965)
        p. 350.

    "How to Damage the Economy," Time, Vol. 85, No. 8
        (February 19, 1965) p. 90.

    Lerner, Max, "A Way Out of Our Strike Dilemma," Look,
        Vol. 27, No. 8 (April 23, 1963) p. 86.

    "New Calls for Arbitration," U. S. News and World
        Report, Vol. 54, No. 6 (February 11, 1963) p. 90.

199

Phelps, Orme W., "Compulsory Arbitration: Some Per-
    spectives," Industrial and Labor Relations Review.
    Vol. 18, No. 1 (October 1964) pp. 81-91.

Wirtz, W. Willard, "Union Friends Dominate Federal
    Labor Panels," Nation's Business, Vol. 51, No. 2
    (February 1963) p. 56.

Wyle, Benjamin, "Compulsory Arbitration and the
    National Welfare," The Arbitration Journal, Vol.
    19, No. 2 (1964) pp. 98-102.

III. Newspapers

    Lippman, Walter, "Today and Tomorrow," Washington
        Post, August 20, 1963, p. A-13.

 IV. Pamphlets

    Kheel, Theodore H., The Pros and Cons of Compulsory
        Arbitration. (New York: New York Chamber of
        Commerce, March 1961).

    (NOTE: The form for pamphlets often will differ, be-
            cause in many instances no author will be
            listed. In this case the name of the pamph-
            let is given first, then followed by sponsor-
            ing organization, place of publication,
            publisher and date. See page 155 of text.)

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 the limits.

    c. check the roll with the form provided.

    d. provide the assigned evaluators with their critique forms.

    e. collect the critiques and retain the originals, giving the carbons to the speakers.

    f. collect the speech plans and evidence cards, etc. due.

    g. return graded speech plans from the previous day's speaking.

    h. collect and group all critique sheets for each student with the speaker's speech plan 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. 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 written critiques for each student speaker using the form handed to him at the beginning of the period. Each form should be separated upon completion. The original will be given to the student chairman, who will pass it along to the instructor, along with the speech plans from each speaker. The carbon form will be given to the speaker. Each speaker will receive an oral evaluation from a student to be assigned by the 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 comments, grade the speaker from 1 to 7, with 7 being the high grade.

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_____

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. Local Address:_____

3. Local Phone Number_____

4. Name by which you wish to be called in class:_____

5. Your Lecture Section Number:_____Meets in Room:_____

6. Recitation Section Number:_____Meets in Room:_____

7. Recitation Section Instructor:_____

8. Your "order of speaking" number as assigned to you:_____

9. Your year in school: Fresh.___Soph.___Jr.___Senior___Grad.____

10. Your Major or preference_____

11. Your Adviser:_____

12. Your Hometown:_____

13. Your High School:_____

14. High School Speech Experience: (Describe briefly)_____

    _____

    _____

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

    _____

16. Vocational Ambitions:_____

17. Objectives in taking Speech 101:_____

    _____

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

    _____

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

    _____

ATTENDANCE RECORD

Section_____   Date_____

1. _____   26. _____

2. _____   27. _____

3. _____   28. _____

4. _____   29. _____

5. _____   30. _____

6. _____   31. _____

7. _____   32. _____

8. _____   33. _____

9. _____   34. _____

10. _____   35. _____

11. _____   36. _____

12. _____   37. _____

13. _____   38. _____

14. _____   39. _____

15. _____   40. _____

16. _____   41. _____

17. _____   42. _____

18. _____   43. _____

19. _____   44. _____

20. _____   45. _____

21. _____   46. _____

22. _____   47. _____

23. _____   48. _____

24. _____   49. _____

25. _____   50. _____

MWF Pattern, Group A

Schedule for Speech 101--Fall 1966

Date	Period	Activity	Speakers	Evaluators	Chair-man	Time-keeper
F 9/30	1	Orientation to Speech 101				
M 10/3		Lecture 1--Evaluation and Peer Group Explanation				
M 10/3	2	Orientation to Speech 101				
W 10/5	3	Topic I	1-6	Instructor	12	22
F 10/7	4	Topic I	7-12	Instructor	6	1
M 10/10		Lecture 2--Materials of Development: Evidence and Reasoning				
M 10/10	5	Topic I	13-18	Instructor	11	5
W 10/12	6	Topic I	19-25	Instructor	14	7
F 10/14	7	Topic II	7-12	13-18	3	4
M 10/17		Lecture 3--Organization and Outlining				
M 10/17	8	Topic II	13-18	1-6	8	9
W 10/19	9	Topic II	19-25	7-12	18	17
F 10/21	10	Topic II	1-6	19-25	13	14
M 10/24		Lecture 4--Materials of Experience: Attention				
M 10/24	11	Topic III	7,9,11,13,15,17	Instructor	19	23
W 10/26	12	Topic III	1,3,19,21,23,25	Instructor	24	10
F 10/28	13	Topic III	5,6,8,10,12,14,16	Instructor	2	20
M 10/31		Lecture 5--Mid-Term Examination				
M 10/31	14	Topic III	2,4,18,20,22,24	Instructor	7	15
W 11/2	15	Topic IV	13-18	19-25	1	2
F 11/4	16	Demonstration--Mid-Term Review				
M 11/7		Lecture 6--Materials of Experience: Application and Motivation				
M 11/7	17	Topic IV	19-25	1-6	17	12
W 11/9	18	Topic IV	1-6	7-12	21	24
F 11/11	19	Topic IV	7-12	13-18	22	25 .
M 11/14		Lecture 7--Materials of Experience: Suggestion				
M 11/14	20	Topic VI*	13,16,19,22,25	Instructor	10	6
W 11/16	21	Topic VI*	1,4,7,10,23	Instructor	20	13
F 11/18	22	Topic VI*	8,11,14,17,20	Instructor	5	19
M 11/21		Lecture 8--The Domain of Public Speaking				
M 11/21	23	Topic VI*	2,5,18,21,24	Instructor	23	16
W 11/23	24	Topic VI*	3,6,9,12,15	Instructor	25	21
M 11/28		Lecture 9--Personal Proof and the Ethics of Speaking				
M 11/28	25	Topic V	21-25	2-6	1	18
W 11/30	26	Topic V	1-5	11-15	9	8
F 12/2	27	Topic V	6-10	18-22	16	17
M 12/5		Lecture 10--Rhetoric and Public Address				
M 12/5	28	Topic V	11-15	1,8,9,10,17	4	3
W 12/7	29	Topic V	16-20	6,7,23,24,25	15	11
F 12/9	30	Open Period				

*Note--Topic VI will be given before Topic V

MWF Pattern, Group B

Schedule for Speech 101--Fall 1966

Date	Period	Activity	Speakers	Evaluators	Chair-man	Time-keeper
F 9/30	1	Orientation to Speech 101				
M 10/3		Lecture 1--Evaluation and Peer Group Explanation				
M 10/3	2	Orientation to Speech 101				
W 10/5	3	Topic I	26-31	32-37	38	39
F 10/7	4	Topic I	32-37	38-43	46	50
M 10/10		Lecture 2--Materials of Development: Evidence and Reasoning				
M 10/10	5	Topic I	38-43	44-50	33	34
W 10/12	6	Topic I	44-50	26-31	43	40
F 10/14	7	Topic II	32-37	Instructor	26	27
M 10/17		Lecture 3--Organization and Outlining				
M 10/17	8	Topic II	38-43	Instructor	29	31
W 10/19	9	Topic II	44-50	Instructor	32	42
F 10/21	10	Topic II	26-31	Instructor	41	49
M 10/24		Lecture 4--Materials of Experience: Attention				
M 10/24	11	Topic III	32,34,36,38,40,42	33,35,37,39,41,43	30	44
W 10/26	12	Topic III	26,28,44,46,48,50	27,29,31,45,47,49	34	43
F 10/28	13	Topic III	30,31,33,35,37,39	32,34,36,38,40,50	44	45
M 10/31		Lecture 5--Mid-Term Examination				
M 10/31	14	Topic III	27,29,41,43,45,47,49	26,28,30,42,44,46,48	31	32
W 11/2	15	Topic IV	35-40	Instructor	49	28
F 11/4	16	Demonstration--Mid-Term Review				
M 11/7		Lecture 6--Materials of Experience: Application and Motivation				
M 11/7	17	Topic IV	41-47	Instructor	35	36
W 11/9	18	Topic IV	26,27,28,48,49,50	Instructor	37	38
F 11/11	19	Topic IV	29-34	Instructor	39	41
M 11/14		Lecture 7--Materials of Experience: Suggestion				
M 11/14	20	Topic V	38,41,44,47,50	26,39,42,45,48	40	46
W 11/16	21	Topic V	26,29,32,35,48	27,30,33,36,49	42	37
F 11/18	22	Topic V	33,36,39,42,45	34,37,40,43,46	47	35
M 11/21		Lecture 8--The Domain of Public Speaking				
M 11/21	23	Topic V	27,30,43,46,49	28,31,44,47,50	36	33
W 11/23	24	Topic V	28,31,34,37,40	29,32,35,38,41	45	48
M 11/28		Lecture 9--Personal Proof and the Ethics of Speaking				
M 11/28	25	Topic VI	46-50	Instructor	27	26
W 11/30	26	Topic VI	26-30	Instructor	46	47
F 12/2	27	Topic VI	31-35	Instructor	48	29
M 12/5		Lecture 10--Rhetoric and Public Address				
M 12/5	28	Topic VI	36-40	Instructor	50	27
W 12/7	29	Topic VI	41-45	Instructor	28	30
F 12/9	30	Open Period				

TT Pattern, Group A

Schedule for Speech 101--Fall 1966

Date	Period	Activity	Speakers	Evaluators	Chair-man	Time-keeper
T 9/29	1	Orientation to Speech 101				
M 10/3		Lecture 1--Evaluation and Peer Group Explanation				
T 10/4	2	Orientation to Speech 101				
T 10/6	3	Topic I	13-25	Instructor	1	12
M 10/10		Lecture 2--Materials of Development: Evidence and Reasoning				
T 10/11	4	Topic I	1-12	Instructor	15	13
T 10/13	5	Topic II	13-35	1-6	7	11
M 10/17		Lecture 3--Organization and Outlining				
T 10/18	6	Topic II	1-12	13-18	23	19
T 10/20	7	Topic III	9-16	Instructor	8	7
M 10/24		Lecture 4--Materials of Experience: Attention				
T 10/25	8	Topic III	17-25	Instructor	2	16
T 10/27	9	Topic III	1-8	Instructor	22	15
M 10/31		Lecture 5--Mid-Term Examination				
T 11/1	10	Topic IV	17-25	7-12	5	6
T 11/3	11	Demonstration--Mid-Term Review				
M 11/7		Lecture 6--Materials of Experience: Application and Motivation				
T 11/8	12	Topic IV	1-8	19-25	17	18
T 11/10	13	Topic IV	9-16	1-6	24	17
M 11/14		Lecture 7--Materials of Experience: Suggestion				
M 11/15	14	Topic VI*	2,5,8,17,18, 20,21,23,24	Instructor	14	9
T 11/17	15	Topic VI*	9,10,12,13,16, 19,22,25	Instructor	3	20
M 11/21		Lecture 8--The Domain of Public Speaking				
T 11/22	16	Topic VI*	1,3,4,6,7,11,14,15	Instructor	19	21
M 11/28		Lecture 9--Personal Proof and the Ethics of Speaking				
T 11/29	17	Topic V	2,5,9,13,17,19, 21,23	7,8,10,11, 12,15	4	1
T 12/1	18	Topic V	1,3,4,6,7,11,15, 24,25	9,14,16,18, 20,22	10	8
M 12/5		Lecture 10--Rhetoric and Public Address				
T 12/6	19	Topic V	8,10,12,14,16,18, 20,22	13,17,19, 21, 24, 25	9	23
T 12/8	20	Open Period				

*Note--Topic VI is given before Topic V.

Schedule for Speech 101--Fall 1966

Date	Period	Activity	Speakers	Evaluators	Chair-man	Time-keeper
T 9/29	1	Orientation to Speech 101				
M 10/3		Lecture 1--Evaluation and Peer Group Explanation				
T 10/4	2	Orientation to Speech 101				
T 10/6	3	Topic I	26-37	38-43	45	44
M 10/10		Lecture 2--Materials of Development: Evidence and Reasoning				
T 10/11	4	Topic I	38-50	26-31	33	36
T 10/13	5	Topic II	26-37	Instructor	50	38
M 10/17		Lecture 3--Organization and Outlining				
T 10/18	6	Topic II	38-50	Instructor	26	37
T 10/20	7	Topic III	26-33	44-50	43	34
M 10/24		Lecture 4--Materials of Experience: Attention				
T 10/25	8	Topic III	34-41	26-31	49	42
T 10/27	9	Topic III	42-50	32-37	30	41
M 10/31		Lecture 5--Mid-Term Examination				
T 11/1	10	Topic IV	34-41	Instructor	40	32
T 11/3	11	Demonstration--Mid-Term Review				
M 11/7		Lecture 6--Materials of Experience: Application and Motivation				
T 11/8	12	Topic IV	42-50	Instructor	28	29
T 11/10	13	Topic IV	26-33	Instructor	47	40
M 11/14		Lecture 7--Materials of Experience: Suggestion				
T 11/15	14	Topic V	27,30,34,38,42, 44,46,48	32,33,35,36, 37,40	29	45
T 11/17	15	Topic V	26,28,29,31,36, 40,49,50	38,39,41,45, 47,48	35	27
M 11/21		Lecture 8--The Domain of Public Speaking				
T 11/22	16	Topic V	33,35,37,39,41, 43,45,47	31,42,44,46, 49,50	32	29
M 11/28		Lecture 9--Personal Proof and the Ethics of Speaking				
T 11/29	17	Topic VI	26,28,29,31,32, 36,39,40	Instructor	44	46
T 12/1	18	Topic VI	34,35,37,38,41, 44,47,50	Instructor	39	33
M 12/5		Lecture 10--Rhetoric and Public Address				
T 12/6	19	Topic VI	27,30,33,42,43, 45.46.48.49	Instructor	31	26
T 12/8	20	Open Period				

TWT Pattern, Group A

Schedule for Speech 101--Fall 1966

Date	Period	Activity	Speakers	Evaluators	Chair-man	Time-keeper
T 9/29	1	Orientation to Speech 101				
M 10/3	Lecture 1--Evaluation and Peer Group Explanation					
T 10/4	2	Orientation to Speech 101				
W 10/5	3	Topic I	1-6	Instructor	12	22
T 10/6	4	Topic I	7-12	Instructor	6	1
M 10/10	Lecture 2--Materials of Development: Evidence and Reasoning					
T 10/11	5	Topic I	13-18	Instructor	11	5
W 10/12	6	Topic I	19-25	Instructor	14	7
T 10/13	7	Topic II	7-12	13-18	3	4
M 10/17	Lecture 3--Organization and Outlining					
T 10/18	8	Topic II	13-18	1-6	8	9
W 10/19	9	Topic II	19-25	7-12	18	17
T 10/20	10	Topic II	1-6	19-25	13	14
M 10/24	Lecture 4--Materials of Experience: Attention					
T 10/25	11	Topic III	7,9,11,13,15,17	Instructor	19	23
W 10/26	12	Topic III	1,3,19,21,23,25	Instructor	24	10
T 10/27	13	Topic III	5,6,8,10,12,14,16	Instructor	2	20
M 10/31	Lecture 5--Mid-Term Examination					
T 11/1	14	Topic III	2,4,18,20,22,24	Instructor	7	15
W 11/2	15	Topic IV	13-18	19-25	1	2
T 11/3	16	Demonstration--Mid-Term Review					
M 11/7	Lecture 6--Materials of Experience: Application and Motivation					
T 11/8	17	Topic IV	19-25	1-6	17	12
W 11/9	18	Topic IV	1-6	7-12	21	24
T 11/10	19	Topic IV	7-12	13-18	22	25
M 11/14	Lecture 7--Materials of Experience: Suggestion					
T 11/15	20	Topic VI*	13,16,19,22,25	Instructor	10	6
W 11/16	21	Topic VI*	1,4,7,10,23	Instructor	20	13
T 11/17	22	Topic VI*	8,11,14,17,20	Instructor	5	19
M 11/21	Lecture 8--The Domain of Public Speaking					
T 11/21	23	Topic VI*	2,5,18,21,24	Instructor	23	16
W 11/23	24	Topic VI*	3,6,9,12,15	Instructor	25	21
M 11/28	Lecture 9--Personal Proof and the Ethics of Speaking					
T 11/29	25	Topic V	21-25	2-6	1	18
W 11/30	26	Topic V	1-5	11-15	9	8
T 12/1	27	Topic V	6-10	18-22	16	17
M 12/5	Lecture 10--Rehtoric and Public Address					
T 12/6	28	Topic V	11-15	1,8,9,10,17	4	5
W 12-7	29	Topic V	16-20	6,7,23,24,25	15	11
T 12/8	30	Open Period				

*Note--Topic VI will be given before Topic V.

Schedule for Speech 101--Fall 1966

Date	Period	Activity	Speakers	Evaluators	Chair-man	Time-keeper
T 9/29	1	Orientation to Speech 101				
M 10/3		Lecture 1--Evaluation and Peer Group Explanation				
T 10/4	2	Orientation to Speech 101				
W 10/5	3	Topic I	26-31	32-37	38	39
T 10/6	4	Topic I	32-37	38-43	46	50
M 10/10		Lecture 2--Materials of Development: Evidence and Reasoning				
T 10/11	5	Topic I	38-43	44-50	33	34
W 10/12	6	Topic I	44-50	26-31	43	40
T 10/13	7	Topic II	32-37	Instructor	26	27
M 10/17		Lecture 3--Organization and Outlining				
T 10/18	8	Topic II	38-43	Instructor	29	31
W 10/19	9	Topic II	44-50	Instructor	32	42
T 10/20	10	Topic II	26-31	Instructor	41	49
M 10/24		Lecture 4--Materials of Experience: Attention				
T 10/25	11	Topic III	32,34,36,38,40,42	33,35,37,39,41,43	30	44
W 10/26	12	Topic III	26,28,44,46,48,50	27,29,31,45,47,49	34	43
T 10/27	13	Topic III	30,31,33,35,37,39	32,34,36,38,40,50	44	45
M 10/31		Lecture 5--Mid-Term Examination				
T 11/1	14	Topic III	27,29,41,43,45,47,49	26,28,30,42,44,46,48	31	32
W 11/2	15	Topic IV	35-40	Instructor	49	28
T 11/3	16	Demonstration--Mid-Term Review				
M 11/7		Lecture 6--Materials of Experience: Application and Motivation				
T 11/8	17	Topic IV	41-47	Instructor	35	36
W 11/9	18	Topic IV	26,27,28,48,49,50	Instructor	37	38
T 11/10	19	Topic IV	29-34	Instructor	39	41
M 11/14		Lecture 7--Materials of Experience: Suggestion				
T 11/15	20	Topic V	38,41,44,47,50	26,39,42,45,48	40	46
W 11/16	21	Topic V	26,29,32,35,48	27,30,33,36,49	42	37
T 11/17	22	Topic V	33,36,39,42,45	34,37,40,43,46	47	35
M 11/21		Lecture 8--The Domain of Public Speaking				
T 11/22	23	Topic V	27,30,43,46,49	28,31,44,47,50	36	33
W 11/23	24	Topic V	28,31,34,37,40	29,32,35,38,41	45	48
M 11/28		Lecture 9--Personal Proof and the Ethics of Speaking				
T 11/29	25	Topic VI	46-50	Instructor	27	26
W 11/30	26	Topic VI	26-30	Instructor	46	47
T 12/1	27	Topic VI	31-35	Instructor	48	29
M 12/5		Lecture 10--Rhetoric and Public Address				
T 12/6	28	Topic VI	36-40	Instructor	50	27
W 12/7	29	Topic VI	41-45	Instructor	28	30
T 12/8	30	Open Period				

Pretest Questionnaire

Name_____ Student Number _____

Campus Address_____ Campus Phone _____

Date _____ Sex_____ Classification _____
                                        (Freshman, Soph., etc.)

- -

Instructions

By answering this questionnaire you will be helping the staff of Speech 101 to anticipate the general expect- ation of students taking this course. Your instructor will not see your responses and your grade will in no way be affected. Your careful consideration will help the department improve instruction methods used in this course in the future.

Please respond to the statements in the questionnaire by circling the number of the response which best describes your reaction to the statement. Please circle only one response for each question but make sure you answer all questions. If your response to the question is neither in the agree or disagree category, you will, of course, choose option three - - "Don't Know". Below are some examples.

   1. I expect this course to be among the most interesting I have taken.

      1. Strongly Agree
      2. Agree
      ③ Don't Know
      4. Disagree
      5. Strongly Disagree

   2. A good student should always attend lecture sessions.

      ① Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

1. My major reasons for taking this course are that it was:

    1. A free elective
    2. Recommended by my adviser
    3. Closely related to my major field.
    4. A part of my major or required in my curriculum.
    5. Required for certification

2. I have had a speech course previously.

    1. In high school
    2. In college
    3. I have had no speech course previously

3. My accumulated grade point average is

    1. Below 2.0
    2. Between 2.0 and 2.49
    3. Between 2.5 and 2.99
    4. Between 3.0 and 3.5
    5. Above 3.5
    6. G.P.A. not established

4. I expect my grade in this course to be

    1. F
    2. D
    3. C
    4. B
    5. A
    6. Don't Know

5. I expect this class to be rather boring.

     1. Strongly Agree
     2. Agree
     3. Don't Know
     4. Disagree
     5. Strongly Disagree

6. Stagefright is a problem for me each time I give a speech before a group of people.

     1. Strongly Agree
     2. Agree
     3. Don't Know
     4. Disagree
     5. Strongly Disagree

7. I expect this course to provide me with a knowledge of the basic principles of public speaking.

     1. Strongly Agree
     2. Agree
     3. Don't Know
     4. Disagree
     5. Strongly Disagree

8. Speaking experience in class is more valuable to the speech student than reading speech textbooks.

     1. Strongly Agree
     2. Agree
     3. Don't Know
     4. Disagree
     5. Strongly Disagree

9. In speeches I had given prior to taking this course the material was well organized.

     1. Strongly Agree
     2. Agree
     3. Don't Know
     4. Disagree
     5. Strongly Disagree

10. I am experienced as a public speaker

     1. Strongly Agree
     2. Agree
     3. Don't Know
     4. Disagree
     5. Strongly Disagree

11. This speech course will not help me in my chosen vocation.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

12. This course will not help me do better work in my other college courses.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

13. This course will help me speak more fluently.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

14. What I need most is practice in public speaking.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

15. Training in public speaking is an invaluable asset to conversational ability.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

16. This course will help me overcome stagefright.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

17. A good public speaker does not need to understand the theory of public speaking.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

18. I will not benefit from hearing other students in this course evaluate my speaking performance.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

19. After taking this course I will be an above average speaker.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

20. I feel I am well acquainted with the basic principles of public speaking.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

21. This course will help me gain self-confidence.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

22. One of the reasons I am taking this course is to improve my ability to organize my thoughts.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

23. The personal speaking characteristic I want to improve
    most in this course is delivery.

        1. Strongly Agree
        2. Agree
        3. Don't Know
        4. Disagree
        5. Strongly Disagree

24. Examinations in this course will be very difficult.

        1. Strongly Agree
        2. Agree
        3. Don't Know
        4. Disagree
        5. Strongly Disagree

25. Preparation of a speech plan is a necessary
    exercise in learning how to organize a speech.

        1. Strongly Agree
        2. Agree
        3. Don't Know
        4. Disagree
        5. Strongly Disagree

26. Peer-grouping is a good method for teaching this
    speech course.

        1. Strongly Agree
        2. Agree
        3. Don't Know
        4. Disagree
        5. Strongly Disagree

27. The impression of this course I have received from
    other students with whom I have talked is unfavorable.

        1. Strongly Agree
        2. Agree
        3. Don't Know
        4. Disagree
        5. Strongly Disagree

28. Taking this course will not substantially reduce my
    nervousness in speaking before a group.

        1. Strongly Agree
        2. Agree
        3. Don't Know
        4. Disagree
        5. Strongly Disagree

29. This course will increase my ability as a public speaker.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

30. Students who have a stuttering problem should enroll in this course.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

31. Speech course lectures should be taught by closed-circuit television.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

32. The best method of speech preparation is the extemporaneous method (i.e., a prepared outline).

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

33. It will not be difficult for me to deliver a speech before the speech class.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

34. Speech plans should be graded carefully and contribute toward a student's final grade.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

35. Each consecutive speech should count more than the last in computing the students' final grade in this course.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

36. I would like to feel more at ease when I speak before an audience.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

37. The best way to overcome stagefright is to let your instructor tell you how to control it.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

38. I consider myself to be a competent public speaker.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

39. This course will not help me express my thoughts more coherently.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

Posttest Questionnaire

Name _____ Student Number _____

Campus Address _____ Campus Phone _____

Date _____ Sex _____ Classification _____
                                      (Freshman, Soph., etc.)

College Major _____ Name of Adviser _____
                                      (Last Name)

* *

Instructions

Now that you are nearing the end of the Speech 101 course we again call upon you to assist us with your evaluation of the course. Your sincere and honest responses to the items on the questionnaire will be used to attempt to improve this course.

Please respond to the statements in the questionnaire by <u>circling</u> <u>the number of the response which best describes your reaction to</u> <u>the statement.</u> Please <u>circle only one</u> response per statement but <u>respond to each</u> statement. Your grade will not be affected by your responses. Below are some examples which have already been marked:

1. Students in Speech 101 should have more freedom in choosing subjects for speeches.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    ④. Disagree
    5. Strongly Disagree

2. This course was not as difficult as I expected it to be.

    1. Strongly Agree
    ②. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

1. I consider myself to be a competent public speaker.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

2. A good public speaker does not need to understand the
    theory of public speaking.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

3. This course has increased by ability as a public speaker.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

4. Speech plans should be graded carefully and contribute
    toward the student's final grade.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

5. I feel I am well acquainted with the basic principles
    of public speaking.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

6. Each consecutive speech should count more than the last
    in computing the student's grade in this course.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

7. What I need most is practice in public speaking.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

8. I have not benefited from hearing other students in this course evaluate my speaking performance.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

9. Speech 101 lectures should be taught by closed-circuit television.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

10. The best way to overcome stagefright is to let your instructor tell you how to control it.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

11. My accumulated grade point average is

    1. Below 2.0
    2. Between 2.0 and 2.49
    3. Between 2.5 and 2.99
    4. Between 3.0 and 3.5
    5. Above 3.5
    6. G.P.A. not established.

12. I expect my grade in this course to be

    1. F
    2. D
    3. C
    4. B
    5. A
    6. Don't Know

13. This class has been boring

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

14. This speech course will not prove helpful to me in my chosen vocation.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

15. The speaking characteristic I have improved most in this course is delivery.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

16. I would like to feel more at ease when I speak before an audience.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

17. Speeches I had given prior to taking this course were well organized.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

18. After taking this course I feel I am an above average speaker.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

19. The best method of speech preparation is extemporaneous.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

20. I am experienced as a public speaker.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

21. Taking this course has not substantially reduced my nervousness in speaking before a group.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

22. This course has not helped me express my thoughts more coherently.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

23. This course will not help me do better work in future college courses.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

24. Students who have a stuttering problem should enroll in this course.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

25. Training in public speaking is an invaluable asset to conversational ability.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

26. Speaking experience is more valuable to the speech student than reading speech textbooks.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

27. This course has helped me gain self-confidence.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

28. Stagefright remains a problem for me each time I speak before a group of people.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

29. This course has helped me become more fluent in my speech.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Strongly Disagree

30. This course has helped me improve my ability to organize my thoughts.

      1. Strongly Agree
      2. Agree
      3. Don't Know
      4. Disagree
      5. Stronly Disagree

31. This course has provided me with a knowledge of the basic principles of public speaking.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

32. This course has helped me overcome stagefright.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

33. Examinations in this course have been very difficult.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

34. It has not been difficult for me to deliver a speech before the class in this course.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

35. Preparation of a speech plan is a necessary exercise in learning how to organize a speech.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

36. Peer grouping is a good method for teaching Speech 101.

    1. Strongly Agree
    2. Agree
    3. Don't Know
    4. Disagree
    5. Strongly Disagree

37. The impression of this course I have based on my
    own experience is unfavorable.

       1. Strongly Agree
       2. Agree
       3. Don't Know
       4. Disagree
       5. Strongly Disagree

APPENDIX E

Interview Schedule

I. Introductory Remarks:

    A. My name is Jack Wilson.
    B. I am presently engaged in doing a study relating
        to the basic course in public speaking at Michi-
        gan State University.
    C. You were selected to be interviewed because
        your name appeared repeatedly as adviser to
        students who have been enrolled in Speech 101
        during the past year.
    D. Etc.

2. In your capacity as adviser to students:

    A. What college within the University do you
        represent?
    B. What is the proper title of the department
        you serve?
    C. What is your position within the department?

3. Does the department in which you serve <u>require</u> or
    <u>encourage</u> students to take Speech 101?

4. Approximately how many students do you send into
    the Speech 101 class each year?

5. Is Speech 101 related to the major of the students
    you advise? If so, how?

6. What percentage of the students you advise say
    they have had a speech course previously?

    A. Less than 10 percent
    B. Between 10 - 25 percent
    C. Between 25 - 50 percent
    D. More than 50 percent

7. What is the general reaction of students when they
    are asked or told to take Speech 101?

8. How would you rate the interest appeal of Speech 101, as far as students are concerned, when compared with other courses on the same level?

9. At what level do most of the students whom you advise take Speech 101?

10. How difficult do the majority of the students whom you advise expect this course to be?

11. Do you feel it will be difficult for students whom you advise to get up and deliver a speech before the class?

12. If a student experiences difficulty in Speech 101 at what point during the term would you expect such a difficulty to appear?

13. How much work do students anticipate in Speech 101 in such areas as research, written assignments, etc.?

14. As an adviser in the _____ department what basic knowledge and/or skill would you expect a student to receive in the Speech 101 course?

15. How would this knowledge or skill relate to his chosen vocation?

16. Would you expect Speech 101 to include units of instruction in such areas as discussion, oral interpretation, or theatre?

17. How competent are students from your department as public speakers prior to taking Speech 101?

18. How many speeches should a student enrolled in Speech 101 deliver during the ten weeks term?

19. How much actual public speaking experience have most of your students had prior to enrolling in this course?

20. Is good conversational ability a necessity for most of the students whom you advise?

21. What effect, if any, do you expect the Speech 101 course to have on a student's conversational ability?

22. Will the information and/or skill gained in Speech 101 have any effect on a student's subsequent work in the University? If so, what?

23. Do students express any concern over feeling nervous or ill at ease when they get up before a group?

24. What effect, if any, do you expect Speech 101 to have on Stagefright?

25. Will this course have any effect on the self-confidence of the student? If so, what?

26. What one speaking characteristic needs to be most improved in the students whom you advise?

   A. Logical Reasoning   F. Attitude
   B. Evidence   G. Facial Expression
   C. Organization   H. Enthusiasm
   D. Preparation   I. Eye Contact
   E. Poise   J. Others

27. Should a student who has a stuttering problem or other obvious speech defect enroll in Speech 101?

28. Which of the following types of delivery would you hope a student learns in Speech 101?

   A. Reading from manuscript
   B. Impromptu
   C. Extemporaneous (from outline or notes)

29. Is the type of speaking (delivery) indicated above the type that students will use most often in their chosen vocation?

30. Please indicate any feedback (negative or positive) which you have heard from students relative to Speech 101.

31. What suggestions would you make as an adviser (etc.) for improving the basic speech course at Michigan State University?

April 21, 1967

Mr. Norman A. Brown
Coordinator of Student Programs
College of Agriculture
121 Agriculture Hall
Michigan State University

Dr. Mr. Brown:

At some time during the past year your name had been listed as an adviser for a number of students who have enrolled in the basic speech course at Michigan State University.

Since its beginning in 1960 Speech 101 has grown steadily, under the constant scrutiny of various research projects, to its present size of nearly 2500 students per year. Because of the position you occupy as an adviser to students who take Speech 101, we feel you can assist us in further evaluation and improvement of this course.

Within a few days you will be contacted by Mr. Jack Wilson who is currently doing a research project designed to evaluate the Speech 101 course. You will be asked to give approximately fifty minutes of time, at your convenience, to supply us with some valuable information.

As chairman of the Speech 101 course I heartily recommend your cooperation in this project if it is at all possible for you to do so.

Yours very truly,

David C. Ralph
Professor
Chairman, Speech 101

DCR:db

BIBLIOGRAPHY

Books

Auer, J. Jeffrey. An Introduction to Research in Speech.
     New York: Harper and Bros., Pub., 1959.

Backstrom, Charles H. Survey Research. Northwestern
     University Press, 1963.

Borg, Walter R. Educational Research: An Introduction.
     New York: David McKay Co. Inc., 1963.

Edwards, Allen L. Techniques of Attitude Scale Con-
     struction. New York: Appleton-Century-Crofts,
     Inc., 1957.

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

Selltiz, Claire, Johoda, Deutsch and Cook. Research
     Methods in Social Relations. New York: Henry
     Hold and Co., Inc., 1959.

Weaver, Andrew Thomas, Gladys L. Borchers and Donald K.
     Smith. The Teaching of Speech. Englewood Cliffs,
     New Jersey: Prentice-Hall, Inc., 1956.

Articles

Becker, Samuel L. and Gary L. Cronkite, "Reliability As
     A Function of Utilizing Scale Steps," Speech
     Teacher, 14, No. 4 (November, 1965), pp. 291-293.

Broadrick, King, Charles J. McIntyre and Richard Moren,
     "TV Teacher's Report," Speech Teacher, 11, No. 2,
     (March, 1962), pp. 153-157.

Broadrick, King and Theodore Clevenger, Jr., "Rotational
     Instruction In the Public Speaking Course," Speech
     Teacher, 14, No. 3, (September, 1965), pp. 200-206.

Cathcart, Robert S., "A Study of the Effect of Course
        Length on Student Improvement in the Basic
        Speech Course," Southern Speech Journal, 25,
        No. 1 (Fall, 1959).

Davis, Robert H. and F. Craig Johnson, "An Evaluation
        of Regular Classroom Lectures Distributed by
        C.C.T.V. to Campus and Dormitory Classrooms,"
        E.D.P., Michigan State University, January,
        1966.

Dedmon, Donald N. and David W. Rayborn, "Closed-Circuit
        Television and the 'Required' First Course in
        Speech," Speech Teacher, 14, No. 4, (November,
        1965), pp. 294-298.

Ellis, Dean A., "A University Speech Placement Test
        For Entering Freshmen," Speech Teacher, 15,
        No. 2, pp. 158-164.

Holtzman, Paul D., "Speech Criticism and Evaluation
        As Communication," Speech Teacher, 9, No. 1,
        (January, 1960), pp. 1-7.

Knower, Franklin H., "The College Student Image of
        Speech Communication and Speech Instruction,"
        Speech Teacher, 15, No. 2, pp. 108-112.

Knower, Franklin H., "Studies of the Organization of
        Speech Materials I," Journal of Educational
        Research, 39 (November, 1945), pp. 220-225.

Lashbrook, William B. and David C. Ralph, "Innovations
        in the Operation of a Large Enrollment Basic
        Course in Public Speaking," (Speech Communi-
        cation Research Laboratory, Department of Speech,
        Michigan State University, December, 1966).

Martin, Charles K. and Daniel I. Munger, "Team Teaching
        in a Course in Fundamentals of Speech," Speech
        Teacher, 14, No. 4, (November, 1965), pp. 331-
        333.

Oliver, Robert T., "The Eternal (And Infernal) Problem
        of Grades," Speech Teacher, 9, No. 1 (January,
        1960), pp. 8-11.

Paulson, Stanley F., "Changes in Confidence During A
        Period of Speech Training: Transfer of Train-
        ing and Comparison of Improved and Non-Improved
        Groups on the Bell Adjustment Inventory," Speech
        Monographs, 18 (November, 1951), pp. 260-265.

Robison, Edward Ray, "An Experimental Investigation of Certain Commonly Suggested Teaching Methods for the Development of Confidence in Beginning Students of Public Speaking," Speech Monographs, 23, (June, 1956), pp. 97-98.

Rosenfeld, Lawrence B. "Teaching Impromptu Speaking," Speech Teacher, 15, No. 5, pp. 232-234.

Tiemens, Robert K., "Validation of Informative Speech Ratings by Retention Tests," Speech Teacher, 16, No. 3 (September, 1965), pp. 211-215.

Thomas, Gordon L., John H. Thurber and Charles R. Gruner, "Effects of Previous Training on Achievement in the College Course in Public Speaking," Speech Teacher, 14, No. 4 (November, 1965), pp. 327-330.

Wiseman, Gordon and Larry Barker, "Peer Group Instruction: What Is It?" Speech Teacher, 15, No. 3, pp. 220-223.

Unpublished Materials

Britton, Wayne L. "An Analytical Study of the Abilities of a Group of University of Iowa Freshmen in Certain Selected Aspects of the Organization of Ideas and Materials for Communication," unpublished doctoral dissertation, State University of Iowa, 1948.

Patton, Bobby Ray, "An Experimental Study of the Effects of the Beginning Speech Course at the University of Kansas," unpublished doctoral dissertation, University of Kansas, 1966.