

IRVINE VALLEY COLLEGE PROJECT

INSTRUCTOR GUIDE

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Part One – Background of the Irvine Valley College Project

Introduction

When I was a young manager with GTE (now Verizon), I often heard requests from upper management to motivate my team. I was often told what to do, but I was rarely told how to do it. Many young public speaking instructors are often faced with a similar situation: “Get your students engaged. Have your students practice more. Develop your students’ critical thinking. Have your students collaborate more.”

This instructor guide seeks to provide the “how to” for a unique approach for teaching public speaking developed at Irvine Valley College (IVC). The Irvine Valley College Project (IVCP) seeks to change students to become better speakers and better thinkers through two overarching strategies.

First, to substantially increase speaking opportunities in the classroom, each student is required to give 15 to 20 speeches equaling over 100 hundred minutes of speech time per student. This compares with 78% of public speaking classes nationwide with four or fewer speeches (Morreale, Worley, and Hugenberg, 2010).

Second, to substantially increase critical thinking opportunities in the classroom, oral assessments are required by all students in all class meetings. These assessments use a critical-thinking system to focus the analysis and evaluation from the students. Students receive extensive practice constructing evidenced arguments and making inferences both spoken and written. Twenty-five written assignments and forty pages of reading per week (three-hour classes) fulfill criteria for higher order thinking development (Arum and Roksa, 2011). In contrast, nationwide, 94% of public speaking classes require ten or fewer written assignments (Morreale, Worley, and Hugenberg, 2010).

Definitions:

Praxis – The dialectic unity of concepts (theory) and practical activities as an instrument of change. (Vygotsky adapted by Lantolf and Beckett, 2009). For example, because of their speech components, oral communication classes usually have more practical activities than other types of classes, which depend more on a didactic lecture model. However, the IVCP tries to unify activities with every concept as they happen. For example, rather than a 75 minute lecture on organizational techniques with a subsequent speech demonstrating the model, an IVCP class may have 20 minutes of concepts and modeling with 55 minutes in multiple small group activities to internalize the organizational model.

SEE-I – A written assignment containing a statement, elaboration, example, and illustration.

Extemporaneous speech (also extemp) – A six to eight minute researched speech on a current event speech using a key word outline.

Impromptu speech – A limited preparation (two to ten minutes) speech that vary in length (three to five minutes).

Overview

In the process of writing this instructor guide on the IVCP, I interviewed and observed over a dozen speech instructors who could be classified as using the IVCP, and I found that no one was doing the project exactly the same. Even instructors recently hired at my campus, who have watched every lecture of my class, ended up modifying instruction. Others, who have used the project for a while, experimented with new activities and concepts. Even my approach has evolved from what I was doing that first time I implemented the IVCP in 2008. Every semester I have discovered new enhancements, often from other instructors.

The IVCP, therefore, may be a general approach to teaching students how to be better speakers and better thinkers. This guide provides the basic infrastructure for teaching a public speaking class using the IVCP. Some instructors may use this guide as a blueprint to follow, while the majority who implement it will change it or simply borrow an activity or two from it. The art of teaching using the IVCP means that you, as the artisan, must find your own way of teaching.

In offering this guide I recognize some influences might affect your current approach to a public speaking class:

1. Department preferences – The most important question I ask about the use of a particular part of any pedagogy is “Why?” What is the purpose of this concept or activity? Often, the response was a variation of “Because of my department guidelines.” As a department chair, I have been demanding in asking our adjuncts to inject more of the project into their class curriculum. So, I understand that curricula and their justifications vary in schools.

2. Covering content – Some instructors answered the “why” question with “Because it is in the textbook.” I used to cover every chapter in the book until I was encouraged, in a lecture by Richard Paul (2007), to cover only the core of the course. His lecture, along with the teachings of Vygotsky, discussed “verbalism,” wherein students memorize disjointed and atomized information for tests and then immediately forget it. This form of credentialization is often cited as a problem in student development in higher education. In limiting the class to the core, students can internalize more of the essential skills. Once I identified the core, I stopped lecturing on many chapters and I stopped giving multiple choice exams. I found the students learned more about “how to” be better speakers and better thinkers through this method.
3. Personal preference – Some instructors have extensive theory lectures, fit for graduate classes. When I asked “why,” mostly I heard that they enjoyed the content. They thought such information might round out the other lessons. But, usually few directly relatable activities unified with a concept. This lacking was not because the concepts are inaccurate or not valuable for our field; more likely, they just have limited utility for accomplishing the goals of the course.
4. Public speaking audience size – Some instructors wanted to be sure their students spoke to a large audience (the whole class), rather than small groups (as used in the IVCP). There is no magic number for the size of the audience. Public address from our classical roots had orators performing to massive audiences. Forensics competitors typically speak in front of one to seven audience members as they develop their public speaking abilities. The key should be to determine how many speeches a student needs to complete for internalization –to overcome speech anxiety and develop confidence with the skills (and

then add a few extra speeches just to be sure). One interviewee discussed The Lumina Foundation in 2012 that “indicated that employers are concerned that students are graduating without the oral communication skills needed. Most employers aren’t looking for an ability in front of 30 people, but instead to engage a team, lead a meeting or talk to a client.” One dynamic behind the IVCP decreases the audience size to provide for more speaking opportunities. The increase of speaking opportunities should augment the development of competence and allow students to become more comfortable in the kind of communication environments they are actually going to face.

5. A desire to “cover” all kinds of speeches. When I was using a traditional pedagogy, I had students do four graded speeches with an sliding scale of weight towards the grade:
 - a. Demonstration speech – 2-3 minutes - 10% - The first chance for the student to use the organizational model.
 - b. Ceremonial speech – 4-6 minutes – 15% – The only time students used a manuscript.
 - c. Informative speech – 6-8 minutes – 20% - A visual aid and research were required.
 - d. Persuasive speech – 7-9 minutes – 25% - Even with research required, student could choose to use the same topic area as the informative.

I am very sure now that giving only four different speeches just begins the process of developing better speakers. Research indicates that the practice framework of activities I used in the traditional class probably did not maximize the change in the student’s brain to develop their critical thinking. Zohar and Dori (2003) found:

One of the assumptions the project is based on is that teaching of higher order thinking must be systematic. Practicing a skill once or twice a year through problem solving may offer students an exceptional interesting lesson, but will not be very useful in fostering their thinking. The methodology used in the...project is to repeat the same skill time and again in different...contexts and to apply it to various types of problems. (p. 153)

In this light, the IVCP exponentially increases the communication activities of the basic course. One guiding principle of the IVCP is to get students speaking (productively), as often as possible, utilizing the collaboration principles of a high concern for people and a high concern for tasks. This is accomplished through having students speak every day using a systematic organizational format.

Course Framework

Core Concepts

The first third of the IVCP public speaking course introduces the core concepts through praxis. The core concepts are:

- Critical thinking as a system of analysis and evaluation
- Collaborating in small groups
- Communication principles and audience analysis
- Active listening
- Overcoming speech anxiety
- The organizational model
- Researching and argument construction
- Constructing a persuasive speech (problem – cause – solution design)
- Delivery

These concepts, along with the syllabus explanation, take between 15 and 18 hours of class time. The justification and content of these concepts and their unifying activities will be discussed in the session by session descriptions.

Speeches

After the concepts are covered, the rest of the course is spent with all students giving speeches every class period. I classify the genre of these speech as “academic argumentative.” These speeches are either six to eight minute extemporaneous speeches using research within a persuasive design (problem-cause-solution) or three to five minute impromptu speeches using common knowledge in informative designs (usually topical). When comparing and contrasting traditional vs. project classes, a difference can be quantified in speaking activities.

Speaking Activities

Each instance of speaking activity has three criteria:

- Must be one person speaking to many persons (3+).
- Must follow a prescribed organizational format.
- Must be assessed (by instructor and/or peers).

Since the traditional class typically has four or fewer speaking activities, one main characteristic is the size of audience, with the entire class (approximately 30 students) listening to one speaker at a time.

An IVCP public speaking class expands the concepts of speaking activities. Over the term, there may be as many as 30 speaking activities for each student, each delivered in small groups. The typical audience size is four to six students, with four to six groups in one class. The speaking activities for the IVCP:

- Modified impromptu practice during organization activity day = 1
- Modified extemporaneous practice during delivery activity day = 1
- Extemporaneous assignments = 12
- Impromptu assignments = 6
- SEE-I assignments* = 10
- Total = 30

[*Even though scripted, the SEE-I assignments are classified as speaking activities here because they fulfill the criteria.]

Assessment Activities

Each instance of this activity has four criteria:

- Feedback given immediately following the speech.

- Follows rubrics/concepts explicated during the class.
- Provides speakers with improvements gained and needed.
- May be written and/or oral.

The traditional class typically provides instructor-focused assessments and grading. Because of the logistics for getting through all of the speech assignments, one at a time, assessments are often written. Audience members often provide no or limited assessments. When assigned to critique, only a few students can orally participate (active), even if everyone writes a critiques (passive). Often speakers do not receive feedback until the next class period. Rarely are the assessors assessed.

The IVCP provides for activity-focused assessments. Since each student will be put into a small group with 3-5 other students on 30 occasions, each student provides in excess of 100 oral assessments of other students. These assessments may be the most important aspect of the class for developing critical thinking, for as Richard Paul (2007) contends “Whoever is doing the assessing is doing the critical thinking.” In addition, small groups better encourage appropriate feedback and collaboration.

This feedback is also immediate. Students follow qualitative rubrics to make their assessments specific (discussed below). During this same activity period, speakers take notes of the assessments given of their speeches and write short self-assessments during a two-minute free-write period. Notes from both assessments are synthesized into a typed self-evaluation to be turned in at the end of the course as a journal.

Taken together, the speaking and assessment activities in class will routinely translate into each student actively engaged through oral communication 130 times, with a goal of following the concepts of better speaking and better thinking. This means that the class is labor

intensive for the students, not the instructor. The actual time I spend on each project class is roughly the same time I spent for traditional pedagogies. But in the project pedagogy I am free to roam among groups and give different types of assessments. In some cases I am able to sit with students who need more coaching, Other times I sit with groups to be sure they stay on task and give extensive assessments.

To be fair, the IVCP usually requires more work for the instructor at the end of the term. Since students write more (25+ pages), the instructor must read and evaluate the assignments once the class is finished. Some of the instructors I interviewed reduced this burden by collecting assignments more frequently and evaluating them throughout the semester.

Principles behind the IVCP

The concepts explicated during the course can be found in most public speaking textbooks. The IVCP seeks to develop speaking and critical thinking skills by introducing students to these core concepts and then providing a variety of practical activities so that students internalize the concepts.

Extensive Practice Activities

Doug Lemov (2010) details a technique called “at bats.” His metaphor of baseball is that the best hitters learn the basics, and they practice until they can swing quick and level, to maximize the number of at bats. “That’s the key. Don’t change it. Don’t get too fancy. Give them at bats” (p. 104).

Small Group Collaboration

In order to provide more “at bats,” all speaking activities are done in small groups. Even with increased noise levels and chaos, students get used to the environment and are able to function productively. The small group process allows all students to actively participate in less time than a traditional class. It also facilitates active oral assessments.

High Tolerance for Error

Rather than grading every speech or having quantitative rubrics to be completed on a multi-level check list, students complete speeches at their own levels of development and are qualitatively assessed by classmates. Routinely, students will be at different levels of development for each speech. Some students may master organizational concepts earlier than the rest of the class; others will move towards more confident delivery or the use of research to construct arguments. It is acceptable for students to make mistakes in their development process.

The IVCP allows students to develop at their own pace with the instructor and other classmates serving as coaches.

Dynamic Assessment

The idea is to use dynamic assessment with the focus on improvement, rather than some arbitrary number or check mark as a static grade. This allows students to practice, without punishment, in front of other students and the instructor. At times, the grading process itself can be extremely stressful for students, so the final assessment, given by the instructor, should come towards the end of the class, when the students have developed as best as they can. In this sense, instructors try to test students at the point of success. This contrasts with the traditional pedagogy of grading a series of minor speeches that students give throughout the term. For many students, the earlier speeches are weaker because they have not yet internalized the concepts. In other words, their brains have not yet changed.

Typical Repeatable Day

The idea is for instructors to use the same concepts and strategies in a variety of contexts. This lessens the burden on the instructor and provides continuity for the students. There are three main activities the students will repeat throughout the course: SEE-I writing assignments, extemporaneous speeches and impromptu speeches.

SEE-I Writing Assignment (see also Appendix 1 for handout)

Students are given the specifications for the assignment and the prompts with the syllabus.

Statement – One sentence, one argument

Complete the prompt on the content

Elaboration – One paragraph (5-7 sentences)

“In other words...”

Example – One paragraph (5-7 sentences)

“For example...”

Illustration – A metaphor, drawing, photo

“This is like...”

The See-Is are used in each class meeting in the first third of the term. These activities coincide with content lectures. The day-by-day descriptions below detail how the SEE-Is can be used for different purposes. Small groups typically have four members, but can be flexible on size (2-6 students).

The prompt encourages analysis of the content. If the prompt asks students for the most important concept in the chapter, then they have to read the chapter, think about the chapter, and write about the chapter (typical prompts are included in the sample syllabus in Appendix 2)

The SEE-I serves as a ticket to get into class. In other words, students who do not have their SEE-Is at the beginning of the class are asked to step out into the hallway to finish before returning. Some students may finish quickly enough to still participate in the discussion. Others who do not finish are brought back when the lecture portion starts.

I make an attempt to mix-up their SEE-I groups often. I do not want students “getting used” to each other. I want fresh voices. After each student finishes reading the SEE-I, the other students in the group assess what they have just heard. The Paul-Elder Model (PEM) for critical thinking, discussed the first day of class, provides a common language of analysis and evaluation. The PEM is fully explicated below under Concept Session 1.

While some instructors like to collect the SEE-Is for ongoing evaluation or grading purposes, I collect a portfolio of all SEE-Is at the end of the term. Students are encouraged to edit and rewrite, based on comments and concepts they learn.

Instructors I interviewed listed many benefits for students when discussing SEE-I assignments:

1. Forces students to read the book.
2. Teaches collaboration.
3. Helps students understand and apply course concepts before coming to class.
4. Helps students engage with other students.
5. Develops their critical thinking.
6. Develops greater depth of thought.
7. Teaches students how to develop an argument (similar to the Toulmin Model).
8. Teaches students an organizational/argumentative pattern.
9. Gives students an opportunity to hear others' points of view.

10. Helps in assessment strengths (dynamic assessment).
11. Offers low risk participation.
12. Allows students to develop arguments without being spontaneous (especially good for ESL and apprehensive students).
13. Helps students develop writing skills.

Extemporaneous Speeches

Over the term, 10-14 extemporaneous speeches are given in small groups (5-7 students). These speeches require seven minutes (6-8 minutes is acceptable), with seven sources minimum. Evidence for the speeches, on my campus, must come from Lexis/Nexis, ProQuest, or Ebsco (Academic Search Premiere), dated from the last two years.

I provide a prompt article in a manila folder to initiate the research. The articles I choose are on current social issues, and they usually explain a problem, cause, and solution. Students are required to print 15 articles minimum for their files. Students will research two topics. This means I will need to have at least 60 topic folders available. I maintain a master file from term to term, and I will try to cull older issues and include more recent topics. Once students give an extemp on the topic, the folder is given to another student, who will add more research. Students will only speak once on a topic. Typically, students have two to seven days to prepare their extemps. Some instructors have opted to do competitive style extemps with a 30 minute prep in-class and then have students give the speech in a smaller sized group (four students), to be able to complete by the end of class. (This type of preparation is discussed in the variations chapter.)

I also give the students an option of using their own research topics. After they complete the first two assignments, if they would prefer to research a new topic, rather than speak on someone else's file, I ask them to clear the topic with me and add 15 articles to the file. Most

students do not want to take on this extra work, although many will opt for their own topic for graded speeches.

The speeches are delivered to a small group. During the presentation, speakers use keyword note cards with their speaking outlines. These note cards will be turned in at the end of the term (attached to journal entries, described below). Group members, on the other hand, assess each other's speeches in the group. Dynamic assessments, with an eye on improvement, are given orally, during which the speaker takes notes on the group's comments.

After students have practiced a minimum number of speeches (five or six), they may request to be tested out by the instructor. Their group must certify them as ready. The student picks a file or lets the instructor know if another topic will be researched.

Once students receive 85% or above, they have tested out and become coaches for the other students. Students whose speeches do not meet the criteria receive NT (no test) and must reschedule a retest after they have practiced a few more times. Carol Dweck, in her Ted Talk (http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-19252) refers to this type of assessment as "Not Yet." The emphasis is placed on development in process. Full procedures will be discussed in the day-by-day explanations below.

Impromptu Speeches

Over the term, five to seven impromptu speeches are given in small groups. There are a variety of topics and preparation formats used. In the beginning stages, I prefer group brainstorming and then individual preparation, which can total seven to ten minutes. Speeches incrementally increase from three to five minutes. Once again, students in small groups will assess the speeches. Since only one extemporaneous speech requires testing out, I do not grade any impromptu speeches. Procedures will be discussed in the day-by-day explanations below.

Journaling

Journals of self-assessments are turned in, occasionally and at the end of the term. Self-assessment is important for reinforcing and internalizing concepts. Therefore, group members assess all speeches delivered in their groups, and all speakers take notes of these oral assessments as they receive them. Additionally, at the end of all speeches, students have two minutes to free write (quickly without consideration of grammar or complete sentences) about their experiences and how they can improve. After class they type a few paragraphs of self-assessment on every speech, and these write-ups will be turned in as their journals. There should be between 15 and 20 entries in the journal.

Students can discuss what has improved. Another prompt has the students write on “the next time I will...” One instructor suggested having students list two specific things they would be working on for the next speech. Students should attempt to be specific about the speech that just occurred. For example, discussing the absence of statistics might be an appropriate comment on the significance of an argument.

Part Two – Course Core Concepts Session Descriptions

Assumptions

There are three assumptions for public speaking classes.

First, I assume a standard public speaking class is taught for three hours per week over a semester. At IVC, the Communications Studies Department has substantially increased the number of eight-week classes offered, so that we now teach as many classes for six hours per week as three hours per week. Each year, we continue to teach fewer 90-minute classes that meet twice a week. The preference for most instructors is to be able to continue a lesson after a break in the three hour period. For example, in my two-part research lecture, I only need about 60 minutes for part two. If I give the students an early break I can have them do full activities for over 90 minutes on the next concept, persuasive speech construction.

Some of the interviewees had four unit classes with four hours per week, while another taught a nine-week session. During some summers I have taught two-hour classes, four times per week, for six weeks. I even think the IVCP could be taught in a quarter system if necessary. Two instructors used the IVCP during four-week intersession terms.

Regardless, the concept descriptions below are designed to be presented, with activities, in 12 75-minute sessions (18 hours with breaks included). But, these sessions can be adjusted to as low as 15 hours if necessary. My actual need is for a bit more time on organization, research, and persuasive speeches, so I use about six hours on these three topics.

Roughly, the first third of the term is for concept explanation and activities. The rest of the term schedules speeches for every day, by every student.

Second, most instructors already have content lectures on the concepts I detail here. While I have tried to provide most of the details of how I use the IVCP, you may feel more comfortable with what you know and the narratives you have developed. The tendency of most

instructors is to lecture for the entire class session. However, if you use the IVCP, with its activities, you may need to condense your content. If the lectures keep to the core concepts of learning public speaking, students should be able to have more practice. While you may want to add or emphasize more than I have in this guide, a premise of the IVCP is to teach to the core.

Third, many instructors have adapted the ICVP to their unique teaching styles. I have interviewed and watched many of these instructors. Many of their modifications are also detailed in the “variations” section at the end of this guide, so that you have several options from which to choose.

List of concept sessions

Session 1 – Welcome and introduction to critical thinking as a system

Session 2 – Syllabus explanation

Session 3 – Working in groups (collaboration)

Session 4 – Communication theory and audience analysis

Session 5 – Active listening

Session 6 – Speech anxiety

Session 7 – The organizational model (first impromptu practice)

Session 8 – Research and argument construction

Session 9 – Research types and citing

Session 10 – Speech construction (emphasis on persuasive designs)

Session 11 – Delivery

Session 12 – Rubric distribution (first extemporaneous practice)

Session 1 – Welcome and Introduction of Critical Thinking as a System

Welcome and Roll

Welcome the students and introduce yourself.

I try to take roll immediately. This way I can determine the amount of students I can add. If I have too many students wanting to add, I can let the extra students go. No one who tries to add after this selection process is allowed to stay.

Applied Skills

My conversation begins with their reasons for taking the class. Most will admit that if public speaking was not a General Education requirement, they would avoid the class. I believe a communication class is good for them, so I try to justify the pedagogy. There are so many articles pointing to the need for communication skills (see an example in Appendix 3).

My preference is to project the report from the Partnership for 21st Century Skills and highlight skills: www.p21.org/storage/documents/key_findings_joint.pdf

This study, by a consortium of universities and businesses, surveyed Fortune 500 HR departments to uncover what skills are needed by incoming employees. They stressed the applied skills of Professionalism, Collaboration and Oral Communication.

It is important to get the students to start practicing these skills and the pedagogy from the beginning. So when I discuss professionalism, I tell them a professional would have paper (laptop) out and note the word. Be prepared for students to show up without pen, paper, or laptop.

On the first skill, professionalism, I have them write a few words of what they think are the behaviors of professionalism. After a minute, I have them share their ideas with their neighbor. I then ask them to share some of the ideas with the whole class. If they do not come up

with ideas such as punctuality, appropriateness, accomplishing the task, or being courteous, I offer them. Pointing to the visual, I highlight that 93.8% of HR respondents want professionalism.

When they write down collaboration, I have them add “teamwork.” We discuss how their generation (the digital natives) are great at technology, but not so good at face-to-face problem solving. Yet, 94.4% of employers want them to be able to play nice with other employees.

When we get to oral communication, I point out this applied skills had the largest percentage among employers (95.4%). Remember, most admitted they would avoid the class if it was not a GE.

I promise that the entire class will focus on developing these three skills. In fact, I promise I will not make them remember some facts just for a multiple choice test. Everything will be connected with these three skills, if not, they should tell me, and I will stop teaching that particular information.

I do add one more skill that is on the next page of the report, under the “emerging skills” heading: critical thinking. After reading the section on critical thinking, I tell them they should be experts on critical thinking, since California requires critical thinking in every class (K through grad school). They are such experts, they should be able to write a good definition of critical thinking. As they write their definition I switch from the Partnership for 21st century skills visual to a PPT. After they share their definition in a dyad, I solicit a few definitions from the class and discuss the difference between skill, knowledge and disposition approaches to critical thinking.

I then reveal the system definition on a PPT slide:

Critical thinking - a system of analysis and evaluation that opens all other systems.

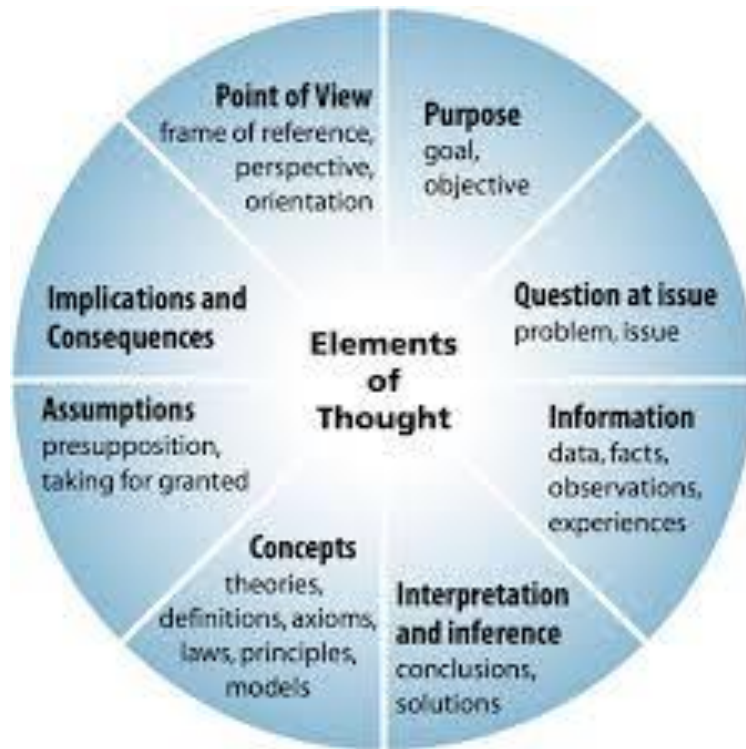
The Paul-Elder Model

When discussing the benefits of a system I stress that it is explicit, at the beginning, and develops as experienced. I hand out a one-page Paul Elder Model. This model, developed by the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), focuses on analysis and evaluation. The Foundation provides many low-cost resources for students and instructors. A google search revealed many images that could be used to explain the model:

<https://www.google.com/search?q=paulelder+critical+thinking+model+graphic&biw=911&bih=449&tbm=isch&tbo=u&source=univ&sa=X&ei=qfiWVP6dCNWzyAT0yoCYAw&sqi=2&ved=0CCUQsAQ>

Analysis

I start with analysis first. I use a metaphor of describing a house by looking through different windows (through one window we see a kitchen, another a living room). The elements of thought contained in analysis are: purpose, question at hand, information, assumptions, inference, consequence, concepts, and fairness.



The PEM doesn't really introduce any new words for most of the class. Instead, the words fit into a system of analysis. The eight elements of analysis are presented in a circle in the model since they are interdependent with each other (if one element changes, it usually changes the others).

I do not spend a long time on the explanation of the elements (8 to 10 minutes). I provide an example at each element. For example, I explain that I assume they do not want to be here, but they would like to be better speakers. I assume they will attend all classes on time. I assume their English skills are strong enough for a college level speech class. (Not all of these assumptions may be accurate.)

After explaining all eight elements, we do an activity to put the concepts into effect and start the internalization process. I put them into six groups of varying sizes and have each group

analyze an artifact: a can of Coca Cola. I ask them to analyze the artifact from different points of view:

- The CEO of Coca Cola
- An Aluminum manufacturer
- The Marketing Department of Coca Cola
- The parents of an obese child
- A teenager
- An ancestor from 400 years ago who found the can

After 10 minutes of small group discussion, I have a spokesperson from each group stand and present their group's analysis to the class. For better classroom management, I explain that often we will be in small groups and that the noise will be a bit chaotic. Other times we will have one person talking. But, whether we are in a small group or the full class discussion, one person speaks and everyone else listens. The spokesperson's analysis is one of those times and the class needs to stop talking and listen to the speaker.

Evaluation

After we hear the analysis from six different points of view, I start the explanation of evaluation in the model (the nine intellectual standards) by continuing the house metaphor (describing a house from the outside). I ask for descriptions of a great kitchen (vs a bad kitchen). While not as easy as identifying a good kitchen from a bad kitchen, we should be able to tell a good argument from a bad one (or a strong argument from a weak one). The intellectual standards provide the means for evaluation. It should be noted that the standards are not in a circle (like the analysis elements) because the standards are independent and can be used separately with each element. I then go through a quick description of the intellectual standards:

- Clarity
- Accuracy
- Precision
- Relevance
- Depth
- Breadth
- Logic
- Significance
- Fairness

When I conclude the last standard, I then point out that the PEM, as a system, allows for 72 ways of critical thinking about anything (8 elements x 9 standards). I unify this concept with an activity by having the students go back into their same small groups and do an evaluation of their analysis presentation. They should discuss three standards where they could have improved their analysis. A different spokesperson presents the evaluation to the class.

Before taking a break I write on the board another key concept for the class:

“Whoever is doing the assessing is doing the critical thinking.” Richard Paul

Assessing to develop your mind is like lifting weights to develop your muscles. Watching a speech and not assessing it would be like looking at weights and wondering why you are not getting stronger.

The students now have a critical thinking system to use as a common language of assessment. They have already had to collaborate in two small group assignments, twelve students have spoken to the class, and everyone has listened. And this is all before the first break.

Intellectual Traits

The model also has a list of Intellectual Traits: Humility, Autonomy, Integrity, Courage, Perseverance, Empathy, Fairmindedness, and Confidence in Reason. I implicitly weave these values in at appropriate sections within the concepts.

Session 2 – Syllabus explanation

Since I teach three-hour sessions, I give students a break after the PEM praxis. When we come back, I take my time covering each aspect of the syllabus (see an example at Appendix 2). I have sidebars on effective education, technology as distractions, and how a speaking activity functions. This syllabus covers course concepts in three weeks, one exam, and allows for five weeks of extemporaneous and impromptu speech practice.

There are some other requirements for the class. I have students bring a three-ring binder, so they can keep their notes and hand-outs together. The PEM can be inserted into the outside cover for a quick reference. The students will also need plenty of paper since I don't allow laptops.

Even though technology has become ubiquitous, I want to stress soft skills in the class. There is so much research on the distractions presented by technology and the myth of multitasking that can add to the argument. I especially like Ratey's concept out of Harvard (http://www.nytimes.com/2009/07/19/technology/19distracted.html?_r=2&em=&pagewanted=all) on AADD (ACQUIRED attention deficit disorder) and how technology is making it more difficult for digital natives to focus. Another informative article deals with the focus movement (<http://bluesky.chicagotribune.com/hub/chi-inc-kings-of-concentration-bsi-hub.o.o.story>). I even mention FOMO (fear of missing out).

Session 3 – Working in groups (collaboration)

XY Game

Start with the XY Game (Appendix 4) as a way to bring out conflict. Set up four groups in the corners and a table with four seats in the middle. Read the instructions, word for word, without providing extra information. Tell them their first task is to choose a negotiator. After they finish negotiations, give each group a 3x5 card with their group number and 1-7 listed in a column. Tell them they must decide as a group to vote either X or Y for round one only.

If they ask you questions, try to refer to the rules as much as possible.

Be sure to keep score on the board so all can see (give each group 500 points when you cover rule 5). Take notes of reactions throughout the game. Usually, there will be plenty of conflict to discuss.

Synergy through Collaboration

After debriefing the activity have them go back in to standard rows for the lecture on synergy. Hand out the synergy working outline for them to use for note taking. (Appendix 5). While this lecture has several concepts that come straight out of interpersonal communication theory, this lecture should try to relate to collaboration skills that will be developed over the course of the term. I have provided the instructor notes I use for this lecture (Appendix 6).

Additionally, I have personalize this lecture with my own narratives.

When done with the lecture, take a break.

Session 4 – Communication Theory and Audience Analysis

First Research Assignment

After coming back from break, distribute the first research assignment.

The research assignment is a recent article on a current social issue. I usually use the NY Times, LA Times, and the Wall Street Journal editorial pages to find articles. Other members of the department use other sources like procon.com. Each of the pooled articles is copied on colored paper and placed into a manila folder. Each student will have a different article in their folder to serve as a prompt for their research. Since this will be their first speech topic, I have them write their name in the upper left corner of the folder. Every time someone gives a speech on that topic, they will list their names below.

The first assignment is to find five articles on the topic. The standards I share include:

1. Recent articles – last two years maximum
2. Reliability – only academic searches available on campus. For IVC that means Lexis/Nexis, ProQuest, and Academic Search Premiere (Ebsco). No Google or Bing type searches.
3. Relevancy – Articles should be on the topic of the prompt article.
4. No journal articles – I do explain that academic journals are often the best sources of information. Unfortunately, many are written with jargon that makes understanding difficult for many in lower division classes. Also the length of most journal articles discourage students from reading them.
5. Full source citations – Must have author, publication, and date.

6. Articles must be printed out and put in folder. Students are going to share the research later, so it has to be usable by someone else. Certainly, I would love to go digital, but until the chance of shenanigans is zero, paper serves best.

This also requires that I do a quick tutorial on the IVC library site and walk the students through the process of using the databases. I do not spend a long time here, for I want them to explore on their own.

SEE-I on Chapter One

Start with the SEE-I of the prompt of the day: “The most important concept in chapter one is...”

Put them in groups of four. Be sure everyone has their PEM out to read. Remind them “whoever is doing the assessing is doing the critical thinking.” Also discuss that collaboration is a high concern for people and a high concern for tasks (discussed in the prior class). As they give assessments, they should use the PEM and be specific on improvements (tasks) and try to have their group like them better through the process (relationships). They should read and assess one paper fully before moving to the next paper.

Anyone who does not have the SEE-I should gather up all of their stuff, step out of the classroom, and write it. I have a private conversation with the hallway students once the groups have started. I listen to their excuses. (I love to hear “I didn’t get the textbook yet,” since I told them that FOUR books are on reserve in the library. This means it is not a poverty issue, it is a time management issue, which is much more in their control and a teachable moment for me.) If they finish writing the SEE-I before I start my lecture, then they can come into the class to share. If so, I find a group that is most completed with the assignment.

When I come back from the counseling, I roam among the groups to see what they are doing. If someone is giving a good assessment, I praise it. If the speaker was not writing down the comments, I encourage them to do so. I make a comment and ask them to take notes. If I spot a SEE-I that is not following the model (see Appendix 1) I will have them write comments directly on their papers.

When everyone has been assessed, I have any unfinished students from hallway come back in and take a seat. I have a short lecture on the process of the SEE-Is and the rationales for the assignments (previously listed).

Communication Theory

I assume that this chapter is the easiest for lecture purposes. Everything is fairly standard and most speech instructors already have their narratives lined up.

When I start the discussion on communication, I give an overview of my opinion of the textbook. In some cases, the textbook matches exactly with what I wanted to say, and I may not directly reinforce the concepts with a lecture; other times I want to elaborate on what the book may say, or may want to go in an entirely different direction than the text.

The Model of Communication

I reinforce the seven elements of the model (sender-receiver-message-channel-feedback-interference-context)

A Definition of Communication

I prefer: “Communication happens whenever someone places meaning on something,”
This is a receiver-oriented model and the broadest definition I know.

Audience analysis has some importance, since the audience is the receiver of the communication and where meaning is formed. While most of the instructors I interviewed have

extensive audience analysis lecture, I take only a few minutes to discuss demographics, motivation, and purposes of speeches.

Discuss verbal versus nonverbal (or the three Vs from the textbook used: verbal, visual, and vocal)

The Axioms:

1. You cannot not communicate.
2. Communication has relational and content aspects.
3. Communication can be intentional or unintentional.
4. Communication can be active or passive.
5. Meanings are in people.

I have developed several unique narratives over the years to make these axioms come to life. The point I make at the end is that they have now become students of communication, and they will be developing skills to make them better communicators.

Session 5 – Active listening

SEE-I and Research Check

I begin this session with a SEE-I on “The best way to increase active listening is...” Note that this SEE-I is vague enough to be interpreted as getting the audience to listen or improving self-listening. The book I use has more emphasis on getting the audience to listen and the majority of the SEE-Is reflect that.

I try to put them in new groups of four with their SEE-Is on the desk. Remember if someone doesn’t have it, they should go into the hallway. When speaking privately with them, I usually start with: “So, what’s the disconnect?” Often, time management comes up and the next question asks: “So if you don’t have enough time for the class work, shouldn’t you drop the class?” This option works to get them to take class more seriously.

When I go back into the class, I sit with each group and ask for the research folders that were assigned. After a quick perusal of the research, I note what the student is doing. If everything fulfills the criteria, I compliment it. If something is missing (e.g., source citations), I tell them how to improve it.

I take roll that day as I go around the class, noting the number of acceptable articles. When I am done, I discuss how many are doing well and how many may need a tutorial after class (those with zero articles). The next class period, the assignment is to have a total of 15 articles, so even those who were behind can catch up.

After the SEE-I and file check, I actually treat the beginning of this section as an opportunity to discuss some concepts on how we learn.

Brain Theory

I start with some brain development concepts. I have a cool visual aid on the brain from a competitive informative speech 15 years ago. A quick google image search can provide dozens of options for a VA that shows synaptic connections forming:

https://www.google.com/search?q=synaptic+connections&biw=911&bih=449&source=lnms&tbm=isch&sa=X&ei=jHGXVLT6LoOnyQTtILgCg&sqi=2&ved=0CAYQ_AUoAQ I explain that

these connections are made as a memory forms, and that these connections form who we are: our personalities, intellect, emotions.

As these connections form, we have synaptic proliferation. I ask them to write down a number representing the potential connections in the brain. I then list the number:

100,000,000,000,000 (one hundred trillion). Yet, if we do not form a connection, then the potential decreases, and we have synaptic pruning, where the connections die off.

I move onto a discussion on the controversy of Multiple Intelligences Theory by Howard Gardner, wherein he discusses a critical period for determining the pathways to enable later learning. While I do not provide a great detail on the theory, Gardner lists eight intelligences:

1. Linguistic
2. Kinesthetic
3. Intrapersonal
4. Interpersonal
5. Music
6. Mathematical
7. Visual/spatial
8. Naturalistic

Critical period – The basic idea is that a child can form synaptic connections much more readily than adults (plasticity of the brain). There are ideal times for learning. For example, if a child hears the phonemes of a language by one year old, they will have a better chance of learning the language. Intelligences such as musical or math are best before eight years old. It is possible for adults to learn (like college students), but forming synaptic connections may be more difficult.

I link this learning theory to listening through a discussion on a major way for us to develop synaptic connections, which is through listening. In fact:

Listening is a significant percentage of overall communication:

45% listening

30% speaking

16% reading

9% writing

Yet, we have problems with short-term memory – Many mothers have a saying “it went in one ear and out the other.” I asked if students have heard this in another language well enough to say it. I have heard the saying “in one ear and out the other” in French, Mandarin, Spanish, Farsi, Swedish, and Korean. It seems mothers yell at their inattentive children in all cultures.

To round this out, I share a quick statistic that we can only hold seven items in short term memory. We must reinforce an item to move it to long-term memory.

Obstacles of Active Listening

To be sure that students have a good understanding about the limits of their active listening, we discuss a few of the many obstacles. Most instructors have their own narrative on these concepts.

1. Drifting – I refer to this as the “20 second vacation to Maui.” I can tell who is doing this because they have a thousand-yard stare with their mouth open. This type of daydreaming takes place often.
2. Pre-occupation with self, other issues, and media. We have a short discussion on multi-tasking.
3. Prejudice – We often don’t pay attention to others because of our own preferences for and against something.
4. Distortions – Sometimes physical noise interferes. Think rock band here, or electronic sources that are not clear (e.g., poor cell phone reception).
5. Selective perceptions – We have so much data trying to break through, we do not let everything through. Other times, without a framework, we cannot recognize something.

Activating our Listening

This is the real payoff for the lecture, so be sure students are tracking.

Work at it

When listening, assume there is value, focus on the message, and pay attention to non-verbal messages. *Teach like a Champion* has the STAR technique taught to elementary students:

- Sit up
- Track the speaker
- Ask and answer questions like a scholar (I changed this to ASSESS like a scholar)
- Respect – the speaker and the process

Take Notes

I consider this to be the key concept of the session. Without reinforcements, most students will not retain as much information. Note taking allows the brain to reinforce concepts.

But more than that, I want students to be able to take notes to improve the quality of their assessment and therefore, their critical thinking. Note taking becomes a way to nudge engagement into the activities.

I continue our discussion on learning theory with primary learning styles:

- Visual
- Auditory
- Kinesthetic

Activity – I give students the following instructions:

- Write the word cat
- If you know cat in another language write that
- In five seconds or less draw a picture of a cat
- Show your neighbor your picture
- Categorize yourself as a cat lover or cat hater
- Cat lovers visualize your favorite cat (I act out picking up a cat and hearing it purr)
- Cat haters visualize a cat you don't like, sneak up and kick it
- I tell a story of how my mom hated cats, but all cats seemed to love her (this story could be generalized to cat haters). I did not understand this until an animal expert told that me cats do not like confrontation. I have the class write down the “theory of non-confrontation.”

If the students are taking notes on this, ask when would be the next time they would look at these notes? The honest answer is usually the night before an exam, cramming and wondering about why they wrote the word “cat.”

When is the next time they should look at the notes? As soon as possible, right after class. The reinforcement concept is that the longer wait is from the activity, the less effect it has on the brain.

How should they review their notes? Reading, aloud, with some emotional connection.

Types of Notes

Lecture notes – Explain your own techniques. I like to draw a line down the middle and put concepts on the left side and comment/drawings (like hearts and stars for most important concepts) on the right.

Flowing notes – These notes follow the outline of a speech to be able to feedback the major issues/arguments.

Assessment notes – These are comments the student may want to make to the speaker. Since specific assessments will be assigned, students need to be able to make several comments, so they can list them in two general categories - good and NTI (needs to improve). A subgroup of assessment notes will be the notes students take when being assessed by others.

Assessment should be stressed again – Richard Paul “Whoever is doing the assessing is doing the critical thinking.”

As discussed in working in groups (Session 3), collaboration is a strong concern for people (relationships) and a strong concern for tasks (results). So it is important for the students to be able to build better relationships as they help others improve. Notes facilitate this process.

Just like reviewing notes for lectures, reviewing notes of assessment should be as soon as possible. Later, with speech assignments, we discuss how reviewing notes and typing self-assessments is most effective as soon after the speech as possible.

Session 6 – Speech Anxiety

Typically, in a three-hour class duration, I have this session after the break (listening is in the first half). I do not have the class do anything with their research folders during this session. I provide the students with an article on anxiety (Appendix 7).

I like this article because it gives the nature/nurture explanation behind anxiety. I usually downplay individual reactions and try to discuss stress and threat in a larger sense. At the same time, it gives some of the most powerful ways to deal with anxiety:

- Targeted preparation
- Foster a mind-set of hope
- Meditation
- Social connectedness
- Take control
- Exercise
- Eat Well
- Spirituality

SEE-I on Speech Anxiety

Be sure to mix up the groups and start with the SEE-I – “My best way of dealing with speech anxiety:”

In addition to giving their assessments, I also instruct everyone to list anything that sounds like a suggestion for dealing with speech anxiety that they hear in the SEE-Is. In this way they are practicing the flowing note skills discussed in the last class. I will list those items on the board as they tell me (at the end of discussion/assessment). Once again, I will move around the room and sit with groups. I want to assess the assessors rather than the SEE-Is.

I start the lecture with a simple explanation of Fight or Flight

Hypothalamus sending signals to the body to release chemical: cortisol and adrenalin
(mentioned in the article).

There are many physical reactions:

- Heart beats faster
- Out of breath
- Reflexes quicken
- Extra energy in the joints
- Vocal folds
- Sweat

I bring up Triune Brain Theory. Although the theory is out of vogue, it allows me to discuss what happens when we go from stress to threat: Reptilian brain – Limbic – Neocortex. Under threat, the brain literally starts to shut down. Speakers will become so nervous they experience “crickets” (a chirping sound when there is dead silence). At this point I show the Jan Brewer video when her brain shuts down during an election debate:

<https://www.youtube.com/watch?v=6PDCoG8ieBE>

Fight or flight is a natural process, but it can be mastered. My metaphor is learning to drive a car. In the beginning, new drivers are overly excited; after a while, drivers become bored.

We can conquer speech anxiety if we can change the experiences (in the article).

We also need to build on the process.

The five Ps of effective speaking:

Preparation and Practice Prevent Poor Performance

Preparation

Physical Preparation

1. Be at your physical and mental best
 - a. Eat right – 80% of glucose is used by the brain
 - b. Sleep – teens and young adults need 9-10 hours per night
 - c. Don't change nicotine/caffeine consumptions – the brain is addicted and going through withdrawals will cause the body to react
 - d. No alcohol or drugs – does not reduce anxiety and causes a second problem
 - e. Drink water – stay hydrated
2. Act confident and you will become confident

“Fake it until you make it” – The hypothalamus will pick up on nonverbal cues and produce the wrong chemicals in the brain (-cortisol and noradrenalin)
3. Do physical action before the speech

Tense and relax muscles – I try to demonstrate this and have students follow some simple isometrics (seated)

Deep breathing – I demonstrate and have students follow along. Slow eight-count inhale through the nose, four-count exhale through the mouth. Close your eyes and put yourself in a pleasant place.
4. Do physical action during the speech

Nervousness is just extra energy – find ways to release the energy through actions such as gestures, walking, vocal variety (I promise much more on this with delivery lecture)

Psychological Preparation

1. Have the proper attitude – The attitude that being in college is an opportunity to reinvent yourself and develop new skills. If I follow what the instructor is saying, I should be able to become a better speaker and a better thinker. Remember that nervousness can be engrained in childhood – “Children are to be seen and not heard.”
2. Popeye syndrome – some people believe they cannot change (“I am what I am and that’s all that I am”) with ideas like “My grandfather was a jerk, my father was a jerk, I am a jerk, and my children will be jerks.” Everyone can change with a mind-set of hope
3. Stop negative self-talk – Do not reaffirm the negative things you want to change. Instead say things like “That’s not like me, the next time I will [fill in the desired behavior here].”
4. Visualize with positive affirmation and/or prayer. Depending on a particular worldview, some people may use positive affirmations or prayer as change agents. Both have plenty of support about their effectiveness.
5. No disclaimers – negative priming. Students should not torpedo their performance with negative statements to the audience. They should not demean themselves at all. Winston Churchill once said, “If you don’t tell people when you are sick, they probably won’t know.” Do not give the audience an excuse to look for faults.

Preparation Steps

These steps have more information that will be presented later. It is important to put in the work at each step to reduce the stress to the brain

1. Select and narrow the topic – although research folders may be provided to the students, it is possible for them to select their own topics, especially for testing out. If they have a

topic assignment, then it is important to appropriately narrow a topic in order with the intellectual standards of the PEM.

2. Research – When someone becomes a “mini-expert” on a topic, stress is reduced.
Research helps us to construct good arguments and make more sense.
3. Organize – The brain loves organization. Each of the speeches will have a logical sequence to follow. Stress is reduced when the student knows what will come next.
Audiences will also accept them more and give more positive feedback.
4. Non-verbal preparation – Gesturing can be an effective way to let out energy and get the audience to better accept the message of the speech. While each gesture may not be necessarily prepped, gesturing can be thought out and practiced.
5. Practice – Often the difference between the winners and losers on the planet is practice.
How should we practice:
 - a. Aloud – hear the narratives and the way you explain things
 - b. With notes – use the actual speaking outline you will use in the speech
 - c. Timed – Be sure your speech is within the guidelines. For extemp, it will be 6 to 8 minutes, so seven minutes would be a good target time.
 - d. Audience/mirror – Practice with a mirror or with friends or family
 - e. Many times – How many times should someone practice? I always say “How long is a dog’s tail?” Most people should practice 8 to 12 times.
 - f. High tolerance for error – each class speech is another chance to practice without punishment. Take classroom speeches seriously and do your best
 - g. Accept constructive criticism – Immediately after the activity, rather than criticizing a speech, the better concept is ASSESSMENT. Remind the class that “Whoever is

doing the assessing is doing the critical thinking.” The other concept is COLLABORATION. Therefore, when giving and receiving assessment there needs to be a high concern for people and a high concern for the task. When discussing something that needs improvement, the assessor should say, “I would like it more if” and state the positive step to take. The assessed should say thank you and write down the assessments.

- h. Debrief for improvement – When reflecting about the speech ask: “How can I make it better.” Remember the shorter the time between activity and debriefing, the more effective it will be for change.

I finish with the Amy Cuddy video:

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

At the end of the Cuddy video, debrief the main concepts: nonverbal action to take and taking as many opportunities to practice. It puts science and nuance behind the speech anxiety concepts.

Session 7 – The Organizational Model with First Impromptu Assignment

Since the concepts and activities for this session take a bit longer than 75 minutes, I take roll after the break. I take roll differently by having students count their neighbors' sources (discussed below in the next session). I do not have a lot of extra time, so I jump straight into the lecture.

The Organizational Model

I write on the board:

Organizational Model

Best with 3 to 5 main points

10-20-30 individual steps

Group like items under common heading

I then distribute the organizational model handout using a chronological demonstration speech design for the body (Appendix 8).

I read column A and then tell them to look up and say the items in order. They can't. Then I read the three main points of column B. When I ask them to list B, most can. (This only proves that three items are easier to remember than ten items, especially when forewarned.)

I then give a short lecture on the six parts of the model. I want to make this as simple as I can, so that at the end of lecture they should be ready for an activity using the model to give a seated impromptu speech. I am aware this is much simpler than most instructors or textbooks detail. I will increase the depth of the model when discussing persuasive speeches, but for now I spend no more than 10 minutes on this explanation. I will model each aspect when I discuss it, using short narratives on a demonstration of doing a woodworking pattern. Even though I

encourage students to write the information on the handout, I also write all of the information on the board:

Introduction – gets the attention and interest of the audience. I suggest a story as the easiest introduction.

“I hated the eighth grade! And the class I disliked the most was wood shop. But I figured that since I was going to be there, I was going to make something cool for my mom. So, I designed an abstract cat with a long body and a head with wire whiskers. When I gave it to her for Mother’s Day, she cried. She hung that cat in her kitchen, where it was for three decades. I have always found the best gifts I give are the ones I make with my own hands.”

Thesis statement – one sentence that contains the topic and the purpose (to persuade, to inform, to entertain) of the speech. I also like to have the trigger word, “Today” when they are starting their thesis statement.

“Today, I am here to inform you on how to make a jigsaw pattern.”

Preview – List the main points without the detail. I also introduce signposting here with numbering their main points.

“I will discuss first, gathering the materials, second, cutting out the pattern, and third, finishing the object.”

Body – 80-90% of the speech – provide the details.

Since the example is a do-it-yourself craft project, I have short explanations of drawing, cutting, and painting.

Summary – many students end their speeches with “that’s it,” which is the weakest of endings. To get an easier way out think of this formula:

TS + P (past tense)

Review the Thesis Statement and the Preview in the past tense.

“Today we have learned how to do a jigsaw pattern. We learned first how to gather the material, then to cut out the pattern, and finally, how to finish the object.”

Conclusion – some students will end here with “that’s it.” It is much better to refer back to the intro.

“So, who knows, perhaps if you try this technique you too can make your mother cry this Mother’s Day.”

When I am finished I tell them that this is the same model they are going to use on all of their speeches. When I was consulting, I called it “the instant organizational method.” It always got the highest evaluations of the course.

I demonstrate the model in a simple three-minute demonstration speech on how to tie a necktie.

Impromptu Activity

The activity for this concept has the students sharing the SEE-I “Effective organization makes public speaking easier.” Groups of four take notes on content without assessment. This is a follow through on the listening lecture with the flowing notes concept.

Each student prepares an impromptu speech based on their group’s SEE-Is with these instructions:

Intro – use something from your own SEE-I such as the example or create a narrative about the process.

Thesis statement – “Today I am here to inform you that effective organization makes public speaking easier.”

The preview will be major concepts from the other three group members. You may use their names and/or concepts. “First I will talk about Pete’s concept of a track to run on; second I will talk about Paul’s ideas on increasing credibility; and third I will talk about Mary’s point on logical arguments.”

Body – Elaborate on the narratives about the other group members’ SEE-Is.

Summary – TS + P (past tense).

Conclusion – Back to intro.

Remind the students to make only a few notes and not to write out the whole speech. When they are finished, move students into a new group to give their “impromptu” speech (sitting down). An easy way to have them move to new group is to have one student in each group count the other students. Then the students move over to the new group (number one moves one group over clockwise, two moves two groups clockwise). They will be moving groups often, so a consistent approach (counting and clockwise) will make it easier each time.

Each student will give their seated impromptu to their new group. The group members assess the use of the model and clarity as well as take notes on every idea from every speech.

When every group has finished, I have each group share, to the whole class, the ideas (12-16) in their group, and I write them on the board.

This next activity is optional, depending on time available.

Put students into larger groups (7-9 students) and assign a group speech on the same topic, with each student taking a different segment of the speech. Since they prepare during the break, I give them a little longer time. After the break, each group presents their group speech to the other groups. I provide brief assessments on each group.

Session 8 – Research and Argument Construction

Checking the Research Files

I start this class with students trading their research folders with their neighbors. The task is to circle the source cites for all acceptable evidence and count the number of cites. That number is put on the front of the manila folder and initialed by the person doing the counting. I will take roll, and the person will answer for the file with the number counted. Anyone with less than 15 articles should meet with me after class. [After class I find out what the main issues are and deal with them, such a quick tutorial on the web sources.]

If teaching this session on a different day (75 minute class sessions), I then distribute their second topic folder. The next assignment is 15 articles on the second topic, due the next class period.

Research Justification

I start the lecture by putting the word “Research” on the board. I ask for the students to write down some other words for research. After 10-15 seconds I ask them to give me some of those words for research, which is defined as “information used to support statements.” I write down their appropriate words: evidence, data, proof, support, statistics, examples, grounds, substantiation, documentation...

No matter the words provided, the main concept for research is to go outside of our own opinion and find sources that support our position. Good research brings several things to our speeches:

- Increased credibility
- Increased clarity
- Significance

- Being academic – if you use the thoughts, words and ideas of someone else and you don't give them credit you are plagiarizing. But, if you give them credit, you are a scholar.

Classical Approach to Proof

Aristotle's first book was Rhetoric. Aristotle's definition of rhetoric they should know:

Rhetoric is the ability to find all of the available means of persuasion in any given circumstance.

List and discuss the three artistic proofs:

- Ethos – source credibility – reputation and believability
- Logos – logical appeal – deductive and inductive reasoning
- Pathos – emotional appeal – with an emphasis on values

Modern Approach to Proof – Argument Construction and the Toulmin Model

SEE-I discussion – If there is enough class time left, the discussion can be in groups of four; if short on time, dyads will do. The important thing is that they read, thought, and wrote about the Toulmin Model. Discussion on the Toulmin Model does not need to be extensive. The first triad is: Claim – Data – Warrant.

I typically start with claim. If a group has a shared cultural background this may be all that needs to be stated for the argument. The example is “McDonald's sells cheap hamburgers.”

If we wanted data for support, we might say, “McDonald's sell cheap hamburgers because they are only one dollar.” If we were in the same culture and thought one dollar was cheap, then that may be all we need. The warrant would be implied.

If we wanted to provide a warrant for these two statements, we could do a comparison with other hamburger places. If the comparison shows that McDonald's is the cheapest, then we could say they sell cheap hamburgers.

Since they already have experience with the SEE-I writing model, I try to make the comparison between it and the Toulmin Model for writing an argument. The claim is the statement. The elaboration is the warrant. The example is the data.

It is important to explain the concept that writing speeches may be a series of Toulmin Model type arguments (or SEE-Is) that are strung together in a logical sequence.

In the techniques learned in this class, often students will find the data first and then construct the claims and warrants. They will be able to practice this in exercises during the next two class sections.

I do not stress the second triad of the Toulmin Model very much. I do list the Modal Qualifier in the model and indicate that qualifiers limit the argument to make it stronger. Rather than “Birds fly,” we should say “Most birds fly,” because of the notable exceptions (penguins, parrots with clipped wings). Those exceptions comprise the Rebuttals in the triad.

Backing indicates the evidence behind the warrant. In the bird case, it would be biological classification of what makes a bird a bird.

Session 9 – Research Types and Citing

I start by having the students trade their second research folder, circle and count the articles that fit the standards. I take roll when they tell me the number. Once again students without 15 articles should stay behind to get help from the instructor. I also stress that for the rest of the term, they need to bring their research files to every class meeting.

I provide an appropriate article for the next student activities. The one I use is from the LA Times, August 23, 2010, on sleep deprivation (Appendix 9). This article is what I call a “self-contained” article. This means the article has good explanations of the problems, causes, and solutions of a current social issue. I also want the article to have different types of both evidence and arguments, so that we can use it in activities in this and the next section, when we cover constructing a persuasive speech.

Types of Evidence

Since this class is not a research methodology class, once again, I try to keep the concepts simple, only explaining statistics, examples, and testimonial evidence.

Statistics

I define statistics as information in numerical form. We often use statistics to quantify significance. For example, if I say there are a lot of children in poverty in the US, the argument would be stronger if I said there are 16 million children in poverty in the US.

Sometimes the numbers are crunched into percentages, fractions, or ratios. These are just three ways to present the same evidence. For example, if I said that 24.8% of college dropouts are caused by alcoholism, this would be one-quarter or one out of four. Using a statistic in any particular way would depend on the audience. It might be more “rhetorical” (persuasive) to say 24.8% if the audience was made up of social scientists. If talking to parents of incoming

freshmen, then perhaps one quarter would be more appropriate. One out of four might work better if talking to college students themselves.

The students should look for a statistic in the article in the handout and create an argument with a claim, data, and warrant. Have them share with their neighbor, and then ask for examples from the class. Provide an example from the article to get them started. Remember this is where they find data first and the claim second.

Examples

I define an example as an instance where something was proven.

There are several types of examples:

Brief example – Sometimes an instance where someone was harmed can add strength to the statistics provided. This can be very effective with combined with a statistic to bring a harm to light.

Extended example – If the example is used more than once, then it can have a stronger effect. When an introduction is a personal example and that same example is brought up in the conclusion, it can be an effective way to deliver the speech

Hypothetical example – It is not legitimate to make up evidence, so a hypothetical should be identified with something like “Imagine, if you will, a young boy on the way to school.” This way, the speaker is being honest and can tailor the example to fit.

Studies – sometimes quantitative research shows where a specific action worked or did not. These studies become models that can be used effectively as examples.

Have students look for an example in the article and construct an argument.

Expert Testimonial/Opinion Evidence – If someone gives their opinion, it can be powerful evidence. Students should look for some criteria:

An expert – Degrees or experience in the field provide the qualifications of the source.

First hand witnesses – In a position to report about something.

Objective – Not just giving opinion to benefit themselves.

Have students look for an expert opinion and construct an argument.

At the end of the last activity make a comment that these are the only types of evidence they will need to use to construct their persuasive speeches. These types of evidence line up nicely with Aristotle's three artistic proofs:

Expert opinion = ethos

Examples = pathos

Statistics = logos

Using the Evidence

The evidence can be presented through direct quotation or paraphrasing. I give an example of both types of evidence presentation. But, I explain that, since the speeches will be extemporized without a manuscript, NO DIRECT QUOTATION will be allowed.

Paraphrasing, where the speaker uses their own words to convey the concepts of the evidence, improves with practice, as long as the information is true to the source and cited.

Full source citations should accompany all evidence. The extensiveness of the citation depends on which type of source. For example, an institutional source, where the whole publication stands behind the information, requires only the publication and date (whatever date used by the publication). Whereas, with an opinion, where the information is from the source only, name, qualifications, publication and date should be provided.

While there are many ways to introduce a citation, it is easy just to use "According to..."

Before the break, have small groups discuss the SEE-I: “The most interesting thing I found out about my topic is...”

Session 10 – Speech Construction with an Emphasis on Persuasive Designs

Start this session with the SEE-I on persuasion. This time can be decreased by using only dyads for discussion.

Review the organizational model – add in extra things at this time (e.g., Intro for attention and interest to hook the audience, decrease anxiety, increase credibility, a hint at significance and intro topic).

Problem-Cause-Solution Design

On the body portion, discuss how there are many designs – chronological, spatial, topical are good informative designs – but since the extemp speeches will be argumentative, the focus will be on the Problem-Cause-Solution design.

I. Problem

Need (Harm) – death, injury (physical and psychological), reduced money, lower standard of living or quality of life, loss of freedom

Significance – qualitative (values) and quantitative (numbers)

II. Cause

Attitudes – greed, ignorance, apathy, etc.

Structures – no law or bad law

III. Solution

Societal – governmental action like spending money, passing laws, or educating.

Individual – vote for change, write to representatives, donate money or time, educate yourself and others, and take personal action steps to reduce the chance of harm to yourself.

The Invention Process

This lecture and its activities will require the instructor to be on the fly and model the processes. In Latin, *Inventio*, as one of the canons of rhetoric, is the search for arguments. This session will try to teach students how to more readily employ invention within their speeches. Now that the class has found out the main points of a persuasive speech body, the invention process provides the steps to come up with the arguments and narratives. The steps are:

1. Start with a topic – Each student has two assigned topics they have researched. They will speak on these topics and many others. Students will turn in their research folders after they have spoken on the topics. They may also decide to research other topics (with instructor approval). Over the term the students can expect to give at least ten speeches on different topics.
2. Research or brainstorm – On impromptu assignments, students will not have time to research, so their brainstorming will need to be sufficient. With their extemp speeches, students become “mini-experts” on the topics. While the research assignments for extemporaneous speeches require 15 articles, speeches only require seven sources. Therefore, students will be able to select the research that best proves their arguments. In either case, they need to be able to make arguments and support them.
3. Categorize the evidence – In this process, as students read their files, they need to make notes of where they think the evidence fits. This leads to using a rough outline.
4. The rough outline (working outline) – To make this easy, I draw three large squares on the board and mark the three squares: problem, cause, solution. This activity uses the same article used for the research section (i.e., sleep deprivation). I assign a paragraph to each student. Working my way down the article, I ask each student to paraphrase an argument for the data in the paragraph. I ask them to identify if it is a problem, cause, or

solution. Then I write down a note in the right square. After the class finishes the whole article, I have noted over 30 arguments on the board.

5. Use a modular approach – This process means that each main point should be worked on independently. Too many students make the mistake of starting by writing the introduction. The introduction should be the last thing written. When working on the speech, students should talk their way through the arguments.
6. Develop narratives – This process happens at the same time as working on the modular body parts. The activity here is to pick out the best arguments and circle them on the board. When enough evidence has been selected, go back and number the order of the arguments. At this point, talk your way through the arguments for the first main point. Repeat this process for the other two main points.
7. Work for balance – if the speech is a seven-minute extemporaneous speech, than the body should be about six minutes. Divided by three, this means each main point should be about two minutes (I do this math on the board). So each main point should strive for two minutes of arguments.
8. Add the introduction – When the speech has been practiced enough to be in the time limit, work on the most appropriate intro.
9. Add connectives/transitions – The internal preview may be one of the more difficult concepts for students to grasp. With this activity, it is easy to see the modular approach has isolated several arguments. These main arguments become the internal previews for each main point. The internal preview also forces the speakers to have a series of arguments that can be listed rather than just ideas presented without a logical sequence.

10. Key word outline (speaking outline) – Once we have worked through all of the arguments for the main points along with an introduction, it is necessary to put the ideas onto a note card. I draw two rectangular boxes on the board and divide each box in two (to symbolize a folder 3x5 card). I then fill in the boxes with the arguments we have just created. I use different color pens to denote the internal previews, citations, and evidence. Remember, no manuscripts will be allowed.

At the end of this session, I tell the students this is all of the information I will provide on how to write the speech, and they should start working on their first speech right away.

Regardless of how they have written before, it is important for them to develop their critical thinking by trying the strategies in the invention process.

Session 11 – Delivery

Start the session with the SEE-I on delivery/nonverbal. This does not need to an extensive SEE-I session, sometimes dyads will work. The idea is to get them primed for the delivery lecture/activities.

Justifications for Improving Delivery

1. Good delivery improves credibility. If speakers look nervous or unsure, then the audience will not trust them as much. But the speaker must also be perceived as genuine so as to be trusted.
2. Good delivery helps to deal with speech anxiety. Learning how to control our body will give us baseline positions we retreat to when we leak our nervousness. Our nonverbals influence our brain, so calm body control calms our mind.

Developing Delivery

I ask a series of eight questions and provide extensive explanations.

1. How should I act?

Be yourself, do not assume a role like an actor.

Before you speak, get set and smile at the audience.

Be a confident self. Begin with confidence and fake it until you make it throughout.

Be genuine.

Be enthusiastic.

2. How should I speak?

Like you are having a conversation, bring the words to life (emotional content).

We do this with vocal variety:

Pitch – different tones of voice, some can go high, some low. I have everyone give me the lowest “O” they can. It will be weak, so have them try again with a deep breath and loud, long, and low “OOOOOOOO” Then, try it with a high “AAAAAA” They have all just proven they aren’t monotone.

Rate – How quickly we speak. I demonstrate a slow, pausing delivery and then a rapid delivery. I combine a slow rate with a low pitch to show something can be serious, and then I speak faster in a higher pitch to express excitement.

Volume – How loudly we speak. Projection is key, but so is the appropriate loudness for the message. In a smaller group people can practically whisper and be heard.

3. How should I stand?

For this section I have the students stand and form a circle around the room and place myself in the center. I demonstrate both the negative and positive nonverbals. When they are in place, I tell them to freeze their positions. I point out the various ways people stand to be comfortable. There is nothing wrong with this when just having a conversation. However, when people get nervous during a speech, the extra energy leaks out all over the place. Sometimes it starts in the feet with speakers moving all around, we call this happy feet (demonstrate). Some people lift up one leg, called the “flamingo”, some tap it a “tapping flamingo”. Others cross their legs (trying to make themselves smaller?). Some move their knees (like they are running away from something). Other weight shift from one foot to another. These are just ways to let out the extra energy.

So the beginning of body control is to control your feet. We call this a baseline position, like in a tennis lesson, being taught how to plant the feet, hold the racket, swing

and follow through. I have the students plant their feet and tell them not to move them for a few minutes.

Next, we drop our arms to our sides. This position is called the “relaxed position.” It does not feel relaxed, it looks relaxed. I ask them to hold this position for the next few minutes. Nervous people who do not use the relaxed position start to do all sorts of negative things. Some will put their hands behind their backs – we call this the “hostage position.” Others will cup their hand in front of them – we call this “the fig leaf” (think Adam and Eve). Some will put their fingertips together and flex them – we call this the “spider on the mirror.” Some will put their thumbs in their pocket called “I hung a thumb.” Some even crack their knuckles.

Anytime someone feels they are doing any of these negative things, they can go back to the relaxed position. I check to be sure that everyone kept doing this throughout the explanation.

The next position is called the “neutral position.” This is done by taking the right hand and resting it on the stomach. This is a great place to keep notes or from which to gesture. I have them gesture out and return it, then gesture out and drop it. Then I have them try it with the other hand as well.

I have them take a seat and put everything in to their notes. Demonstrate the relaxed position as you summarize the concepts:

Relaxed position

Happy feet, flamingo, weight shifting, hostage, fig leaf, hung a thumb, spider on the mirror

Neutral position – great

4. How should I move?

Gestures should be above the waist. If a gesture is flicked too low we call it a “penguin.” An easy way to gesture is to bring your hand up to the neutral position, move the arm out to the side. Some instructors like to call this “serving plates.” You move the hand out and can bring it back or let it drop. It’s easy to keep the gesture in front of you as well.

Walking is also preferable. I keep it simple and have students walk on major transitions only. Many students will never walk, while many will walk the whole speech. I tell my students that they should walk going into or coming out of a main point, so typically four walks. I demonstrate a simple three-step walk. Whichever direction for the walk is the foot that should move first. Step back at a 45 degree angle about 8 to 10 inches, place the other foot in front of the first foot and then step into the relaxed position in the third step. I have the class stand up and try the walk one way and the other way.

5. Where should I look?

The key word is to establish “rapport,” where the speaker connects with the audience. So, rather than looking above the heads of the audience, the speaker should make direct eye contact, giving each person a complete sentence before moving to the next person. Rather than scanning the audience like a sprinkler head, the speaker should vary the eye contact.

6. What should I do with my notes?

First I discuss the four different style of speech delivery.

Memorized – This style of delivery may be the most difficult and is not recommended. It may be that memorization is a more advanced style than the

extemporaneous speaking of the class. This style means that the speaker has written out a manuscript. If students learn only to write and memorize speeches, then they will not learn the extemporaneous style very effectively. Unless someone is going to be a motivational speaker, memorization has little utility in the real world.

Manuscript – This style of delivery is used extensively in politics, often with a teleprompter. Again, when trying to get the students to develop skills in explaining arguments using narratives, manuscripts actually hurt the process.

Impromptu – This style has little or no preparation, and, therefore, it only has sparse notes. This type of speaking is probably the most realistic for the real world, since most speaking does not allow for extensive research. In competition, impromptu speakers use a guideline of two minutes to prepare a five minute speech.

Extemporaneous – A little more preparation than impromptu, extemporaneous speeches allow for more practice. The speech is not written out, but instead uses a series of narratives with evidence to make a logical progression of arguments. Keyword notes are developed to remind the speaker about the narratives. In competition, extemporaneous speakers are given a question on current events and have 30 minutes to prepare a 7 minute speech with cited evidence (5 to 10 sources are common).

So what do we do with notes in three different environments?

A lectern – many speakers look at the lectern and see it as a crutch. Instead, it should be thought of as a great place to put your notes and then assume the relaxed position.

A table – many speakers may stand or sit behind a table, once again a great place for notes.

Free-standing – the only thing between the speaker and a sea of saber tooth tigers is the trusty note card. For this class, the 3x5” card should be folded in half and cupped in one hand. The note card can be held in the neutral position when referring to the notes and kept down at the side when not using it. When doing a transition walk it is easy to switch hands so the speaker is not doing repetitious gesturing.

A note on the 3 x 5” card – Some students will find the card too small for their notes. Usually, it is because they are writing too many notes. This small card is used to decrease their dependence on reading excessive notes, in order to develop their critical thinking. It also aids in their delivery, since there is little focus on the notes, which allows for freer gestures and better eye contact. For the first couple of speeches, I allow students to use a second card, if they will fold the cards and put a staple in the middle. This allows them to use the card as a little book with only one panel showing at a time.

7. How should I dress?

The short answer is appropriate attire. The audience determines appropriateness. A happy medium is business interview attire. During practice speeches I do not require students to dress up. But I do expect it for test-out speeches.

8. How do we pull it all together?

The five Ps – Preparation and Practice Prevent Poor Performance – practicing all of the concepts of delivery from the lecture. So students should prepare and practice being themselves, a confident self, being genuine and enthusiastic, using good vocal variety and body control, gesturing above the waist, walking on transitions, while giving direct eye contact to audience members and effectively using your notes.

I usually end the lecture with a demonstration of an extemporaneous speech. I researched sleep deprivation and constructed a seven-minute speech with a dozen sources. It is important for me to be able to demonstrate the same things I ask them to do for their speeches. At IVC we have forensics team members who can also come in and demonstrate.

Session 12 – Rubric Distribution and the First Extemporaneous Practice

Since this session is mostly activity, it can be skipped if there is an issue with time. If so, pass out the rubrics during the previous session. Since I usually teach this class in a three-hour segment, this session is after the break.

Rubrics

Hand out and discuss the detailed expectations sheet (Appendix 10).

Extemp Practice Activity

After answering any questions about the assignments to come, I pass out blank 3x5” cards to everyone in the class. I have them fold it in half. On one panel I have them write “intro” at the top, on the other panel on that side I have them write “problem.” When they flip the card over, I have them write “cause” on one panel and “solution” on the other. When they finish, I have them write “walk” at the bottom of every panel.

This activity is for them to construct a simple extemporaneous speech using one of the files they have researched. In this case they only need one argument for each main point. No source citations are required for this activity. Give them 10 – 15 minutes to construct their speech. Remind them not to write down a manuscript, but only a few words to remind them about the narratives.

After prep, put them in small groups (five or six students each). Their task is to give the extemporaneous speech to their group using the explained delivery techniques. When they are in their groups, the assessments should only be about delivery issues. The group members should write down anything they want to comment on. If they see something that is good, they should say, “I like...” If they see something that needs to improve, they should say, “I would like it

more if..." and then explain what they should be doing. Make sure everyone gives feedback before moving on to the next speaker. The speaker, when being assessed, should take notes.

I debrief the activity and provide encouragement for their first full extemp, which will be given the next class session. I remind them about a high tolerance for error, but they have to try. I end with a video of an extemp speech. I have several samples to show, and sometimes I bring in members from our forensics team to give a live example.

Part Three – Speaking Activity Day Guidelines

Overview

Below are descriptions of 12 class meetings (three hours each). This schedule provides an optimum 36 hours to complete all speech assignments (23 extemp and impromptu opportunities), take an exam, and share two additional SEE-Is. In most cases, this schedule needs to be adjusted. For example, with fewer class meetings, speech requirements can be reduced so that rather than having 14 extemp opportunities, there may be 12 instead. In abbreviated terms, such as summer school, I have found nine extemps to be my minimally acceptable threshold. When decreasing the number of speeches, testing starts after the fifth speech, not sixth. Regardless, of the exact number of speeches, many concepts should permeate this typical repeatable day.

Activity Guidelines

1. Students should practice without punishment. Since they will be graded only on one speech, after they declare they are ready (testing at the point of success), they need to try in each practice session to employ all concepts. It may be important to establish a minimum number of speeches to pass the class (if allowed by your campus). Still, with this quantity of activities, the students should be allowed to miss a few speeches without any grading consequence. Even though I discourage it, those students with excessive apprehension sometimes even skip the first speech. When I discuss that behavior with them at the end of the day, they almost always regret it, since they saw speeches that may have been way short on the requirements (i.e., a three minute rather than a six minute speech). The best way I have to express this is to say I have a high tolerance for error, but a low tolerance for non-performance. This means students should always try even if they don't feel 100% prepared.

2. Students should be actively engaged in assessments. Remember, “Whoever is doing the assessing is doing the critical thinking” (that is the fourth time I quoted Richard Paul).
Stress that assessments may be more important for their development than the speeches they deliver. Active assessments mean they are focused and pay attention to the speakers. They need to take notes on their specific assessment assignments. They need to share their assessments in a positive manner. If they spot something that matched the concepts described in the class, they should start their comment with “I liked it when you...” If they see something that needs to improve, they should begin with “I would like it more if...” and then point the student in the proper direction. It is important that students engage in active oral assessments. They need to hear the words. Other members of the group also need to hear the words.
3. Students should be actively engaged in being assessed. As soon as the students finish their speeches, they should sit down, take out paper and write down the comments made by their audience. I typically have them write the speech time and citation count first, so that I know they have started. Students should not argue with others about comments. They will need their notes for their journal assignment.
4. Students should have a two-minute “free write” at the end of all speech assignments.
After all speeches are finished I have students write as much as they can for two minutes using the following prompt, “The next time I will...” It does not have to be in sentence format.
5. Remind students to type up a journal entry. After they leave the class they need to type up a journal entry on every speech they deliver. They should use the notes taken from their group’s assessments and their free writes. The key is to type up journal entries as soon as

possible. The longer the time between the activity and the journal, the less effect it will have on changing the student. Remind the class that note cards should be stapled to the bottom of the assessments.

6. Establish a systematic way for the groups to speak and assess. If you have shorter or longer class sessions you may need to adjust the number of students in each group. I usually set up groups of six students. Five students are on one side of the desks, while the speaker sits in a “hot seat,” a chair facing the other students. Starting on either end of the group, I count off 1 through 5. The “expectations” document I provided on the final lecture day has the guidelines for their assessments. I write each assessment assignment on the board:

1 = time and list citations (make sure each cite is written down not just counted)

2 = format

3 = content

4 = delivery

5 = also delivery, or with more experience, assess the assessors

When the speaker is finished (and receives a soft “golf” clap from the group), assessor number 1 will have the speaker write down the time and number of source citations they listed. Other assessors will then offer comments based on their assignments. Each assessor should make sure the speaker is writing down the comments. And the other assessors should be paying attention to the other comments (one person talking, everyone else listening).

When finished, the speaker will take the seat of student number one and number one takes the hot seat to speak next. This strategy has only those two students moving. If you are providing timers (very inexpensive and highly recommended, so that their technology is out of

sight), the timer is slid over to number two who now becomes number one and everyone else gets a new assessment assignment. Number one is always the next speaker.

This technique works on many levels. First, there are no fights over who goes first. Second, everyone knows their assignments. Third, it becomes very obvious when someone wants to “skip” their turn. From the start, I usually identify the students without speeches and try to spread them evenly throughout the groups. I like to sit them in the last position as much as possible to keep the system easy.

7. Maintain excellent records – Every speaking day I take roll with an excel spreadsheet on a clipboard. I use the class roster as the first column. The second column is titled “Thesis Statement.” I give the clipboard to one group and they write their thesis statements and quietly pass the clipboard to another group during speeches. Students who do not have an extemp for the day are instructed to write “no speech.” When I get back the completed clipboard, I double check the count and put ABS in the column next to students who are missing. I keep these records in order to know which topics were used. Next to their names in the first column I also type their number of absences, so there is no dispute later.
8. At the end of all extemp assessments and free writes, collect all research files and redistribute throughout the class. Students should add their names to the list of those who spoke on the topic on the front of the file. Since students should only speak once on a topic (except the first assignment discussed below), a quick look at the list on the file will reduce duplicate speeches.
9. Each class period I try to find a few things to comment on during a debriefing. I usually start with praise and then a few places to improve (that they should take notes on).

10. Maintain classroom management from the first day of speeches, to set the tone for the rest of the term. By this time students should have been encouraged to be ready to present their first extemporaneous speech. Each session should be an opportunity for them to practice the concepts of the class in trying to develop professionalism, collaboration, and oral communication skills. Often, in enjoying the class, they forget the central purposes of the course and get a little loud. During these times I need to remind them that they should use their indoor voice and that only one person at a time should speak. Their group assessments are a time when one person is speaking and everyone else is listening. These reminders will lessen the chaos a bit.

Speaking Day 1

First Extemp Speech

Start the class by setting up the groups. It is OK if students sit with others they are comfortable with. Make sure all phones and laptops are out of sight. Have the students take out their note cards. Do not spend much time or comment on each card. You do not want to increase anxiety. Now is the time to identify students who do not have speeches or are not following requirements (e.g., they have a script not a keyword note card). Even if students have not followed instructions exactly, I will let them speak, but make sure they make commitments to follow instructions next time (high tolerance for error).

Other things can be done to get them prepared, such as quietly saying their introductions to themselves or standing and doing a victory pose or wonder woman (see Cuddy video from speech anxiety lecture). Explain the procedures for the day and hand out timers.

I provide a stack of recycled paper for them to use to write their assessment notes. (At the end of every semester, after I collect their research files for the last time, I have my work-study assistant cut the paper into half sheets to be used the next semester.) I do not give specific assessment assignments on the first few speeches. Instead, I encourage the students to comment on as many things as they can. They should put away their own note cards when assessing, so they can focus on the speaker and be a courteous audience. I write four concepts on the board to help them focus on the assessment task:

- Listen – Sit up and use active listening skills
- Think – Analyze and evaluate
- Write – Take notes on what you are going to assess

- Speak – Collaborate when debriefing with the speaker with a high concern for task and a high concern for the relationship

I do not sit with any groups for the first few speeches (since I do not have stress, but I am a carrier). After every speech finishes, I approach each group to see that the speaker writes down the time and cite count along with comments made by the group members. When finished, I make sure that the speaker sits in the number one spot, with the next speaker up and ready to go.

When every group is finished with speeches and free-writes, I have them do a time sheet for each speaker in the group (list the name, time, and number of cites). This list helps me for coaching in the next class period (I place the six students with the shortest speeches at the same table for the second extemp speech). I debrief the activity to the whole class and then give them a little surprise. I ask if they would be able to improve their speeches. Almost all say yes. I then say they can have a “do-over” on this first speech assignment. In other words, they can take the comments they received and try to find ways to improve the format, content, and delivery of their speeches. It will count as their second extemp speech when they deliver it during the next class meeting. In order to qualify for this, they must type up a journal entry of the first extemp, attach their current note card and turn it in at the beginning of the next class. This means they will need to write up a second and better note card. They should retain their research files for this process.

For the journal entry, I draw a model on the board with name, date of speech, time of speech, and number of citations at the top. The thesis statement should be centered as the title of the journal entry. The first paragraph should describe what they think worked. The second paragraph should describe what they will do the next time to improve.

Take a break. When you come back, they will give their first impromptu speeches.

First Impromptu Speech

Impromptu speech activities provide for limited preparation and short speeches. Small groups of six or seven can be used in a 75 minute session. If I have a bit longer (i.e. two-hour summer classes) everyone can get in two impromptu speeches with smaller groups and/or shorter prep times. Typically, in competition, speakers prepare for two minutes and speak for five minutes. I prefer to have students prepare longer and speak shorter in the beginning. I also have students brainstorm in small groups. The procedure works like this:

The student sitting in the hot seats gets a topic slip. The topic is read out to the small group who then, for a few minutes, offers suggestions of arguments and supporting examples. The speakers then step into the hallway to prepare their notes on the topic slip. Another student sits in the hot seat, gets another topic and brainstorms with the group. After a few minutes, they step into the hallway to prepare notes. The person in the hallway comes into the room to give their impromptu. I prefer they not go back to the same group, so I have the first speaker move one group over (clockwise) to speak. The second speaker would move two groups over and so on. After the speaker receives an assessment, the next student sits in the hot seat and receives a topic slip to prepare, brainstorm and move into the hallway.

Since the impromptu lecture builds on all of the other lectures, the instructions should only last about ten minutes. Since the delivery concepts are the same, the lecture focuses on organization and content (using one example per main point, rather than several pieces of cited evidence). This is described by reviewing the organizational model and listing it on the board using a one-word abstract topic. I try to model the ways of presenting and linking the narratives together as I go through the model.

Introduction – A story/example to get the attention of the audience.

Topic – “Today my word is _____.”

Argument – “I will argue that _____.”

Preview – “I will prove this with three examples. First _____. Second _____. Third _____.”

Body – the details of the examples and how they support the argument.

Summary – Review the topic, argument, and preview.

Conclusion – Refer to intro.

When I finish listing the model on the board, I then describe time signals for the first time. In this activity, only a two to three minute speech is expected. I write on the board:

1 minute = 2 fingers

2 minutes = 1 finger

3 minutes = fist

Be sure to encourage engagement in brainstorming and assessments.

The topics for the first three impromptu activities that I use are in appendixes 11, 12, and 13. The first two impromptu activities are one word abstracts (nouns and virtues), the third activity utilizes quotations. Several instructors have expanded these options with interview questions and current events. These alternatives are discussed in the variations chapter. I taught some summer bridge classes which included enrichment activities like visiting a museum or attending a play. The impromptu topics for those classes involved concepts from the activities such as describing designs or plots devised.

After they finish their speeches, they have another two-minute free write. Remind them to type a journal entry for the impromptu to bring in the next class period.

Speaking Day 2

Journal Inspection

Before hearing any speeches, collect the journal entries due. During the speeches, read over the papers. It is important to inspect what's expected for the assignment. If a student followed the format and has adequate assessments, you may only need to write "excellent." Write other comments to indicate format corrections, more details, placement of note card, etc. I even make comments on the note card format. If a student does not have the assignment, tell them to bring it in the next session. When you hand back the journals at the end of class, tell the students not to rewrite their papers. In fact, the paper written on should be the first entry in the final journal turned in at the end of the term.

Second Impromptu Speech

I place impromptu speeches first in order to mix up the groups. This way they may start with by brainstorming with their friends, but end up somewhere else. Once they speak to different groups, it is important that they stay in that same speaking group for the extemp speech in the second half of class. This way a fresh audience will hear the extemp speeches.

I repeat most of the same organizational lecture for this impromptu assignment with a bit more detail. The topics for this activity are virtues (i.e. honesty)

Introduction – Use an example to get the audience's attention and interest (it may be best to brainstorm four examples that prove your argument and use the shortest one here). It is important to have a concrete example so that the conclusion is more impactful (and easier). The introduction only needs to be about 15 – 25 seconds.

Topic – "Today, my virtue is _____."

Argument – I will argue that (virtue) is important because _____."

Preview – “I will prove this with three examples, First _____. Second _____. Third _____”

Body

Example 1 – Be sure to elaborate for 45 seconds to one minute.

Example 2 – Be sure to elaborate for 45 seconds to one minute.

Example 3 – Be sure to elaborate for 45 seconds to one minute.

Summary – “Today I have argued that _____ is important because _____. We have seen this in three ways ___, ___, and ____.”

Conclusion – Refer back to introduction.

Write on the board an increased speaking time for the assignment (3 to 4 minutes)

1 minute = 3 fingers

2 minutes = 2 fingers

3 minutes = 1 finger

4 minutes = fist

Second Extemp Speech

Since this extemp speech is the second time for the topic they usually speak within the time limits. I usually see great improvement. I have them stay within the same group where they gave their impromptu speeches, with one exception. I have the students with the shortest speeches on the first extemp (3 minutes or less) sit at the same table, so I can coach them. This requires me to move some students out of a group to make room. In this coaching session I usually sit on the periphery of the group and let the group members make most of the comments. I will scrutinize note cards a bit more and make comments on how to improve.

For this speech, I don't assign specific assessments, so every student should assess as many areas as they can. No time signals will be given, but a time sheet on each group is once

again collected. If someone does not have a speech, a private conversation (one-on-one in the hallway) should try to uncover any obstacles.

At the end of speeches students do a two-minute free write. Collect all of the research files on the speeches they delivered. Be sure that students put their names on every article they put into the files. Randomly redistribute the files to new students. Be sure to remind them that they should add in a few more recent articles into in the file. If a student does not give you a file, then they cannot get a file to work on. But, because each student has two files, the second file can be used for the next speech assignment (when they will then turn in two files and get two new files).

Hand back the journals you have commented on and remind them to write journal entries on today's speeches. The assessments should try to compare and contrast the redo on the speech assignments.

Speaking Day 3

Extemp Speech

This speech will be on a different topic than the first two speeches. During this assignment I introduce two new things. First, time signals will be given for extemporaneous speeches. I write on the board every class meeting:

6 – 8 minute speeches – aim for 7 minute speeches

4 minutes = 3 fingers

5 minutes = 2 fingers

6 minutes = 1 finger

7 minutes = fist

8 minutes = thumb up

Second, I distribute the grading form I will be using for their test-out speeches (Appendix 14). This form has lots of white space for writing comments. It becomes a guideline for their own assessments. I encourage them to insert the form into the cover of their three-ring binder for easy access. For the rest of the term I write on the board the assessment assignment for each of them:

1 = time and list citations (make sure each cite is tracked not just counted)

2 = format

3 = content

4 = delivery

5 = assess the assessors

The system works the same with timers on one end of the group and speakers taking the seat of number one after they receive their assessment. Once again, use a two-minute free write and collect and redistribute folders.

Exam

After the break, I have students take the exam. They may leave for the day when they finish. The exam is scheduled after they have given a few speeches, so they have practice with the concepts. It may be that the exam could be scheduled during the next class period instead (after seven speeches). The later it is scheduled, the better the students will do. It is important to be sure there is at least one class after the exam to debrief with those who need it, before test-out speeches begin. I use the exam as a dynamic assessment rather a grading tactic. In other words, I use consequential assessment, so that students have to explain their understanding of the interrelationships of concepts. The essay questions combine two or more concepts into a question. For example, I may have a question that requires using the organizational model for the answer. The question could be on how active listening improves collaboration or how effective delivery reduces speech anxiety. Another question might require the SEE-I model to provide why research increases the credibility of the speaker. I use a grading system of + \sqrt - (or 0 if not answered). Those students who do not understand the concepts (e.g., can't use the organizational model to provide an answer) are the ones who need more coaching.

It is important to read the exam answers before the next class meeting. Develop a list of students who are unclear on the concepts. Those students should be put into the same group for coaching by the teacher. When I have that group together, I quietly discuss why they are in the coaching group. I double check their note cards, give a bit of coaching and then watch every speech. I pay attention to the assessments by the other students and encourage their engagement.

Speaking Day 4

Impromptu Speech

In this assignment, quotations are used for the first time. Once again put the organizational model up on the board, but for the topic and argument elaborate a bit more:

Topic – “Today my quotation is...”

Argument – “I will argue that this quotation is valid because...” (Some instructors like to add an additional step with “My interpretation of the quotation is...”)

Put time limits on the board

1 = 3 fingers

2 = 2 fingers

3 = 1 fingers

4 = fist

Extemp Speech

Depending on how many students need coaching (as determined by the exam results), it may be possible to have smaller groups for this assignment, so as to finish up a bit earlier to allow for discussion of their SEE-I (The most difficult thing about extemporaneous speaking is...).

SEE-I Discussion

I have each group start with their discussion when they finish their free-writes. If they finish their discussion before the other groups, then they should brainstorm solutions.

Debrief the assignment by putting the difficulties on the board and then discussing solutions. Most of the solutions will deal with practice. I usually end with a discussion on focus on putting time into reading the file (one hour), constructing the speech (one hour), and

practicing (one hour). I also make a case for developing attention and minimizing distractions from technology.

Speaking Day 5

Extemp Speeches (2)

There are two extemps due this day. The procedure is the same for these speeches, but at the end of class, all folders should be handed in. After you have all of the folders, determine who will be testing out for the next session. The way I usually do this is to have everyone stand up and I have students sit down if: they haven't given all six extemp speeches; neither of the speeches for this day were six to eight minutes; or neither speech had at least seven sources. The remaining standing students are first to be able to test out at the next class meeting. Testers should have the pick of any of the folders you have collected that day (as long as it is a new topic for them). Once they decide on a folder, randomly distribute the rest of the folders to the class. Have the test-out students sign-up with their names and topics, so you know who is going to speak (I usually do this on the back of the attendance sign-in spreadsheet).

It is also important to discuss the test-out process with the class. Students who are testing out will sit at the same table. They will fill out the top two lines of the test-out form (name and thesis). They should be in business interview attire. I randomize the speaking order. Students scoring 85% or above have tested out and do not need to speak in front of me. Others need to keep practicing and test later.

Testing out requires good logistics. For example, if there are six class meetings left and 30 students in the class, then five students should test out each day. I have had to do as many as ten test-outs in one class when I fell behind on the average. In some classes, I finish all test-outs before the final meeting; in others, I have had as many as six students testing on the last day. It is important to encourage early testing. Since there is no punishment for an "NT," (or a "NOT YET") the students should try if they are qualified.

Speaking Day 6

Extemp Speaking Assignment (First Test-out day)

When I start testing, I always discuss with the class the proper behavior in their groups. By this time, they have established friendships and get a little chatty. I remind them that students are being graded, they should use their indoor voices, and only one person should be speaking at a time.

I recommend listening to test-out speeches only when the rest of the groups are doing extemps (not impromptu speeches). Therefore, doing all of the speeches in 75 minutes would work best. With smaller groups of testers (i.e. five or fewer), it is possible to have them “practice” once to a small group before giving the speech to you. Have them sit in the hot seat of the other groups (I may have to move a few students into and out of group one for this practice). They have ten minutes to practice. I actually leave the room so I am fresh for their speeches. In a different circumstance, if it is a larger group and I will hear ten testers (during a day with two extemp speeches due), then I will have half of the testers practice in the class and half practice to each other out of the room. The second group comes back after the break.

While this type of practice is optional, it does make it easier for students to test out. Hopefully, the entire class is learning the importance of extra practice. Meanwhile, everyone in the class also gets to see and assess one more example of an excellent speech.

As long as they write a separate assessment, I also let them count the practice speech as one of the minimum speeches due. To be fair, this means if this option is given to one student, it should be given to all students.

I give each tester my evaluation sheet and have them fill in name and topic. I collect all of their forms and randomize the speaking order. When testing, the testers do not need to take

notes or give assessments. Instead, I want them to put away their notes cards and be good audience members. I place myself in the middle of the group. I will have a stack of half-sheets for notes next to me along with a timer. I review my time signals. I tell them that I will be taking notes on everything in their speech. I do “flow” their sources and arguments on half sheets. When I notice something to comment on, I will write it directly on the test-out form. For example, if they start with a solid introduction that accomplishes what we have discussed, I will write that down next to the “Introduction” heading. If something needed improvement, I will write it there. If I notice the use of signposting, I would write “good signposting;” if it was missing I might write “signposting?”

The important thing for me is that I have an accurate qualitative assessment to discuss with them. My grading is fairly liberal, since at this point, most of the speeches I see match up with the concepts of the course. However, if major things are missing, such as internal previews or good body control, I do not really have to let the student know how far off the mark the speech was. In other words, I write NT for the grade and discuss how they need to improve for their next attempt. To clarify, I typically have fewer than two or three NTs per term. Often, I have none. The IVCP is designed so that students are tested at the point of success, so unless a student becomes too nervous to perform, enough time has been put into practice to make the speech successful.

My oral assessment begins by telling them their time, number of sources, and if they have tested out or not. If they have not tested out, a private conversation at the break is best. If they have tested out, assess their speeches as you would any other time. Since they have a right to privacy, I do not disclose grades in front of the other students. Instead, I wait until the break and then pass out the assessment sheets with their grades.

When finished with the extemps, collect the folders from the speeches they gave and follow the same procedure in asking for volunteers for testing out. Be prepared for a larger group to volunteer. This is OK since two extemps are scheduled for the next class period.

Impromptu Speech

Continue with quotations, following the same procedures.

Speaking Day 7

Extemp Speeches (2)

With two extemps for the day, you can comfortably test out two groups of students. If eight have volunteered, listen to four and have the other four go in the hall and practice.

Remember the first test-out group can practice to the other groups before the test-out.

SEE-I Discussion

This last SEE-I of the term (“The relationship between extemporaneous speaking and critical thinking is...”) is designed so that I can gauge whether or not they have made any links to the concept and activities. The question is intentionally broad so that students have a range of answers.

Speaking Day 8

The rest of the classes are typical repeatable days using the same strategies.

Extemp Speech

Impromptu Speech

When debriefing the day, remind the students that the Portfolio of SEE-Is is due the next class period. Students now have an opportunity to edit and fix their typed SEE-Is.

Speaking Day 9

SEE-I Collection

I collect the portfolios of the SEE-Is at the beginning of the class (no binders or folder, just a staple in an upper corner). I do not accept hand-written SEE-Is. Since the students have had plenty of time to edit and improve their rough drafts, often they turn in quality work. Often I do not even read every SEE-I in a packet. I sample one each from the beginning, middle, and end. The grading is the same as the exam (+ \sqrt -). Those few students who have forgotten can bring them to the next class meeting.

The rest of the classes are typical repeatable days using the same strategies.

The rest of the classes are typical repeatable days using the same strategies.

Extemp Speeches (2)

Speaking Day 10

The rest of the classes are typical repeatable days using the same strategies.

Extemp Speech

Impromptu Speech

Speaking Day 11

The rest of the classes are typical repeatable days using the same strategies.

Extemp Speech

Impromptu Speech

Remind the class that journals are due the next class period. The journal entries need to be typed and the 250-500 word development essay should be attached as the cover page.

Speaking day 12 (last day of class – finals)

Journal Collection

Start by collecting the journal of self-assessments. I double check that the journals have a cover page (250-500 word essay on their development in the class). I briefly look over the journal to be sure speaking cards are attached and that all assessments are typed. I do not accept inadequate journals, so I have students fix them and bring them to me later.

Last Speeches

By this day I have hopefully tested out all students. If not, then those who are testing wait until the second half of the class. As described in the syllabus, everyone else in the class will give either an extemp or an impromptu (regardless of how many speeches they have already given). Usually, the only ones who give extemps are the students who have to meet the minimum requirements. Spread those students out to groups and hear them before moving on to the last impromptu speaking assignment.

Impromptu

I prefer groups of four speakers for this activity. This impromptu assignment is different in that no group brainstorming is allowed. Instead, cut some note cards (3x5) in half and give a half to each student in the hot seat. Only two minutes of silent preparation are allowed. Only the person in the hot seat will speak, but everyone should think about what they would have said. The speeches should be as close to five minutes as possible.

The topic will be one word abstracts, written on the board, one at a time, when prep begins.

The words are: professionalism, collaboration, oral communication, and critical thinking.

As an alternative I use attitudes: greed, fear, apathy, and ignorance.

I count down the two minute prep time. Time signals for the speech written on the board are:

1 = 4 fingers

2 = 3 fingers

3 = 2 fingers

4 = 1 finger

5 = fist

The assessments should discuss the delivery and content concepts, plus the audience should share how they would have handled the topic. When the groups finish the last impromptu, give them a good-bye speech and dismiss them.

Final Graded Speeches

Any final test-out speakers take a break and then come back and grade their speeches. Dismissing the rest of the class gives these last speeches a much quieter environment. Usually, the students who put off their speeches have the most anxiety (although sometimes perfectionists want the more practice). This last speech is not a “test-out” so the 85% minimum is not in effect, so whatever the speech earns is the grade for the assignment.

Grading

Now that the class is over, grading must be done. The five areas I use each have a different weight to emphasize importance.

Test-out speech = about 30%

Portfolio = about 20%

Journal = about 20%

Participation = about 20%

Exam = about 10%

I lay out all of their work to see how it matches the criteria in class.

My main reason for the IVCP is to develop better thinking and speaking skills within students. While grading is still a part of higher education, I try to minimize it as a motivational device.

Part Four – Variations of the Baseline Project Pedagogy

Project-Based Argumentation and Debate Class

As a bridge between the baseline public speaking pedagogy and the variations employed by other instructors, this section on a project-based argumentation and debate class demonstrates how to extend the IVCP into another course.

Concepts

The same principles of the project in a public speaking class can be applied to a debate class. In an eight-week syllabus (appendix 15), core concepts are covered in a shorter time frame. The concepts I include in my class are straight out of my textbook: Listening, Speaking, and Understanding (available from IDEA press: <http://idebate.org/content/speaking-listening-and-understanding-revised-edition>). The revised edition aims the book a bit more towards British Parliamentary Format, but 90% of the book is still accurate for American style critical thinking. The original 2006 edition was written on an IDEA grant for English language learners, so it uses clear and simple language. IDEA subsequently hired a British author to modify the concepts to include a more deductive approach.

Activities

While the core concepts in this class are roughly similar to a standard debate class; the number of activities greatly differs with a project class. In debate classes I taught before the project, students debated only three times. In these debates, students spoke in front the whole class. Now, in my project debate class, students debate in small groups a minimum of ten times. This means that while half of the class is debating, the other half is actively assessing. Everyone must take a notes (flow sheets) and debrief every debate in which they participate as debater or assessor. They also need to type up an assessment on every debate. This equates to a minimum

of 20 written pages. Since there is also a required 12-page research paper, students write in excess of 30 pages per semester.

The current class design uses three different formats: parliamentary (NPDA), Lincoln-Douglas (IPDA), and Public Forum (modified CEDA). In the past, I have experimented with British Parliamentary format (WUDC) and NFA/LD. [Sorry for all of the acronyms, for complete explanations, see the above referenced textbook.]

Unique Advantages

I have several advantages when I teach this class:

First, IVC classrooms are sufficiently large enough that five debates could be conducted simultaneously. I once had seven Lincoln-Douglas debates going at the same time and it seemed past the noise threshold. I needed to have debaters sit down so they wouldn't project as much.

Second, I have other rooms available to me. Our department conference room and forensics squad room usually are empty during my class time. I can hold debates in those rooms. This may mean there is only one debate in each room, with the main classroom having a larger audience.

Third, anywhere from three to nine experienced debaters routinely take the class for credit. These students serve as TAs for demonstrations and to take the lead on assessments in small groups while providing appropriate models. This allows me to focus on one debate, especially if the newer debaters need more coaching.

Fourth, Southern California has an advantage over the rest of the country in providing more novice opportunities for debaters. Tournaments provide a laboratory for ideas that is hard to duplicate in the classroom. In the fall, novice debaters can compete at eight tournaments within 80 miles of IVC. The spring schedule is structured so that most opportunities happen early

in the semester. For this reason, I need to speed up the learning by teaching an eight-week class and including four opportunities to debate. To motivate the students, I allow them to waive a major requirement for each eight rounds of competition (with more detailed written assessments required). They can waive a 12-page research paper or the final exam (or both with 16 rounds of competition). While not everyone will take advantage of this opportunity, many will go beyond the 16 competition rounds without increased incentive. In spring, 2014, when I counted up all of the debate participation (speaking, not assessing), in and out of classroom, the total averaged 26 rounds of debate per student. In that semester, I also included Lincoln-Douglas Debate, which substantially increased the available rounds of competition.

Public Speaking Variations

Staff Development Processes

One of the strongest benefits of the IVCP has been the increased time spent in staff development. In other words, as the IVCP progressed, our department became motivated to exchange ideas for new concepts or activities. Sometimes, we would have department meetings to flesh out ideas; other times instructors would informally and spontaneously exchange ideas. Sometimes a new idea would be spread through email. For example, one instructor found the TED talk video on “fake it until you make it” by Amy Cuddy and used it in class. He shared his successes with other instructors who then put it into the speech anxiety concept lecture.

An attitude of development dominated the IVCP. Rather than just sticking with the ways of teaching public speaking learned in grad school, instructors felt encouraged to experiment. If an instructor was having difficulty with a specific activity it was easy to ask someone to observe and make recommendations. Or perhaps, if not using a specific praxis, an instructor could observe another instructor’s class where it was being used successfully.

Often, new instructors in the IVC Communication Studies Department or interested instructors from other campuses would go through an orientation and observe an experienced instructor. Even the process of writing this instructor guide has reconnected many of the instructors using the project pedagogy in such a way as to promote new strategies.

For example, one instructor requires visual aids (VAs) as part of the testing out process. But, the logistics of using the screen in the front of the class made practice in the other groups a challenge. After I observed the classroom dynamics, I brainstormed some remedies with the instructor who put some of those strategies into effect the next class meeting. After I returned home from that session and typed up the observation, I found myself thinking of more solutions

to more effectively bring the use of V.A.s into the classroom. That reflection led me to a new activity for using V.A.s with a shorter current events speech (which was another activity used by a different instructor that is detailed below). I shared the following synthesis with other instructors to get their opinions:

Visual Aid Praxis Example

Some have argued that the project minimizes the use of V.A.s. Others contend their departments require V.A.s in their Student Learning Outcomes (SLOs). Therefore, there is a need for some to implement optional VA learning opportunities in some public speaking classrooms. This activity should add to student skill sets. This total praxis should take approximately four hours. The trade-off would be to eliminate one extemp speech + find an additional hour of lecture time using this praxis order:

1. Assign SEE-I on chapter.
2. Lecture on major VA concepts < 1 hour.
3. Assign youtube video on designing PowerPoint slides. One of many can be found at:
<https://www.youtube.com/watch?v=3ZUwFwooMrY>
4. Speech Activity:
 - Students construct two to three minute presentations.
 - Each speech must inform about a current event topic.
 - Speech VAs must contain requirements:
 - Title page
 - Three VAs from a list of:
 - Photos
 - Illustrations

- Charts
- Graphs
- Maps
- Short videos

The speech will be given to half of the class who will assess the use of V.A.s. The instructor will also provide short assessments. The other half of the class will practice extemps in small groups during the same time. This speech assignment can be placed about the 4th or 5th extemp assignment. It should be possible for the entire class to give an extemp and a current event VA speech during a three hour class. A variation might be to require group approval of individual V.A.s in advance.

Grading (+/-).

While this VA praxis is untested as of this writing (I will experiment with it in the next term), this process of staff development has often been duplicated over the past few years. If someone needed impromptu topics, another instructor would share. If someone came up with a new type of impromptu activity (i.e. interview questions) other instructors would experiment with their own variety of the praxis and share their successes.

Staff development and academic freedom have led to many differences. While I don't really classified all of the variations I uncovered as project-based, discussion of the most relevant is important nonetheless. The criteria of the baseline IVCP I operationalized provides:

1. Small group oral assessment by every student, every class period (130+ active assessments per student over the term).
2. All speeches given in small groups.
3. All speech grading done on a "test-out" basis.

4. A minimum number (15) of extemp and impromptu speeches.
5. At least 20 pages of typed, written assignments.
6. At least 40 pages per week reading.
7. Assessments should focus on qualitative, dynamic assessments seeking to improve the individual rather than imparting a quantitative grade.

Variation Explanations

Many of the variations represented substitutions in pedagogy that were obvious trade-offs. Most instructors added new concepts and activities.

Trade-offs

The major trade-off of variations of the IVCP involved the number of speeches. While the IVCP described above aims to provide the optimal amount of speeches possible for the term; some instructors have reduced that number to accomplish other goals. For example, one of the criticisms of the IVCP is that the students do not experience “large audiences” for any speeches, as is the norm in traditional classes. I understand this position; yet I have always argued that the elimination of full-class speeches in my design of the IVCP fulfills the first principles of the pedagogy, by providing:

1. More speeches. A full-class speech requires that one person is speaking and everyone else is listening. With the set-up time and minimal assessments, this process can take six hours of class. (30 students x 10 minutes = 300 minutes). During that same time of one speech everyone in a project class could have given four speeches. So the question is whether, the full-class experience is worth three extra speeches (or if two full-class speeches, six other practices). As of now we only have anecdotal support for either option.
2. More assessments. When one student is speaking to a large class, the assessors in the audience do not have the time for oral assessments. So, rather than actively assessing many speeches, as in the IVCP, the assessments are mostly passive (written) or non-existent. IVCP increases the collaboration time and makes the class less instructor-oriented.

3. Evaluating students at the point of success. Since instructors with full class speeches need to assign everyone a grade, the students do not have a choice to select to perform when they are ready. In fact, in some cases, students had more than one full-class graded speech. In most cases, the instructors told me the first speeches were lower in quality and received lower grades.
4. Twenty pages + of writing assignments. Fewer speeches means fewer written journal entries.

Instructors used full-class speeches in various ways. Some used shorter warm-up speeches such as demonstration or cultural artifact assignments. Others required both informative and persuasive speeches. In some cases, students selected their own topics and had an additional research assignment. One instructor even finished with a full-class impromptu speech on the final day. Instructors with these variations still had students practice in small groups, so they still had many more speeches than the four or fewer speech average for traditional classes. Some instructors had limited student assessments, but time issues prevented longer discussions. To be fair, some instructors who used a test-out method had time issues, did not always give oral critiques and opted for written assessments with a grade.

It may also be that instructors could put a VAs assignment into the full-class speech. This way the screen could be used without the logistical problem described above.

Additions

Along with VAs, some of the notable additions included recording speeches, different impromptu and extemp assignments, changes to the SEE-I assignment, journaling, and praxis assignments.

Recording Speeches

With the ubiquity of smart phones, students can easily record their speeches. One instructor has students record every speech by assigning one student in each group to be the technical assistant. That student either sits on the end of the group or stands behind the group. One instructor who still had full class testing recorded each student speech. Students provided SD cards for the recording and then viewed the speeches later for their assessments.

Impromptu Speeches

Impromptu assignments had a greater variety than other activities in the IVCP. As mentioned above, one instructor used impromptu speeches as a final speech assignment given to the whole class on the last day of class. While I depend on one-word abstracts and quotations; other instructors have focused on interview questions and current event topics.

Full-class impromptu speeches

When giving impromptu speeches to the entire class, a student prepares in the hallway during the speaking time of another student. Speeches can vary in length, although four minutes seems about the norm. Assessments by the instructor were written and handed to the students.

Impromptu Speeches Using Interview Questions

Interview impromptu assignments are now used by many of the instructors as another pragmatic small group assignment. Typically, a short lecture on interviewing techniques is followed by a short activity answering questions. In subsequent classes, students come into class and answer random questions in small groups, who provide assessments. Some instructors have students dress in business interview attire.

The timing in the semester of this assignment is similar to impromptu speeches in the standard project, but some instructors move up the interviews and have students complete some before extemporaneous speeches; while others assign the interviews towards the end of the term.

Here is the interview impromptu praxis of one instructor:

Interview Impromptu Guidelines

Overview

Students are seated in groups. Tables are set up the same way as for extemp speeches (pyramid style). Depending on the class size 4-7 members will do for each group. Also depending on time the interviews will each take 7-10 minutes. Over the course of the semester students have 4 interview impromptu opportunities. I do not use quotations at all anymore. I do have mini extemp impromptus where all of the prompts are simple current event questions.

Prep

Print out and cut apart interview questions.

Each group should have one cup full of interview questions

One timer is used to keep track of time for the whole class

Print interview evaluation sheets for each group member

Activity

Students sit in a panel as interviewers

One student sits in the hot seat as interviewee

Each interviewee is allowed to choose the profession they are interviewing for. I encourage them to choose a field they are planning on going into. If they don't know what field they are going into then I suggest practicing for a job they might have soon, like retail, bartending, waiting tables etc.

The interviewee is required to introduce themselves to the panel and to explain why they are the best candidate for the job. This includes a handshake. Students can fudge their experience level a bit. I allow them to assume that their schooling is finished and that they have had some

experience. For example if you are a teacher you can tell the panel where you got your credential but you cannot say you were teacher of the year 9 years in a row.

Interviewers pick questions from the cup and take turns asking the interviewees.

Interviewees are expected to take 30-90 seconds to answer each question. They must answer at least one question from each interviewer.

After the second interview impromptu I allow interviewers to make up questions that are relevant to the interview. (One example was a student was interviewing for homicide detective some of the interviewers asked questions like; this is a very high stress job. How do you handle the excess stress? How do you balance a home life with a detective position?)

During the interviews I call out one minute time signals. Toward the end of the time allotted the proctor should indicate that interviewees should move to the final part of the interview. Interviewers should ask the candidate “do you have any questions?” It is the responsibility of the interviewee to ask at least one follow up question. Once the time is up interviewers get 30 seconds to score the interview using the evaluation forms

I do not debrief after each interview. I allow for a little time after all the interview where students can discuss why they gave certain scores and where there is room for improvement. At the end of all the group interviews students tally their scores. Whoever has the highest score in the group is “hired” and receives a bonus participation point.

The interview score sheet can be changed to reflect the skills you are working on for the day.

Score each interviewee on a scale of 1 to 5 in each area. 1 being **WOULD NEVER HIRE**. 5 being **HIRE ON THE SPOT**.

Interviewee_____ Profession_____

1. Nonverbals and eye contact are appropriate	1	2	3	4	5
2. Directly answered each question	1	2	3	4	5
3. Each answer followed a structure. No rambling.	1	2	3	4	5
4. Answers were personable and not rehearsed	1	2	3	4	5
5. Provided detailed examples	1	2	3	4	5

Comments:

Instructor Lecture Notes for Interviews.

Getting the interview

- Make sure your resume is up to date
- Triple check for errors on resume and job applications
- When available turn in a hard copy of your resume or application to the company
- Tailor your resume or application to each job you apply for

Prepping for the interview

- Do your research
 - You don't need to know every small detail, but you should know basic information about the company
 - To be an exceptional candidate you must be exceptionally prepared
- Write out a description of the ideal candidate based on the job description
- Determine who is appropriate to list as references
- Own your internet presence
 - Be mindful of what you tweet or post
 - Know your privacy settings
- Practice interviewing

- Think in bullet points
- Practice just like you are in the interview
- 5 most common question types
 - Background
 - Understand your experiences, education and overall qualifications
 - Knowledge of the job
 - Personality
 - Decide if you will be a good fit with the company
 - Your skills
 - Test knowledge and competency for the job
 - Future goals
 - Determine your motivation for applying for the job

Day of the interview

- Dress for success
 - Dress as you would if you were working there
 - If you are unsure of how to dress always err on the more formal side
- BE ON TIME!!!!
- Leave your phone in the car or at home
- Clean your car or briefcase
 - Recruiters occasionally walk you to your car
- Stay calm
- Shake hands
- Treat everyone with respect

- Remember names
- Acknowledge all employees

Answering interview questions

- Use the STAR method
 - S-The Situation: Briefly describe it
 - T-Task or problem: What dilemma did you face?
 - A-Action: What action did you take?
 - R-Result: What was the end result?
- Remember to actually answer the question
- Keep answers linear
 - Minor details of the situation or confusing timelines only confuse the interviewer
- Make answers relevant to the potential position
- Body language
 - Keep both feet still on the floor
 - Keep hands on top of the table not in your lap
 - Make appropriate eye contact
 - Don't cross your arms
 - BE CONFIDENT!

Do you have any questions for us?

- Make sure you ask at least one question, but make it the right question.
- Don't ask questions that could invalidate the impression you just made
 - How often are employees able to work from home?
 - How long do employees wait until they are promoted?

- Ask questions that indicate you are a critical thinker and problem solver
 - What is the immediate need on your team that you are hoping to fill with this position?
 - What projects can I contribute to right away?
 - Is this team empowered to find better and more efficient ways to do things?
 - Can you tell me how your organization defines success?
 - How would you describe a typical day on this team?
 - What is the organization's plan for the next five years and how does this department fit in?
 - How do you develop employees and make them better once they start working for the organization?

After the Interview

- Send Thank you notes
- Follow up with the appropriate persons

Sample Interview Question:

1. What are your strengths?
2. What are your weaknesses?
3. Why do you want this job?
4. Where would you like to be in your career 5 years from now?
5. What attracted you to this company?
6. What did you like least about your last job?
7. When were you most satisfied in your job?
8. What can you do for us that other candidates can't?

9. What were the responsibilities of your last position?
10. Why are you leaving your present job?
11. What do you know about this industry?
12. What do you know about our company?
13. Are you willing to relocate?
14. What is the last project you headed up, and what was its outcome?
15. Give me an example of a time you went above and beyond the call of duty at work.
16. Can you describe a time your work was criticized?
17. Have you ever been on a team where someone was not pulling their own weight? How did you handle it?
18. Tell me about a time you had to give someone difficult feedback. How did you handle it?
19. What is your greatest failure and what did you learn from it?
20. What irritates you about other people and how do you deal with it?
21. If I were your supervisor and asked you to do something you disagreed with, what would you do?
22. What was the most difficult period in your life and how did you deal with it?
23. Give me an example of a time you did something wrong. How did you handle it?
24. Tell me about a time where you had to deal with conflict on the job
25. If you were at a business lunch and you ordered a rare steak and they brought it to you well done, what would you do?
26. If you found out your company was doing something against the law, like fraud, what would you do?
27. What assignment was too difficult for you, and how did you resolve the issue?

28. What was the most difficult decision you made in the last two years and how did you come to that decision?
29. Describe how you would handle a situation if you were required to finish multiple tasks by the end of the day, and there was no conceivable way that you could finish them.
30. What are you looking for in terms of career development?
31. How do you want to improve yourself in the next year?
32. What kind of goals would you have in mind if you got this job?
33. If I were to ask your last supervisor to provide you additional training or exposure, what would he/she suggest?
34. How would you go about establishing your credibility quickly with the team?
35. How long will it take you to make a significant contribution to the team?
36. What do you see yourself doing within thirty days of starting this job?
37. If selected for this position can you describe your strategy for the first 90 days?
38. How would you describe your work style?
39. What would be your ideal working environment?
40. What do you look for in terms of culture? Structured or entrepreneurial?
41. Give examples of ideas you've had or implemented at your last job
42. What techniques and tools do you use to keep yourself organized?
43. If you had to choose one, would you consider yourself a big picture person or a detail-oriented person?
44. Tell me about your proudest achievement.
45. Who was your favorite manager and why?
46. What do you think of your previous boss?

47. Was there a person in your career who really made a difference?
48. What kind of personality do you work best with and why?
49. What do you like to do?
50. What are your lifelong dreams?
51. What do you ultimately want to become?
52. What is your personal mission statement?
53. What three positive things would your last boss say about you?
54. What negative thing would your last boss say about you?
55. What three character traits would your friends use to describe you?
56. What are three positive character traits you don't have?
57. If you were interviewing someone for this position, what traits would you look for?
58. List five words that describe your character
59. Who has impacted you most in your career and how?
60. What is your greatest fear?
61. What is your biggest regret and why?
62. What is the most important thing you learned in school?
63. Why did you choose your major?
64. What will you miss about your present/last job?
65. What was your greatest achievement outside of work?
66. What are the qualities of a good leader? A bad leader?
67. Do you think a leader should be feared or liked?
68. How do you feel about taking no for an answer?
69. How do you feel about working for someone who knows less than you?

70. How do you think I rate as an interviewer?
71. Tell me you thing about yourself that you wouldn't want me to know.
72. How do you define success?
73. Tell me the difference between good an exceptional.
74. What was the last book you read?
75. What was the best movie you have seen in the past year?
76. What would you do if you won the lottery?
77. Who are your heroes?
78. What do you like to do for fun?
79. What do you do in your spare time?
80. How would you describe the perfect job?
81. Why have you chosen this profession?
82. What are your professional expectations?
83. What is the secret to a successful career?
84. How do you evaluate your ability to handle conflict?
85. What are your short term objectives and goals?
86. Have you ever had difficulty with a supervisor? How did you manage the situation?
87. Describe what you have done to achieve a personal goal
88. Tell me about an important issue you encountered recently
89. Are you able to cope with stressful situations?
90. What kind of person would you refuse to work with?
91. What has been your biggest professional disappointment?
92. Describe a situation where you had to make a quick decision

93. How do you adapt to change?
94. How do you explain a complex technical problem to someone who does not understand technical jargon?
95. Tell us about the last time you had to negotiate with someone
96. How do you decide what gets top priority when scheduling your time?
97. How do you get a peer or colleague to accept your ideas?
98. What do you do when your time schedule or project plan is upset by unforeseen obstacles? Give an example.
99. Have you ever been overloaded at work? How did you handle it?

Impromptu Speeches using Current Event Questions

This impromptu activity is similar to impromptu assignments detailed in the main guide using one-word abstracts or quotations. But, in this case, students give three-minute impromptu speeches on current event questions. Additionally, the brainstorming sessions are supplemented with “googling” information to assist the speaker. This requires an additional lecture on using electronic sources.

The procedure has one student in the “hot seat” and other students in the group offering ideas as they google for information. The instructor states a “yes/no” question that will serve as the prompt. For example, a question such as “Were the protests in Ferguson justified?” would have a student provide an answer (yes or no) and use three examples to support the position.

The instructor will call out the preparation time (five minutes) as it counts down. When the time is up, the speaker will stand and speak for three minutes (someone in the group will provide time signals). After the speech is over, the group members will provide assessments.

An instructor who uses this activity requires her students to speak on any subject in the news from over the past week. I thought a variation on this would be to provide students with some “topic areas” in advance.

Reduced Extemp Preparation Time

Marc Newman, who was the instructor who first recommended small group speeches to me, assigns all extemporaneous speeches with only 30 minute prep. In this case, the students form consistent small groups and share folders among group members. After students complete a 30 minute prep, on a new topic, at the beginning of class, they give their speeches to the other group members. Marc does not provide prompt articles; but instead provides six weekly topic areas for students to research. Three articles per area are required and students may share files. Specific policy questions are presented on the topic areas at the beginning of class.

Since this class assignment can be completed in roughly 75 minutes, each student can complete up to 16 extemps during the term. Peer assessment plays a strong part of the process. Students must also do an additional 16 extemps outside of class (to family friends or study group). Journals must be turned in on all speeches and any coaching assessments. Journal entries must always isolate two specific areas where extra work is required to excel.

In another variation on short preparation time, one instructor, with a three-hour class, has students give extemps in small groups. These extemps have been prepared before coming to class (two to five days preparation). At the end of speeches, students trade folders within their groups and then do a 30-minute prep on a topics they have just heard. After giving the speeches to their group, the students keep the folders and then prepare second extemps on the same topics to be delivered in the next class.

SEE-I Options

The SEE-I can be adapted to reach different goals. Dr. Paul refers to the second E as “Explication.” One instructor prefers to use “Evidence” instead of “Example” and requires students to cite the textbook. This strategy creates a delineation between Example and Illustration, which student often need. Changing the concept to evidence teaches students how to add proof; while an example develops paraphrasing of common proof.

Journaling

While the IVCP process described in the guide above uses a process of group assessments, free-writes, and typed journal entries (to provide an additional writing assignment), some instructors have combined the last two steps into a hand-written journal. In this case, students maintain composition books in which they write journals entries (10 sentences minimum) about the speeches they perform. The journal entries are written after every assignment and turned in occasionally for instructor review. It is graded at the end of the class.

Praxis Assignments (PA)

“Praxis Assignments” is a term used by one instructor wherein he provides a series of questions for students to answer. The praxis assignments are used to aid classroom discussion of concepts. They were also turned in at the end of course for a grade. I configured these activities on separate pages, like appendixes, so that an instructor who wanted to use them could just copy the pages. These PAs fit in with the baseline syllabus to aid in student engagement with concepts.

Praxis Assignment 1

bell hooks: transformational pedagogy

<https://www.youtube.com/watch?v=zQUuHFKP-9s>

Why is bell hooks interested in pop culture?

According to hooks, why is critical thinking important?

What are hook's experiences working with students in Harlem and at Yale?

What does hook's say is important about "agency"?

What is a "pedagogy"?

How would you like to create an awesome learning environment this semester?

Praxis Assignment 2

Critical Thinking and Communication

Visualize the transactional model of communication, describe its parts

Visualize the Linear Model of Communication:

What's the risk of the Linear Model?

What's the importance the importance of the feedback loop in communication?

What's the connection between Toulmin's claim/data/warrant and critical thinking?

How does Audience Analysis influence your communication?

Praxis Assignment 3

Begin at the Beginnings—The Story Board Episode 6

<http://www.youtube.com/watch?v=351RCDS877A>

Please watch the first 10:45 min. of this Youtube video and respond to this prompt:

What does Pat Rothfuss ask his student to demonstrate audience analysis? How does his student respond?

Does Rothfuss suggest that audience analysis is difficult or intuitive? Do you agree or not?

Please explain.

What is Mary Robinette Kowal's point about performing as a puppeteer for differently aged audiences? How was she able to be flexible within the boundaries of her audience's expectations?

Explain Rothfuss' white collar criminal analogy. Please explain why you agree or disagree with his explanation.

Praxis Assignment 4

Gazzaley Prompt

<https://www.youtube.com/watch?v=tiANn5PZ4BI>

What are the limitations to memory that Gazzaley identifies around 2 min?

What is interference?

Define cognitive control and how is perception related:

Describe and visualize what Gazzaley means by bottom-up and top-down attention and cognitive control:

At around 10 min, Gazzaley identifies cognition, what is it?

Explain how the prefrontal cortex fits in. What's the analogy that Gazzaley uses for the prefrontal cortex (roughly at 15:30 min)?

What's the "Myth of Multitasking"?

Why do we multitask?

What suggestions does Gazzaley make to balancing multitasking and unitasking

Praxis Assignment 5

Too stressed out to learn?

New brain research may reveal how emotions make it harder for impoverished students to concentrate.

LA Times, September 01, 2008 | Rosemary Clandos

Students who grow up amid economic insecurity often face many obstacles: overcrowded schools, lack of enrichment activities, violent neighborhoods. Fear and stress can be two more problems. Brain science is showing how these emotions have effects on the brain and how they can directly impede learning. Some scientists and educators are suggesting ways in which kids and college students can combat the long-lasting effects of poverty-related stress.

Taking over thoughts

In response to fear or stress, the brain quickly releases adrenaline and cortisol, activating the heart, blood vessels and brain for life-saving action -- fighting or running. The brain gives the threat priority over anything else -- including schoolwork -- and it creates powerful memories to help prevent future threats. "All families experience stress, but poor families experience a lot of it," says Martha Farah, psychology professor at the University of Pennsylvania.

For 20 years, David Diamond, a neuroscience professor at the University of South Florida, has studied the effects of stress-related hormones in rats. He found that high cortisol levels affect the hippocampus -- a key learning center in the brain -- in three ways. They suppress electrical activity, decrease efficiency and reduce new cell growth.

These effects, thought likely to occur in humans as well, might be one reason it's hard for impoverished students to concentrate and learn -- especially if there is extra stress, violence or abuse in the child's environment, Diamond says.

In a 2006 issue of Brain Research, Farah reported that growing up in poverty affects thinking processes associated with several brain systems. Sixty healthy middle-school students matched for age, gender and ethnicity but of different socioeconomic status took tests that challenged brain areas responsible for specific cognitive abilities. Researchers found that children from low-income homes had significantly lower scores in areas of language, long-term and short-term memory, and attention.

Research, Farah says, suggests that the effect of stress on the brain may be the reason for these detected differences and disadvantages.

Fear also interferes with learning. A study published in the February online journal of Social Cognitive and Affective Neuroscience shows that students raised in low-income homes have stronger fear reactions -- with potential consequences for concentration.

In the study, 33 healthy undergraduate students viewed pictures of facial expressions -- angry, surprised and neutral -- while MRI imaging measured their brain activity. For students raised in low-income homes, the pictures of angry faces triggered a greater response in the amygdala, a brain region that processes fear and anger.

"Growing up in a socially disadvantaged environment often exposes people to threats to their health and well-being," says Peter Gianaros, an assistant professor of psychiatry and psychology at the University of Pittsburgh, who headed the research.

Changing the brain

There are science-supported ways to mitigate these accentuated fear and stress responses and nurture the brain, researchers and educators say. "Change the experience, and you change the brain," says San Diego-based educator Eric Jensen, author of a 2006 book "Enriching the Brain: How to Maximize Every Learner's Potential," who has developed a teachers' training program,

"Enriching the Brains of Poverty." "Many good schools have shown they can create experiences that change the brain for the better."

Among those experiences:

- * Targeted preparation. To help children succeed in school, Jensen teaches educators to build students' brain capacity in areas shown by science to be lagging: attention, long-term effort, memory, processing skills and sequencing skills. He recommends a slate of activities for each -- for example, compelling stories, theater arts and fine-motor tasks all build attention skills, he says.

- * Foster a mind-set of hope, determination and optimism -- and security. There are many ways to foster hope, Jensen says, including asking about and affirming a student's dreams, bringing successful students back to talk to new ones, giving useful feedback on schoolwork and teaching students how to set and monitor their own goals.

"Behaviors and thoughts that relate to hope, love and happiness can change the brain -- just as fear, stress and anxiety can change it," Kandel says. "It's completely symmetrical."

- * Meditation. This has been proven in studies to lower stress.

- * Social connectedness. According to Diamond's work at the Veterans Hospital in Tampa, Fla., "When people are experiencing strong stress, they recover much better when they have social support than when they are socially isolated," he says.

Jensen recommends mentoring programs for children and student groups.

- * Take control. "Feeling helpless increases stress hormones," Diamond says. To offset learned helplessness and develop a sense of control, Jensen advised students to learn time-management skills and goal setting -- and reward small accomplishments.

* Exercise. "Exercise stimulates and energizes the brain to more efficiently process information. Exercise actually makes more brain cells," Diamond says. Sports, aerobic exercise, yoga, dance, walking and even exercising the smaller muscles used for playing a musical instrument can change the brain. Music is calming, Diamond says. "If you feel better, you learn better."

* Eat well. Marian Diamond, a neuroscientist and professor at UC Berkeley, has been using dietary changes to improve the learning capabilities of orphans and impoverished children in Cambodia. For students living in poverty in the U.S., she said, "Be sure you're getting good sources of protein and calcium. Each day, eat an egg -- or egg whites -- a glass of milk, and take a multivitamin." Other researchers recommend cutting back on sugar and smoking because they raise cortisol levels.

* Spirituality. In the January 2003 journal *Urban Education*, researchers reported that African American and Latino high school seniors who reported that they were very religious and were raised in intact families scored as well as white students on most achievement tests. "The achievement gap disappeared," says William Jeynes, an education professor at Cal State Long Beach.

Visualize the relationship between stress and learning:

What's the main claim/thesis of the article? Identify it directly with a quotation or paraphrase it below:

Praxis Assignment 6

Later school start times and Zzzs to A's

A growing body of evidence demonstrates that growing bodies benefit from more sleep. When districts push back the start of the school day, good things happen.

August 23, 2010|By Emily Sohn, Special to the Los Angeles Times

As summer winds down, another new school year brings fresh notebooks, sharp pencils and — for many kids — a new cycle of sleep deprivation.

With classes that start as early as 7 a.m. and buses that pull up long before sunrise, some 80% of American kids in grades 6 through 12 are falling short of sleep recommendations during the school year, according to research by the National Sleep Foundation, a sleep advocacy group.

Overtired kids, studies suggest, struggle with depression. They gain weight and get in more car accidents. Their grades suffer. And many turn to caffeine, with questionable results for productivity and unknown effects on the development of young brains.

Now, fueled by accumulating research showing that adolescent bodies are designed to sleep late and that delaying school start times — even by just 30 minutes — makes a huge difference in how well teens feel and perform, an increasing number of schools around the country are ringing morning bells later than they used to. Many more are thinking about it.

At the same time, however, there are strong pockets of resistance to change from administrators and parents who think that bus schedules will get too complicated, that starting later will interfere with after-school programs or that kids simply will stay up later if they know they can sleep in a little more.

Despite the inconveniences involved in district-wide changes, sleep researchers emphasize the need to view sleep, like food and exercise, as a pillar of health.

"There are all these other things we do to ensure success for our kids, and getting them to have adequate sleep is probably one of the most important things you can do," says Judith Owens, a sleep researcher at Brown Medical School in Providence, R.I. "Parents need to take this as seriously as eating right, using seatbelts and putting on sunscreen."

Minnesota study

One of the first, longest-lasting and most influential teen sleep experiments started in Minnesota in the mid-1990s. Around that time, Minneapolis high schools shifted start times from 7:15 to 8:40. The nearby suburb of Edina shifted from 7:25 to 8:30.

Even though the two districts couldn't be more different on scales of race, socioeconomics and other factors, results in both places appeared immediately, says Kyla Wahlstrom, director of the Center for Applied Research and Educational Improvement at the University of Minnesota, Twin Cities.

Students were noticeably more alert in the first two periods of the day. The cafeteria was calmer. There were fewer fights in the halls. Students, who were now getting nearly an hour more sleep each night, said they felt less depressed. They were raising their hands instead of falling asleep at their desks. Even parents thought their kids were easier to live with.

Over time, Wahlstrom and colleagues documented, students started getting better grades on homework and quizzes. Schools reported lower tardiness rates. Attendance rates went up. Graduation rates improved.

"We found clear evidence of more kids staying in school and not dropping out," Wahlstrom says.

"Every group — principals, teachers, parents and kids — had something to say about it."

Since then, reports from places such as Brazil, Israel and Rhode Island have turned up similar trends. Even small changes in school start times appear to make big differences.

In one of the most recent studies, published last month in the Archives of Pediatric & Adolescent Medicine, Owens and colleagues found that, after a change in start time from 8 to 8:30 a.m., students at a small, private New England high school reported fewer depressed feelings (a shift from 65.8% to 45%), better moods (from 84% reporting irritated and annoyed feelings to 62.6%); and less sleepiness during the day. (Before the shift, 69.1% of students said they rarely or never got a good night's sleep compared with 33.7% after the shift, for example.) Class attendance improved: Teacher-reported first-class absence and tardiness rates dropped by 45%. Fewer students visited the health center (from 15.3% of students to 4.6% of students).

"Virtually every single parameter we looked at changed in the positive direction," Owens says.

"We still saw substantial percentages of students reporting daytime sleepiness and depression. It wasn't a panacea. But there was a really dramatic improvement in everything."

Sleep seems to beget sleep, the study suggested. Even though the new schedule started just 30 minutes later, students actually went to bed 15 minutes earlier and got 45 more minutes of sleep each day. When interviewed, kids said they felt so much better from even a little bit of extra sleep that they were motivated to go to bed sooner and sleep even more. Owens suspects that the extra sleep also helped them get their homework done more efficiently, affording them extra time in the evening to wind down and get to bed.

Visualize the relationship between sleep deprivation and performance:

What's the main claim/thesis of the article? Identify it directly with a quotation or paraphrase it below:

Praxis Activity 7

Amy Cuddy: Fake it until you make it

https://www.youtube.com/watch?v=Ks-_Mh1QhMc

Who are the 2 audiences of nonverbal communication?

How do animals exhibit power (or lack of power) in the wild?

How can our bodies change our minds?

What role does Cortisol and Testosterone play in stressful situations?

What are the differences in performance for high and low power people?

Fake it until you make it isn't good enough, what's Cuddy's addition to this old adage?

What are your favorite power poses?

Praxis Activity 8

Brewer – Overcoming hurdles

<https://www.youtube.com/watch?v=6PDCoG8ieBE>

Using the resources we've covered in class, identify what's happening with Brewer in her performance?

What could Brewer have done to prepare for her performance, what could she do to get past her hurdle while in the middle of her performance?

Explain how preparation, research and organization, critical thinking, audience analysis, positive psychology, etc., could all help avoid performance hurdles?

Praxis Assignment 9

Active Listening and Assessment

Think back to Gazzaley and his discussion to attention and cognition, what have you found that you do well and what do you need to approve upon in your active listening and coaching of your peers?

How can you improve your active listening and assessment while in class?

Of all of the facets of public speaking, what have you found that you're quickly mastering and why do you think your progress is so established in this area?

What facets of public speaking still pose challenges? What can you do to work past these hurdles?

Praxis Assignment 10

Active Listening and Assessment

Take a look at Praxis 9 where you assess your active listening and cognitive abilities earlier in the semester. How has your performance improved while actively listening and coaching your peers?

What's the best advice/assessment you've received in class, and what's the best advice/assessment you've given in class?

How have you continued to progress your proficiency in research, analysis, composition, practice and execution of your speeches?

What areas of public speaking still pose challenges? With only a few more speeches remaining, what goals can you set for yourself and how will you achieve these goals?

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Appendix 1
SEE-I Instructions & Example

SEE-I Explanation

SEE-Is are written assignments meant to help you to digest and understand the reading material. It is also a way for you to help others around you understand the concepts. There will be many days you will have SEE-Is due, and some days you will have multiple SEE-Is due. Below I have written about the breakdown of the assignment.

SEE-I is a 4 part essay, where you will explore one particular concept in depth.

S- Statement

The beginning of the statement will be listed on the syllabus. You will find it listed under the day it is due. You should be looking ahead to ensure you know what is due and that you have assignments completed on time. It is expected that you complete the statement listed on the syllabus. You can complete each statement in one to two sentences.

E-Elaboration

The Elaboration section should begin **IN OTHER WORDS**. This section should be five to seven sentences long. In this section you should explain and justify your choice for statement completion.

E-Example

The example section should begin **FOR EXAMPLE**. This section is also five to seven sentences long. In this section you should provide an example of the phenomenon you are explaining in your assignment.

I-Illustration

The illustration section should begin **THIS IS LIKE**. This section can be one to two sentences OR a picture. This should be a metaphoric explanation of the phenomenon in the assignment. It can also be an analogy. **THIS IS DIFFERENT FROM THE EXAMPLE. DO NOT USE THE SAME THING FOR THE EXAMPLE AND ILLUSTRATION.**

SEE-I Sample

S-The most important aspect of non-verbal communication is that it is able to convey the intent of your message even if you mess up your words.

E- In other words, sometimes when we are giving a verbal message we may be explaining something but our audience may not understand. The misunderstanding may occur due to language or knowledge barrier. However, non-verbal communication is fairly universal. There are some exceptions to this and we must be culturally sensitive. However, regardless of the culture we come from we all learn non-verbal communication from an early age. This makes us more fluent in non-verbal communication. Also, sometimes we try to hide things with our words but, we can usually tell the deeper meaning by watching for non-verbal cues.

E-For Example, when out on a date with a new person you might be having easy conversation but you want to know if they are into you. One way to determine whether the conversation is genuine is to examine their body language. If your date is saying that you are very interesting and they love your story they would be leaning in toward you. Their legs might also be crossed toward you and they may use positive affect touches to enforce that they like you. Also, if your date says they think you are funny and is laughing at your jokes you can tell if it is genuine laughter based on their facial expressions. When a smile or laughter is not genuine the person's eyes don't move. When we laugh or smile genuinely our eyes glimmer and have wrinkles around them

I-This is like in family reunion photos. You can look and see who is really happy to be there based on the wrinkles around their eyes in the smile. If there are no wrinkles then no one wants to be in the photo.

Appendix 2
Sample Public Speaking Syllabus

Communication Studies One
Communication Fundamentals
Spring 2014 (T/TH – First 8 weeks)

Instructor: Gary Rybold
Phone: 949/451-5417

Email: grybold@ivc.edu
Office: BSTIC 210

Textbooks: *Essentials of Public Speaking*, Cheryl Hamilton (5th ed.)

Materials: You should read a daily newspaper to keep up on current events. You will need a stack of 3x5 cards. You will need access to the internet and a printer (and paper). You will need a 3-ring binder with a clear sheet cover and filler paper.

The Key Concept of the Course

This course is entirely and exclusively concerned with the development of your oral communication thinking. To become a better thinker and a better speaker you must learn to practice skills that enable you to take charge of the concepts of communication.

The ability to present ideas publicly, articulately and in a well-reasoned and organized fashion is an essential skill for functioning and succeeding in many aspects of today's society. This class is geared towards helping you meet social situations calling for public communication. The student learning outcomes for this class are:

- Prepare and present an informative or persuasive presentation.
- Construct a key word outline.
- Use the Internet to search for, evaluate, and compile research materials.
- Apply critical thinking in assessment of public speaking course concepts.
- Self-assess individual speech performances.

The General Plan for the Course

This class will focus on providing a variety of thinking and speaking concepts and practice opportunities for you. It will emphasize your figuring out things in oral communication using your own mind, not memorizing what is in the textbook. On a typical class day you will be in small groups practicing communication thinking. You will be regularly responsible for assessing your own work and the work of others using criteria and standards discussed in class. If at any time in the semester you feel unsure about your "grade," you should request an assessment from me.

For every class day you will have assigned readings or assigned speeches. Most times we will not follow the exact order of the chapters or activities of the book. At other times you will be doing research on your own. You will also have written assignments or speeches due every class meeting.

Requirements

You must complete all of the following:

- (1) Ten short written assignments. If any assignment for the day is not completed, then you are not prepared to do the "in-class" work of the day and you will be

asked to leave until you have completed it. After every class you will need to revise your paper based on discussion and your own assessments of your thinking. These edited and typed papers will go into a portfolio that I will evaluate at the end of the session for the grade (due March 11).

- (2) Limited preparation speeches – You will give these speeches during classroom time. All students will continue doing speeches throughout the session. A minimum of 12 extemporaneous speeches on current events is required to pass the class. (There will be 15 opportunities.) There will be some impromptu exercises (seven speeches required to pass the class). You will have speeches due all class sessions when we have speaking assignments.

All students begin as speaker-critics. Once your group evaluates you as ready for testing and you have given six extemporaneous speeches in class, you may sign up for testing with me at the next class session. Earliest testing begins February 27.

To pass testing, you must exhibit solid organizational structure, reasonably good topic analysis and incorporation of research into your speech, and generally good physical and vocal delivery. To “test out” you must earn an 85% or higher on your speech. If you do not reach that goal you will continue to practice with your group and then sign up for retesting at a later date. You may not test more often than once every two class sessions.

Once you pass testing you become a coach. You must maintain your skills by giving one speech every class meeting and you must coach your classmates to help them pass testing. The goal of this class is for everyone to pass testing and demonstrate competent communication skills. Any student who does not pass testing by the final date will need to give a speech on March 20 for an evaluative grade in the class that will be based on skill level.

- (3) Journal – You will need to write a self-evaluation on each speech you give in class. The journal entry should have your name, the date of the speech, the thesis statement, and the time of the speech. A few paragraphs will suffice in which you explain what you thought you did well and areas in which you can improve. You will write a brief essay (250-500 words) at the end of the course summarizing your development. Journals must be typed. I will ask for journals to be handed in occasionally, but they will be due at the end of the session (March 18).
- (4) Exams – The one essay exam allows for open books and open notes.
- (5) Participation – You will be speaking and assessing in every class session. This means you need to come prepared and participate. Expect two hours of preparation per hour of class (18 hours per week total). District policy allows for students to be dropped if they miss six hours of class. Each absence before February 7 will lower your overall grade by 10%. Each absence after that will

lower your overall grade by 5%. If you miss two classes before February 27 you will be dropped. Since I teach other eight-Comm 1 classes (M/W 7pm, T/TH12:30pm – BSTIC 215) you may make up for an absence by attending the same lecture during the other class time. Since exercises often start the class, please try to arrive on time. Perfect attendance (no absences or tardies) will receive the full participation grade.

Grading

The class will not be graded on a curve. It is theoretically possible for everyone to get 95% or 55%. You will not be competing against each other in the classroom and there will be every incentive to help each other improve. No grades will be given before the final grade – unless you make a specific request to me. You should focus on improving your oral communication performance and thinking, increasing your strengths and diminishing your weaknesses, not in looking for a grade.

- Graded speech: about 30%
- Limited preparation speeches/journal: about 20%
- Out of class writing/portfolio: about 20%
- Exam: about 10%
- Attendance and participation: about 20%

Since the final grade is not based on points and is not mathematically calculated, the above percentages are approximations to suggest emphasis, not precise figures. In assigning your final grade I will lay out all of your work and match your work as a whole against the criteria passed out in class. You should read and re-read these criteria many times to ensure that you are clear about what you are striving to achieve.

Accommodations:

If you have a disability and require accommodations, please discuss your academic adjustment needs with the instructor, as soon as possible. Please contact DSP&S in student services for additional information. All information will remain confidential.

[NOTE: As you can see from the requirements this is an engagement-oriented, labor-intensive, activity-based class where you should do more talking than the instructor. Because technology has a tendency to distract, no cell phones or laptops may be used during class time. Please be sure you have plenty of paper for notes. This course is designed to increase your spontaneous critical listening, so the pace of the class will move quickly.]

Course Outline:

- 1/21 Introduction to critical thinking
Introduction to the course
- 1/23 Working in groups
The communication process
Audience analysis
DUE: Read Chapters 1, 4

- DUE: SEE-I: The most important thing about the communication model described in chapter one is...
- Handout: First topic assignment
- 1/28 Listening
Understanding speech anxiety
DUE: Read Chapters 2, 3
DUE: SEE-I: The best way to improve my active listening described in chapter 3 is...
DUE: SEE-I: Practice reduces speech anxiety because...
DUE: Research file on topic area
- 1/30 Organization and outlining
Research & argument construction
DUE: Read Chapter 5, 6, 7
DUE: SEE-I: Effective organization can make public speaking easier because...
DUE: SEE-I: The Toulmin Model can help critical thinking because...
- 2/4 Research continued
Persuasive speeches and topic analysis
DUE: Read Chapters 11, 12, 13
DUE: SEE-I: The most important thing I found out about my topic was...
DUE: SEE-I: The most important concept in a persuasive speech in chapter 13 is...
- 2/6 Delivery
DUE: Read Chapter 8
DUE: SEE-I: The most important thing about nonverbal communication in chapter 8 is...
Extemporaneous rubrics distributed
- 2/11 Speech day (first extemp speech)
Speech day (first impromptu speech)
- 2/13 Speech day (extemp)
Speech day (impromptu)
- 2/18 Speech day (extemp)
Exam – open book, open notes, bring a blue or green book with you
- 2/20 Speech day (extemp)
Speech day (impromptu)
DUE: SEE-I: The most difficult thing about extemporaneous speaking is...
- 2/25 Speech day (2 extemps)
- 2/27 Speech day (impromptu)
Speech day (extemp)
First speech testing date available
- 3/4 Speech day (2 extemps)
DUE: SEE-I: The relationship between extemporaneous speaking and critical thinking is...
- 3/6 Speech day (extemp)

- Speech day (impromptu)
- 3/11 Speech day (2 extemps)
DUE: Portfolio of SEE-Is
- 3/13 Speech day (extemp)
Speech day (impromptu)
- 3/18 Speech day (extemp)
Speech day (impromptu)
- 3/20 Speech day (all students pick either extemp or impromptu)
DUE: Journal of self-evaluations
Final speech evaluations

Appendix 3
Communication Significance Article

Kaplan Graduate Recruitment Survey: Employers Want Recruits with Communications Skills over Technical Knowledge

Business Wire, July 30, 2014 07:50 AM Eastern Daylight Time

http://www.businesswire.com/news/home/20140730005437/en/Kaplan-Graduate-Recruitment-Survey-Employers-Recruits-Communications#.U9kdAxnn_qA.

LONDON--([BUSINESS WIRE](#))--A survey of companies by professional services training company Kaplan has added new evidence to the understanding that employers are less concerned about whether graduate recruits have technical knowledge than softer employability skills and positive attitudes.

The Kaplan study: “[Graduate Recruitment, Learning and Development](#)” is based on responses from 198 employers based throughout the UK. The study found that ‘technical knowledge’ ranked 24th in a list of 30 competencies required or desired by employers at the recruitment stage, while employability skills including ‘effective communication’ (ranked #1), ‘being a team player’ (ranked #3), ‘confidence’ (#5), and ‘being analytical’ (#6) were all more important.

However, when asked about what competencies were most important two years after recruitment, employers’ priorities had changed. The four employability skills and attitudes originally ranked highly remained important and continued to rank in the top 10, with ‘effective communication’ still first in importance out of the 30 competencies, ‘team player’ was #4, ‘being analytical’ was #7, and ‘confidence’ ranked #10. However, two years after recruitment, ‘technical knowledge’ had shot up to #2 out of 30.

Kaplan’s head of learning in the UK and author of the study, Stuart Pedley-Smith, said: “On the whole, we found that the employers we surveyed do not recruit graduates for the subject-specific nature of what they learned at university. These employers generally view a university degree as a proxy for having reached a certain level of competence.

“There is a well-known saying within recruitment – ‘recruit for attitude and train for skill.’”

Two years after recruitment, the high importance placed on ‘technical knowledge’ shows clearly that employers consider it their responsibility to train new recruits with the knowledge and technical skills that are needed for their jobs.

Pedley-Smith said: “The employers we talked to and surveyed indicated they needed their graduate recruits to arrive ready with the softer skills of communications and team working -- skills required to be an effective member of a team. And these same employers were happy to train their recruits in business-specific technical knowledge.”

The survey also found that 75% of employers polled found it either moderately or very difficult to find the right graduates. This corresponds to results in the latest AGR survey (Association of Graduate Recruiters) which revealed that in spite of a significant increase in the number of graduate jobs in the UK (17% more graduate jobs available during 2013-14), nearly 25% of those polled had unfilled vacancies. In spite of the increasing number of work opportunities and skills programmes for a widening range of graduate recruits, businesses still say they are not seeing enough candidates with the employability skills they need.

Appendix 4
The XY Game

X-Y GAME

GOAL: Object of this game is for each group to accumulate positive points.

RULES:

1. You will be divided into 4 groups. Your groups are not to communicate with each other except when and how indicated.
2. There will be 7 rounds.
3. In each round, each group will vote either an X or Y.
4. Votes will earn points according to the following chart:

Vote	Score
<u>XXXX</u>	<u>X = +50</u>
<u>XXXY</u>	<u>X = -100</u> <u>Y = +300</u>
<u>XXYY</u>	<u>X = -200</u> <u>Y = +200</u>
<u>XYYY</u>	<u>X = -300</u> <u>Y = +100</u>
<u>YYYY</u>	<u>Y = -50</u>

** Scores for round 5 will be multiplied by 2

** Scores for round 7 will be multiplied by 5

5. Each group will start with 500 points.
6. Prior to odd numbered rounds, the groups will be allowed to negotiate with each other. You will select a negotiator for each round. You may change negotiators between sessions but not in the middle of one. Only the negotiators may talk during this time.
7. If your group does not wish to negotiate you will have 3 minutes to determine your vote.
8. If any group refuses to vote no points will be scored for that round.
9. Groups may pass notes to one another in lieu of negotiating with all four groups.

Appendix 5
Synergy Working Outline (students)

SYNERGY THROUGH COLLABORATION

Working outline

Synergy is finding the third alternative. It is a creative cooperation approach to solving problems, seizing opportunities, and working out differences.

Stephen Covey writes:

Synergy is a complementary team – where the team is organized so that the strengths of some compensate for the weaknesses of others.
(The 8th Habit)

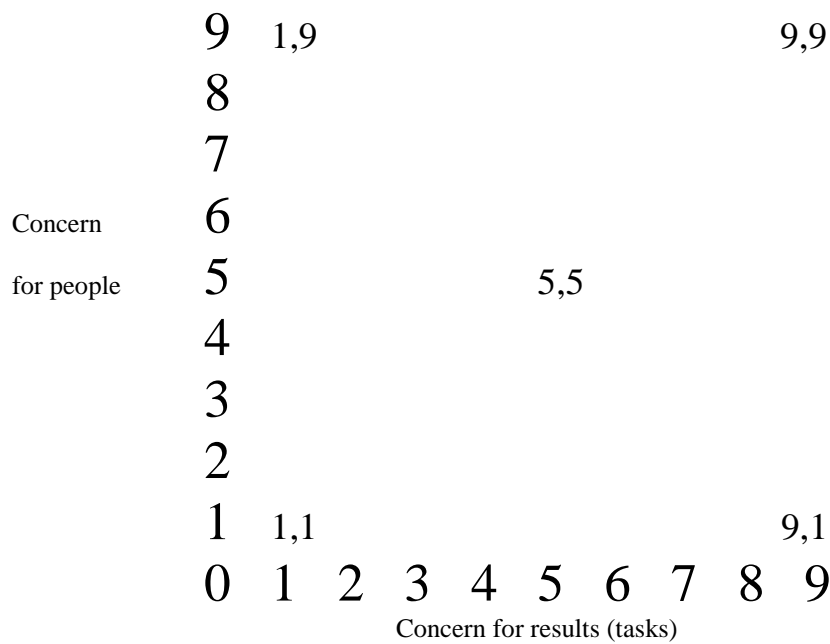
Jim Collins contends:

One of the crucial elements in taking a company from good to great is somewhat paradoxical. You need executives, on the one hand who argue and debate – sometimes violently – in pursuit of the best answers, yet, on the other hand, who unify fully behind a decision, regardless of parochial interests.
(Good to Great)

Conflict is a “neutral” term:

- It is a natural, ever present part of the human experience
- It always involves communication, but it is not always “caused” by poor communication. People can communicate well and still disagree
- Conflict can be a good thing:
 - It can move a relationship out of a rut.
 - It can find better third alternative solutions.
 - It can be a way to get hidden feelings out in the open, where they can be dealt with.
 - It can help develop confidence in a relationship.
 - It can promote genuine human contact.
 - Through conflict people may discover the “truth” in a situation.

Styles of conflict resolution:



1,1 – Withdrawer

1,9 – Accommodator

9,1 – Forcer

5,5 – Compromiser

9,9 – Collaborator

Conflict is a whole communication experience.

There are four elements:

ME

YOU

CONTEXT

TOPIC

Whenever we experience the threat of conflict we usually ignore one or more of the four elements:

1. **Placating** cancels the “me.”

Verbal indicators

Nonverbal indicators

Attitudes of the Placater

2. **Pouncing** cancels the “you.”

Verbal indicators

Nonverbal indicators

Attitudes of the Pouncer

3. **Computing** cancels the “me,” “you,” and the “context.”

Verbal indicators

Nonverbal indicators

Attitudes of the Computer:

4. **Distracting** cancels the “me,” “you,” “context,” and the “topic.”

Verbal indicators

Nonverbal indicators

Attitudes of the Distracter:

Conflict can be changed **effectively** and with **positive** results through **development** of **communication skills**.

Leveling communication takes into account all four elements:

The ME

The YOU

The CONTEXT

The TOPIC

Defusing communication helps when the conflict seems unresolvable:

Defuse yourself

Defuse the other

Defuse the situation

Appendix 6
Synergy Teaching Outline

SYNERGY THROUGH COLLABORATION

[CONFLICT RESOLUTION]

The simplified teaching outline

Stephen Covey writes that synergy is a complementary team – where the team is organized so that the strengths of some compensate for the weaknesses of others. (The 8th Habit)

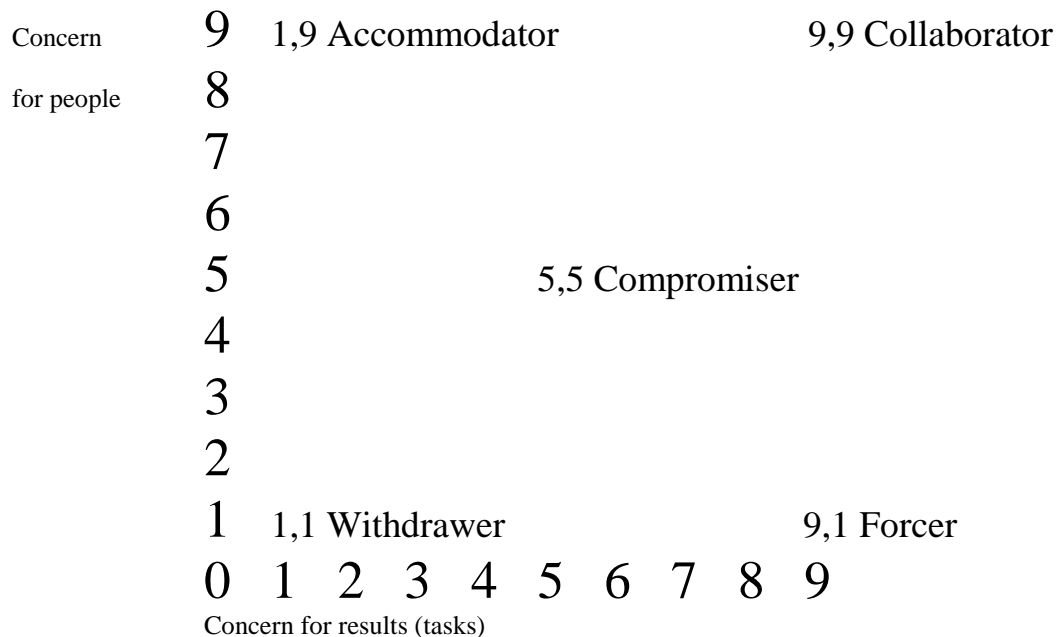
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- You need executives, on the one hand who argue and debate
- sometimes violently –
 - in pursuit of the best answers, yet, on the other hand,
 - who unify fully behind a decision, regardless of parochial interests.
 - (Good To Great)

Conflict is a “neutral” term:

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- It always involves communication, but it is not always “caused” by poor communication. People can communicate well and still disagree
- Conflict can be a good thing:
 - It can move a relationship out of a rut.
 - It can find better third alternative solutions.
 - It can be a way to get hidden feelings out in the open, where they can be dealt with.
 - It can help develop confidence in a relationship.
 - It can promote genuine human contact.
 - Through conflict people may discover the “truth” in a situation.

Styles of conflict resolutions:



1,1 Withdrawer – Neutrality is maintained at all costs. Withdrawal behind walls of insulation relieves the necessity for dealing with situations that would arouse conflict.

1,9 Accommodator – Disagreements are smoothed over or ignored so that surface harmony is maintained in a state of peaceful coexistence.

9,1 Forcer – Conflict is suppressed through authority-obedience approach. Win-lose power struggles are fought out, decided by the highest common boss or through third-party arbitration.

5,5 Compromiser – Compromise, bargaining, and middle ground positions are accepted so that no one wins – Nor does anyone lose. Accommodation and adjustment lead to “workable” rather than best solutions.

9,9 Collaborator – Valid problem solving takes place with varying points of view objectively evaluated against facts, emotions, reservations, and doubts are examined and worked through.

Conflict is a whole communication experience.
There are four elements:

ME- My attitudes, feelings, beliefs, expectations, information, opinions, needs, dreams, perspectives, etc.

YOU - Your attitudes, feelings, beliefs, expectations, information, opinions, needs, dreams, perspectives, etc.

CONTEXT - The physical environment and the psychological environment

TOPIC - The subject of the interaction even if it is simply the mutual acknowledgment of each other's presence

Whenever we experience the threat of conflict we usually ignore one or more of the four elements:

1. **Placating** cancels the “me.”

Verbal indicators

Agreeing quickly and often,
down-playing the importance
of the issues, hiding statements
behind placating questions

Nonverbal indicators

Looking down, using a
questioning tone, shrinking
into closed/protective posture,
rigid back

Attitudes of the Placater

“It’s better to switch than fight.”
“Our relationship can’t stand an argument.”
“Fighting is too frightening.”
“Conflict is not nice.”

2. **Pouncing** cancels the “you.”

Verbal indicators

Using blaming statements
and “should,” talking in
terms of us vs. them, right vs.
wrong, hiding behind pouncing
questions

Nonverbal indicators

Finger pointing, taking a
superior position, frowning a
lot, talking in a loud,
demanding voice

Attitudes of the Pouncer

“People who lose arguments are weakling.”
If you don’t win you won’t be respected.”
“My view is the only right one.”
“It’s always a dog-eat-dog world.”

3. **Computing** cancels the “me,” “you,” and the “context.”

Verbal indicators

Using complex, impersonal
words and sentences,
communicating only “completely
rational” statements, using third
person

Nonverbal indicators

Showing little facial or vocal
expression, using little natural
movement, keeping tension in
the back and neck, acting very
detached from the conflict

Attitudes of the Computer:

“Mature people don’t get emotional.”
“Emotions are dangerous.”
“All that matters are the cold, hard facts.”

4. **Distracting** cancels the “me,” “you,” “context,” and the “topic.”

Verbal indicators

Little sharing of feelings and beliefs, frequent and abrupt topic changes

Nonverbal indicators

Laughing inappropriately, using random jerky body movements, little direct eye contact

Attitudes of the Distracter:

“If you ignore the conflict, it will go away.”
“Nice people are happy and smiling all the time.”
If we argue, our relationship will surely end.”

Conflict can be handled **effectively** and with **positive results** through development of **communication skills**.

LEVELING

Leveling communication takes into account all four elements:

The ME — Leveling means communicating your feelings and ideas in a calm, open fashion. Your “me” gets expressed when you choose open rather than closed negotiation-of-selves options.

The YOU — Leveling means using a style that is sensitive to the needs of the other person. A leveling person **listens!**

The CONTEXT — Leveling means taking into account that you and the other person are selecting, structuring and interpreting what you both perceive and therefore are defining your individual contexts. A leveling person acknowledges the differences in these perceptions.

The TOPIC — Leveling means adapting and sharing your perspective on the topic while attempting to understand the other person's perspective.

DEFUSING

Defusing communication helps when the conflict seems unresolvable:

Defuse yourself by asking “What am I contributing to this conflict?”

- What are some of the ways this conflict could be good?
- Do I understand their position?
- Do I need to win this one?

Defuse the other by listening, identify areas of agreement, don't gunnysack on this person and maintain open nonverbal behavior. Give and seek forgiveness.

Defuse the situation by avoiding an audience, picking “neutral territory” and making sure all persons involved can hear, see, and concentrate.

Supplemental lecture material from Covey's 8th Habit

Searching for the third alternative – Covey reports that communication is without question *the* most important skill in life. The third alternative combines two useful elements of communication: commitment and feedback.

These two steps are:

Would you be willing to search for a solution
that is better than what
either one of you (us) have proposed?

Would you agree to a simple ground rule:
No one can make his or her point until
they have restated the other person's point
to his or her satisfaction.

If used as a paradigm of collaboration, it does not need to be stated every time.
(Although it doesn't hurt to be reminded once in awhile.)

ATTITUDES

- Conflict is inevitable and can be a positive thing!
- The fact that there's disagreement means the topic or relationship is important and therefore the conflict is positive. Apathetic people don't argue.
- Relationships can survive conflicts and are often strengthened by them. Moreover, I can survive a disagreement.
- It's better to include all the elements that are actually operating – me, you, the context and the topic. A whole perspective is better than a distorted one.
- Win/lose is not the only option!
- If all else fails, try a moratorium, a quiet time (a timeout).
- Be willing to understand, before being understood.
- Paraphrase the other person's perspective.

Appendix 7

Too stressed out article for speech anxiety session

MEDICINE; Too stressed out to learn? New brain research may reveal how emotions make it harder for impoverished students to concentrate.

[Clandos, Rosemary](#). **Los Angeles Times** [Los Angeles, Calif] 01 Sep 2008: F.3.

Sixty healthy middle-school students matched for age, gender and ethnicity but of different socioeconomic status took tests that challenged brain areas responsible for specific cognitive abilities. A study published in the February online journal of Social Cognitive and Affective Neuroscience shows that students raised in low-income homes have stronger fear reactions -- with potential consequences for concentration.

Raised IN poverty, Dr. Shauna Blake Collins fought fear during nearly 14 years of education. A dropout from a South-Central Los Angeles high school, she earned a GED diploma at 22, became a licensed vocational nurse, a registered nurse, and finally, at 41, a physician. Confidence came only during the last two years of medical school.

"Every step of the way, I was petrified," says the Winnetka mother of two toddlers, who recently graduated from UCLA's David Geffen School of Medicine. "The pressure I put on myself made me paralyzed."

Students who grow up amid economic insecurity often face many obstacles: overcrowded schools, lack of enrichment activities, violent neighborhoods. Fear and stress can be two more problems. Brain science is showing how these emotions have effects on the brain and how they can directly impede learning. Some scientists and educators are suggesting ways in which kids and college students can combat the long-lasting effects of poverty-related stress.

Taking over thoughts

In response to fear or stress, the brain quickly releases adrenaline and cortisol, activating the heart, blood vessels and brain for life-saving action -- fighting or running. The brain gives the threat priority over anything else -- including schoolwork -- and it creates powerful memories to help prevent future threats. "All families experience stress, but poor families experience a lot of it," says Martha Farah, psychology professor at the University of Pennsylvania.

For 20 years, David Diamond, a neuroscience professor at the University of South Florida, has studied the effects of stress-related hormones in rats. He found that high cortisol levels affect the hippocampus -- a key learning center in the brain -- in three ways. They suppress electrical activity, decrease efficiency and reduce new cell growth.

These effects, thought likely to occur in humans as well, might be one reason it's hard for impoverished students to concentrate and learn -- especially if there is extra stress, violence or abuse in the child's environment, Diamond says.

In a 2006 issue of *Brain Research*, Farah reported that growing up in poverty affects thinking processes associated with several brain systems. Sixty healthy middle-school students matched for age, gender and ethnicity but of different socioeconomic status took tests that challenged brain areas responsible for specific cognitive abilities. Researchers found that children from low-income homes had significantly lower scores in areas of language, long-term and short-term memory, and attention.

Research, Farah says, suggests that the effect of stress on the brain may be the reason for these detected differences and disadvantages.

Fear also interferes with learning. A study published in the February online journal of *Social Cognitive and Affective Neuroscience* shows that students raised in low-income homes have stronger fear reactions -- with potential consequences for concentration.

In the study, 33 healthy undergraduate students viewed pictures of facial expressions -- angry, surprised and neutral -- while MRI imaging measured their brain activity. For students raised in low-income homes, the pictures of angry faces triggered a greater response in the amygdala, a brain region that processes fear and anger.

"Growing up in a socially disadvantaged environment often exposes people to threats to their health and well-being," says Peter Gianaros, an assistant professor of psychiatry and psychology at the University of Pittsburgh, who headed the research.

Changing the brain

There are science-supported ways to mitigate these accentuated fear and stress responses and nurture the brain, researchers and educators say. "Change the experience, and you change the brain," says San Diego-based educator Eric Jensen, author of a 2006 book *"Enriching the Brain: How to Maximize Every Learner's Potential,"* who has developed a teachers' training program, *"Enriching the Brains of Poverty."* "Many good schools have shown they can create experiences that change the brain for the better."

Among those experiences:

- * Targeted preparation. To help children succeed in school, Jensen teaches educators to build students' brain capacity in areas shown by science to be lagging: attention, long-term effort, memory, processing skills and sequencing skills. He recommends a slate of activities for each -- for example, compelling stories, theater arts and fine-motor tasks all build attention skills, he says.

- * Foster a mind-set of hope, determination and optimism -- and security. There are many ways to foster hope, Jensen says, including asking about and affirming a student's dreams, bringing successful students back to talk to new ones, giving useful feedback on schoolwork and teaching students how to set and monitor their own goals.

Studies by Dr. Helen Mayberg of Emory University have reported lower activity in the thinking parts of the brain in people with depression, and research has uncovered brain changes as people get better, either with medical treatments or psychotherapy.

And in a study to be published this month in *Neuron*, Dr. Eric Kandel, a Nobel laureate and neuroscience professor at Columbia University, found that positive emotions -- safety and security -- affect learning capabilities of mice.

"Behaviors and thoughts that relate to hope, love and happiness can change the brain -- just as fear, stress and anxiety can change it," Kandel says. "It's completely symmetrical."

- * Meditation. This has been proven in studies to lower stress.

- * Social connectedness. According to Diamond's work at the Veterans Hospital in Tampa, Fla., "When people are experiencing strong stress, they recover much better when they have social support than when they are socially isolated," he says.

Jensen recommends mentoring programs for children and student groups.

- * Take control. "Feeling helpless increases stress hormones," Diamond says. To offset learned helplessness and develop a sense of control, Jensen advised students to learn time-management skills and goal setting -- and reward small accomplishments.

- * Exercise. "Exercise stimulates and energizes the brain to more efficiently process information. Exercise actually makes more brain cells," Diamond says. Sports, aerobic exercise, yoga, dance, walking and even exercising the smaller muscles used for playing a musical instrument can change the brain. Music is calming, Diamond says. "If you feel better, you learn better."

- * Eat well. Marian Diamond, a neuroscientist and professor at UC Berkeley, has been using dietary changes to improve the learning capabilities of orphans and impoverished children in Cambodia. For students living in poverty in the U.S., she said, "Be sure you're getting good sources of protein and calcium. Each day, eat an egg -- or egg whites -- a glass of milk, and take a multivitamin." Other researchers recommend cutting back on sugar and smoking because they raise cortisol levels.

- * Spirituality. In the January 2003 journal *Urban Education*, researchers reported that African American and Latino high school seniors who reported that they were very religious and were raised in intact families scored as well as white students on most achievement tests. "The achievement gap disappeared," says William Jeynes, an education professor at Cal State Long Beach.

Appendix 8
The Organizational Model

Speech Organization

Speeches work best with 3 to 5 main points. This doesn't mean that the speech won't have 10 or 20 or 30 steps. Like items are grouped under common headings.

A

1. Gather the materials
2. Draw the pattern
3. Trace the pattern on wood
4. Cut out the pattern so the tracing line can still be seen
5. File to the pattern line
6. Sandpaper edge and surface
7. Paint the object
8. Sand lightly
9. Apply a second coat of paint
10. Varnish

..

B

1. Plan the job
 - A. Gather the materials
 - B. Draw a pattern
 - C. Trace the pattern on wood
2. Cut out the pattern
 - A. Cut out the pattern so the tracing line can still be seen
 - B. File to the pattern line
 - C. Sandpaper edge and surface
3. Finish the object
 - A. Paint the object
 - B. Sand lightly
 - C. Apply a second coat of paint
 - D. Varnish

Organizational Model

Introduction

Thesis Statement

Preview

Body

Summary

Conclusion

Appendix 9

Sleep Deprivation Article (with numbered paragraphs)

1. As summer winds down, another new school year brings fresh notebooks, sharp pencils and — for many kids — a new cycle of sleep deprivation.
With classes that start as early as 7 a.m. and buses that pull up long before sunrise, some 80% of American kids in grades 6 through 12 are falling short of sleep recommendations during the school year, according to research by the National Sleep Foundation, a sleep advocacy group.
2. Overtired kids, studies suggest, struggle with depression. They gain weight and get in more car accidents. Their grades suffer. And many turn to caffeine, with questionable results for productivity and unknown effects on the development of young brains.
3. Now, fueled by accumulating research showing that adolescent bodies are designed to sleep late and that delaying school start times — even by just 30 minutes — makes a huge difference in how well teens feel and perform, an increasing number of schools around the country are ringing morning bells later than they used to. Many more are thinking about it.
4. At the same time, however, there are strong pockets of resistance to change from administrators and parents who think that bus schedules will get too complicated, that starting later will interfere with after-school programs or that kids simply will stay up later if they know they can sleep in a little more.
5. Despite the inconveniences involved in district-wide changes, sleep researchers emphasize the need to view sleep, like food and exercise, as a pillar of health.
6. "There are all these other things we do to ensure success for our kids, and getting them to have adequate sleep is probably one of the most important things you can do," says Judith Owens, a sleep researcher at Brown Medical School in Providence, R.I. "Parents need to take this as seriously as eating right, using seatbelts and putting on sunscreen."

Minnesota study

7. One of the first, longest-lasting and most influential teen sleep experiments started in Minnesota in the mid-1990s. Around that time, Minneapolis high schools shifted start times from 7:15 to 8:40. The nearby suburb of Edina shifted from 7:25 to 8:30.
8. Even though the two districts couldn't be more different on scales of race, socioeconomics and other factors, results in both places appeared immediately, says Kyla Wahlstrom, director of the Center for Applied Research and Educational Improvement at the University of Minnesota, Twin Cities.
9. Students were noticeably more alert in the first two periods of the day. The cafeteria was calmer. There were fewer fights in the halls. Students, who were now getting nearly an hour more sleep each night, said they felt less depressed. They were raising their hands instead of falling asleep at their desks. Even parents thought their kids were easier to live with.
10. Over time, Wahlstrom and colleagues documented, students started getting better grades on homework and quizzes. Schools reported lower tardiness rates. Attendance rates went up. Graduation rates improved.
11. "We found clear evidence of more kids staying in school and not dropping out," Wahlstrom says. "Every group — principals, teachers, parents and kids — had something to say about it."
12. Since then, reports from places such as Brazil, Israel and Rhode Island have turned up similar trends. Even small changes in school start times appear to make big differences.
13. In one of the most recent studies, published last month in the Archives of Pediatric & Adolescent Medicine, Owens and colleagues found that, after a change in start time from 8 to 8:30 a.m., students at a small, private New England high school reported fewer depressed feelings (a shift from 65.8% to 45%), better moods (from 84% reporting irritated and annoyed feelings to 62.6%); and less sleepiness during the day. (Before the shift, 69.1% of students said they rarely or never got a good night's sleep compared with 33.7% after the shift, for example.)
14. Class attendance improved: Teacher-reported first-class absence and tardiness rates dropped by 45%. Fewer students visited the health center (from 15.3% of students to 4.6% of students).
15. "Virtually every single parameter we looked at changed in the positive direction," Owens says. "We still saw substantial percentages of students reporting daytime sleepiness and depression. It wasn't a panacea. But there was a really dramatic improvement in everything."
16. Sleep seems to beget sleep, the study suggested. Even though the new schedule started just 30 minutes later, students actually went to bed 15 minutes earlier and got 45 more minutes of sleep each day. When interviewed, kids said they felt so much better from even a little bit of extra sleep that they were motivated to go to bed sooner and sleep even more. Owens suspects that the extra sleep also helped them get their homework done more efficiently, affording them extra time in the evening to wind down and get to bed.
17. "These kids get into a vicious cycle of being exhausted, taking five hours to do three hours of homework and having to stay up later to get it done," she says. "As they're getting less sleep, they have to stay up later and they get even more tired."

The melatonin shift

18. Blame biology — not laziness — for making teens push the snooze button over and over again. As kids approach puberty, scientists now know, there is a two-hour shift in when their bodies release melatonin, the hormone that causes sleepiness. As a result, teens and preteens find it impossible to fall asleep until about 11 p.m., even if they try to go to bed earlier. Yet teenagers still need an average of 9.25 hours of slumber each night.
19. On top of the shift in natural sleeping and waking times, Owens says, there is also a delay in when a severe dip in alertness occurs during the early morning hours. In adults, this low point hits between 3 a.m. and 5 a.m.; in adolescents, it falls between about 5 a.m. and 7 a.m. That means that, while their alarm clocks are telling teens to get out of bed and demanding that their brains perform, their bodies are screaming at them to keep sleeping.
20. "There's no doubt that schools starting before 8 or 8:15 are too early if you just do the simple math," says Amy Wolfson, who studies adolescent sleep at the College of the Holy Cross in Worcester, Mass. "You're not going to speak to anyone in my field who is going to say they think starting at 7:15 makes any sense at all."
21. And it's not just high school students who suffer from alarm clocks that blare at what feel like ungodly hours, Wolfson says. The melatonin shift may happen as early as age 10 or 11.
22. In a 2007 study in the journal *Behavioral Sleep Medicine*, Wolfson and colleagues found that middle school students in urban New England whose schools started at 7:15 were getting much less sleep, exhibiting more behavior problems and were tardy four times as often as kids who started school at 8:37. The eighth-graders at the earlier-starting school also got worse grades than their peers who slept more. (In this study, and others like it, researchers make sure that comparison schools are similar in size, socioeconomics, race and other factors that could affect outcomes.)
23. On average, sixth-graders get 8.4 hours of sleep on school nights, according to the 2006 report on adolescent sleep habits by the National Sleep Foundation. High school seniors get just 6.9 hours.
24. In addition to the mood, behavior and learning issues, scientists are starting to uncover more subtle ways that such chronic sleep loss can hurt kids. Some studies, for example, show that sleep deprivation compromises the immune system. Others suggest that, with too little sleep, the body releases higher levels of hormones that induce hunger, possibly contributing to growing rates of obesity.
25. Tired teens may also be more vulnerable to falling asleep at the wheel. In two studies — one out of Kentucky published in 2008 and one done in Virginia that was presented at a sleep meeting earlier this year — scientists linked early high school start times with higher rates of car accidents. (In the Virginia study, there were 65.4 car crashes for every 1,000 teen drivers in the city with an early start time and 46.2 per 1,000 in a neighboring city with a later start time — a difference of 40%.)
26. To stay awake, young people often turn to coffee, soda, energy drinks and other caffeinated beverages. In a public high school in Massachusetts, 95% of polled students reported drinking caffeine in the prior two weeks, mostly in the form of soda and most often in the afternoon and evening, Wolfson and a colleague reported in June in the journal *Health Education and Behavior*.
27. There are no published guidelines for how much caffeine is too much for adolescents, Wolfson says, but the substance stays in the body for up to five hours. Even if caffeinated kids manage to fall asleep, caffeine worsens the quality of their sleep. Finally, no one knows how caffeine might affect developing brains — although plenty of experts are concerned about the link between sugar in soda and weight gain.

Schools respond

28. As the sleep research piles up, a growing number of schools are moving toward later start times. No one has kept track of how many schools have made the change. But experts say they are fielding a growing number of calls from districts around the country asking for advice about whether and how to switch to later start times. And this spring, Wolfson says, the Centers for Disease Control and Prevention hosted a meeting of interdisciplinary sleep researchers to talk about school start times and teen sleep deprivation as national health issues.
29. Since the discussion on school start times began more than a decade ago, not a single district that has made the change has decided to change back. But even as awareness grows, the issue remains volatile in many school districts, where administrators and parents are resistant to changing established schedules.
30. In districts where schools still start early, sleep experts suggest that students start preparing their bodies for sleep at 10 p.m. by turning off electronics and avoiding the stimulation of social media. They encourage parents and kids to establish a calming bedtime routine that might include a warm bath or a book under lights that aren't too bright. And they advise trying not to go to bed much more than an hour later than normal on weekends: Many teenagers shift their schedules by three or four hours on Friday and Saturday nights, Owens says, essentially creating a weekly battle with jetlag.
31. Whatever it takes, teenagers need to get enough sleep, says Mary Carskadon, director of sleep research at the E.P. Bradley Hospital at Brown Medical School. During the second decade of life, she says, the brain reorganizes and rewires itself to strengthen signals that matter, retain information and consolidate learning. Much of that happens during sleep.
32. "The brain is probably going through as rapid development during the adolescent years as it does during the first year of life," Carskadon says. For kids, she adds, "sleep is brain food."

Appendix 10

Procedures Handout

Procedures for giving extemporaneous speeches – Communication Studies One

General behaviors during class

1. When you enter the class, sit in one of the groups that are set up. Please do not sit in the same group and with the same people every class. Be sure to silence and stow your cell phone.
2. Sign-in. A roster will be circulated. Next to your name write your thesis
3. The first couple of speeches you give will be timed, but no time signals will be given.
4. The other members of the group will assess your speech. They will take notes on your content (argument, evidence, and organization) and delivery. They will offer comments on improvement in your critical thinking and oral communication. You should take notes on their comments.
5. Once you are done, you become an audience member to help the other members in your group.
6. After you leave the class you need to type a self-assessment for your journal. You should list the thesis (word-for-word), the date, length of speech, what you liked, and what you think you need to improve. Be sure to staple your note card to bottom of the journal entry.

Expectations

1. You need to practice your speaking ability in every class session. This means that you come prepared to give your speeches when the class begins. You should always bring your files to class.
2. You need to add to the files given to you. The files will have dozens of articles in them by the time we finish the class. Along the way, when you add an article, be sure to put your name on the top of the evidence.
3. You will get a new file every time you give an extemp speech. Read the file, come up with an appropriate question and write the speech outline. You should practice extensively to be able to do your best job.

Testing

1. The first few weeks of speeches are designed to give you practice. You will not be graded on these speeches.
2. Once you have given six practice speeches you can sign up to “test” your speaking ability. In this case, the instructor will listen to the speech and evaluate it based on the rubrics below. If you receive an 85 (out of 100) you have “tested out” and do not have to test again. You will have to give one speech every class meeting, but mostly, you will coach the other students to help them improve. You will need to complete a minimum of 1 extemporaneous speeches.
3. If by the last day of class you have not tested out, you will give a final speech to the instructor. The grade of that speech will stand as your grade for the assignment.

Objective/Rubrics

1. Speeches should be between 6 – 8 minutes long. Time signals will be given after you have given two speeches.
2. Speeches should follow the organizational method outlined in class
 - A. Introductions should gather the attention and interest of the audience
 - B. Thesis statements should concern the relevant and significant purpose of the topic
 - C. Previews should accurately
 - D. Speeches need to have logical proof for all claims (seven different sources minimum)
 - E. Proof should be paraphrased and clear
 - F. Source citations need to be given for all proof (tell the audience the publication and the complete date)
3. Delivery should exhibit appropriateness for the situation:
 - A. Genuine and enthusiastic manner
 - B. Good vocal variety
 - C. Good body control
 - D. Good use of gestures and walks (on major transitions)
 - E. Direct eye contact to the audience members
 - F. Good use of notes (one 3x5” card, no excessive reading, key words only)
 - G. Attempt at appropriate attire on test-out day.

Appendix 11

Impromptu Topics – Nouns [Single word slips]

Potato

Island

Windows

Star

Horse

Dance

Glass

Water

Pen

Cup

Earring

Paint

Theatre

River

Fish

Computer

Desk

Lemon

Teacher

Paper

Tire

Car

Bottle

Book

Cards

Scissors

Pants

Kite

Button

Mask

Sports

Art

Letter

Cable

Tie

Toys

Appendix 12

Impromptu Topics Virtues [Single word slips]

Honesty

Forgiveness

Courage

Thriftiness

Patience

Faithfulness

Generosity

Bravery

Caring

Honor

Helpful

Friendly

Courteous	Trustworthy	Kindness	Hardworking
Professional	Collaborative	Thoughtfulness	Loyal
Tolerant	Thankful	Appreciative	Persevering

Loving Peaceful Studious Neat

Attentive Cheerful Outgoing Victorious

Listening Service Joyful Gentle

Appendix 13

Impromptu Topics Quotations [Two quotations per slip]

What goes around comes around. -Anonymous
He who angers you conquers you. -Elizabeth Kenny

Don't hate, it's a big burden to bear. – Martin Luther King, Jr.
Time is money. –Ben Franklin

They always talk to who never think. –Anonymous
Eighty percent of success is showing up. – Woody Allen

If at first you don't succeed – try – try again.
The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart -Helen Keller

Dream as if you'll live forever. – James Dean
A man is what he thinks about all day long. -Ralph Waldo Emerson

Give a man fish and he won't starve for a day. Teach a man how to fish and he won't starve for his entire life. -Confucius
No Pain – No Gain

One person can make a difference, every person should try. – John F. Kennedy
The wisest mind has something yet to learn. –George Santayana

All you need is love. Paul McCartney

I don't have to agree with you to like you or respect you. – Anthony Bourdain.

Don't gain the world and lose your soul. Wisdom is better than silver and gold. – Bob Marley

You can't always get what you want, but if you try sometime you just might find, you get what you need. The Rolling Stones

When in doubt, tell the truth. – Mark Twain

There are no regrets in life, just lessons. – Jennifer Aniston

Be quick, but don't hurry. – John Wooden

Obstacles are things a person sees when he takes his eyes off his goal. -E. Joseph Cossman

Children are the world's most valuable resources and its' best hope for the future. -John F. Kennedy

If you would be loved, love and be lovable. – Benjamin Franklin

Whatever the mind can conceive and believe, the mind can achieve. – Dr. Napoleon Hill

It's never too late to be what you might have been. – George Eliot

“Nothing is impossible; the world itself says ‘I’m impossible!’” – Audrey Hepburn
Do what you can, with what you have, where you are. - Theodore Roosevelt

If you don’t stand for something you will fall for everything. – Malcolm X
Happiness resides not in possessions and not in gold; feeling of happiness dwells in the souls. – Democritus

The whole of life is but a moment of time. It is our duty, therefore to use it not to misuse it. – Plutarch
Don't it always seem to go, that you don't know what you've got till it's gone. Joni Mitchell

Even the genius asks questions. 2 Pac
Happiness can be found, even in the darkest of times, if one only remembers to turn on the light.
Harry Potter and the Prisoner of Azkaban

Knowledge is pain. Fracture
If you choose not to decide, you still have made a choice. Rush

Don't criticize what you can't understand. Bob Dylan
There's nothing you can do that can't be done. John Lennon

Better to bend than break – French proverb
Every country has its custom – Spanish Proverb

A dog with a full mouth will not bark – African proverb
Facts are stubborn things – English proverb

The Lord created two desires, one for good and one for evil – Hebrew proverb
Give a loan and make an enemy – Hindustani proverb

All things in moderation are good – American proverb
Marrying is easy, but housekeeping is hard – German proverb

Better to be silent than to speak without a thought. Traffic
Big thieves hang little ones – Czech proverb

Every mother thinks her child is beautiful – Yiddish proverb
Poverty benumbs intelligence – Vietnamese proverb

Only with a new ruler do you realize the value of the old – Burmese proverb
A cage bird longs for the clouds – Japanese proverb

No one ever committed suicide who had a good two-year-old in the barn – Racetrack proverb
He who sells cheap, sells quickly – Turkish proverb

Don't sell the skin till you've caught the bear – Rumanian proverb
Skill wins over noble birth – Greek proverb

Suffering is bitter, but its fruits are sweet – Estonian proverb
Do not impose on others what you do not desire for yourself – Confucian proverb

He who governs must know how to be strong – Maltese proverb
It is easier to close a river than to stop gossip – Philippine proverb

Appendix 14
Test-out form

Name of speaker_____

Thesis of speech_____

Time of speech_____ # of Sources _____ Grade_____

Format (Organizational model):

Introduction

Thesis statement

Preview (external)

Previews (internal)

Summary

Conclusion

Content (Body main points):

Logical proof for all claims

Proof paraphrased

Source citations

Solid argument

Delivery

Genuine and enthusiastic manner

Vocal variety

Good body control

Good use of gestures

Walks (on major transitions)

Direct eye contact

Good use of notes

Appropriate attire on test out day

Appendix 15

Project-Based Argumentation and Debate Class Syllabus (8-week)

Communication 3
Argumentation and Debate
Spring 2015

Instructor: Gary Rybold

Phone: 949/451-5417

Textbook: *Speaking, Listening, and Understanding*, Rybold and Smith

Email: grybold@ivc.edu

Office: BSTIC 210

[A note about my book: This book was written under a grant from the International Debate Education Association. Since it aims at English language learners, the language is greatly simplified and should be an easy read. You will need the theory in the book as background, so you should try to read it as soon as possible. Chapters 3 and 4 are refreshers for public speaking and can be read later.]

Materials: You will need to read a daily newspaper to keep up on current events. You will need access to the internet and a printer (and paper). You will need a 3-ring binder with a clear sheet cover and filler paper.

The Key Concept of the Course

This course is entirely and exclusively concerned with the development of your oral communication thinking. To become a better thinker and a better speaker you must learn to practice skills that enable you to take charge of the ideas about communication.

The student learning outcomes you should expect when taking this class:

- Construct an affirmative case on a value proposition with provided evidence and limited preparation.
- Provide a written policy case and disadvantage using a stock issues paradigm.
- Identify, evaluate, and analyze multiple fallacies.
- Apply critical thinking in assessment of argumentation and debate course concepts.
- Identify main issues in a debate and present a decision through written assessment.

The General Plan for the Course

This class will focus on providing a variety of practice opportunities for you, not lecturing by me. It will emphasize your figuring out things in oral communicating your critical thinking by using your own mind, not memorizing what is in the textbook. On a typical class day you will be in small groups practicing communication thinking. You will be regularly responsible for assessing your own work and the work of others using criteria and standards discussed in class. If at any time in the semester you feel unsure about your “grade,” you should request an assessment from me.

For every class day you will have assignments due. Sometimes you will have a topic assigned a week in advance, other times we will have a limited preparation time. Most times we will not follow the exact order of the chapters or activities of the book. At other times you will be doing research on your own to bring in and share. You will also have written assignments, speeches, or debates due every class meeting.

Requirements

Exam

The examination will be essay-type and involve consequential assessment with critical thinking assignments utilizing multiple concepts in each question. This exam is given on the last day of class and will be open book and open notes.

Debates

You will need to participate in debates during classroom time (some practice sessions outside of class may satisfy the requirements). All students will continue doing debates throughout the eight weeks of the course. To pass the class you are required to complete a minimum of ten in-class debates. You will learn a variety of debate formats. You need to be ready to debate in the format that is appropriate for the particular week. All students will serve as debater-critics. Therefore, on debating days you will be involved both in debating and assessing debates. Simultaneous debates will be conducted in the classroom and in different rooms.

Portfolio

You will need to maintain a portfolio of all class assignments and activities. Entries need to be typed and chronologically ordered (put the date at the beginning of every entry). I will ask for portfolios to be handed in occasionally, but the total project will be due at the end of the session (March 17). What are the things in the portfolio?

- You will need to write a self-evaluation on each debate or speech in which you participate. The self-evaluation must include: Place and time, assessors, topic, side, and decision. One paragraph will suffice in which you explain what you thought you did well and areas in which you can improve.
- You will need to write a reflection on the assignments we have in class. Sometimes those assignments will be speeches or discussions; while other times research may be involved (i.e. newspaper articles you discussed).
- You will need to write a critique on every debate you assess.
- You will write a brief essay (250-500 words) at the end of the course summarizing your development.

Argumentation paper

This extensive research paper (double-spaced, 12 pt. type, 12 pages, and 15 sources) will take a position on a current public policy and make an argument for change using the stock issues of policy debate. The topic must be approved in advance by the instructor. The paper is due March 17.

Attendance and participation

Participation is very important in this class. You need to show up on time and ready to participate. If any assignment for the day is not completed, then you are not prepared to do the “in-class” work of the day and you will be asked to leave until you have completed it. This class focuses on two things for your development: concepts and practice. Both unify for your growth. If you are late for class or unprepared or miss a day, the process is disrupted. District policy allows for students to be dropped if they miss two classes. Any missed time from class counts against your participation grade (-5% per missed class).

Accommodations

If you have a disability and require accommodations, please discuss your academic adjustment needs with your instructor, as soon as possible. Please contact DSP&S in student services for additional information. All information will remain confidential.

[NOTE: As you can see from the requirements this is an engagement-oriented, labor-intensive class where you should do more talking than the instructor. Because technology has a tendency to distract, no cell phones or laptops may be used during class time (unless part of the assignment). Please be sure you have plenty of paper for notes. This course is designed to increase your critical listening, so the pace of the class will move quickly.]

Grading

The class will not be graded on a curve. It is theoretically possible for everyone to get 95% or 55%. You will not be competing against each other for a grade, so there will be every incentive to help each other improve. No grades will be given before the final grade – unless you make a specific request to me. You should focus on improving your oral communication performance and thinking, increasing your strengths and diminishing your weaknesses, not on looking for a grade.

- In class debates: about 25%
- Portfolio: about 25%
- Argumentation paper: about 15%
- Attendance and participation: about 20%
- Exam: about 15%

Since the final grade is not based on points and is not mathematically calculated, the above percentages are approximations to suggest emphasis, not precise figures. In assigning your final grade I will lay out all of your work and match your work as a whole against the criteria passed out in class. You should read and re-read these criteria many times to ensure that you are clear about what you are striving to achieve.

Competition Option:

The best way to learn to debate is by debating. Therefore, many opportunities (18 rounds) will be provided for you to try out your skills in a variety of team debate formats in local competitions. You are not required to do any of these competitions for this class. But to encourage you, if you do compete you may waive other requirements (and receive 100% credit if flow sheets and typed assessments are completed):

- Waive taking the final exam = 8 total rounds of competition
- Waive writing the argumentation paper = 8 total rounds of competition

The school may provide transportation to and from the tournaments (although most students prefer to drive themselves). The ASIVC will pay for the costs of the tournament if you: purchase a student body card, are enrolled in at least 6 units for the fall semester (including this speech class), and have a 2.0 GPA (minimum). You must also agree to abide by the Forensics Team Code of Conduct and all school/district rules (including signing all necessary forms). To receive

credit, assessments of the rounds must be turned in during the class meeting immediately following the tournament.

You can also make up an absence by attending a debate tournament, flowing and critiquing three debates (no double dipping).

About the Forensics team

IVC offers advanced opportunities to develop a variety of public speaking skills. The team has a strong tradition of excellence. Over the past 22 years IVC has been ranked either first or second in national rankings or taken gold in debate at the national championships 20 times.

The team is open to all students (see standards above). Students can receive class credit by taking Com 106 for 1 to 4 units. The team meets on Wednesday and Friday afternoons for meetings and practice. In addition to the tournaments listed above, the team travels overnight for other competitions in debate and a variety of individual events. Seven coaches offer individual appointments.

Debate Formats

- Lincoln/Douglas Debate (LD) – One-on-one debate.
- National Parliamentary Debate (NPDA) – Two person teams debate on different topics each round. The teams may do on-line research and group preparation.
- Public Forum – Two person teams debate both sides on an announced topic with evidence and cross-examination.

Course Outline (**Tournaments listed in bold**):

- 1/20 Introduction to the course
The burden of proof, the burden of refutation, the burden of rejoinder
DEBATE DEMONSTRATION
- 1/22 Introduction to parliamentary debate
Propositions
Read and ready to discuss chapters 2, 5, 6, 7
Bring & discuss three articles from a newspaper (three different days from the past week)
- 1/27 First in-class debate
Refutation
Critical thinking
Read and ready to discuss chapters 10, 11
Bring & discuss three articles from a newspaper (three days from the past week)
- 1/29 Case development
The Toulmin Model
Reasoning and fallacies
Read and ready to discuss chapters 7, 8, 9
January 30-31 (F/S) – CSULB NPDA – 6 rounds
- 2/3 In-class debates
- 2/5 In-class debates
Bring & discuss three articles from a newspaper (three days from the past week)
- 2/10 Research
Read and ready to discuss chapter 9

- 2/12 In-class debates
- 2/13 (Friday Holiday) – Cerritos College NPDA – 4 rounds**
- 2/17 In-class debates
- 2/19 In-class debates
- 2/21 – League Championships (S) – Moorpark College NPDA – 4 rounds**
- 2/24 Public Forum debate format
- Extemporaneous speech due
- Bring & discuss three articles from a newspaper (three days from the past week)
- 2/26 Arguing Constructively
- Public Forum Debates
- 3/3 Public Forum Debates
- 3/4 Public Forum Debates
- 3/6 – Express Debate – Fullerton College Public Forum (F) – 4 rounds**
- 3/10 Lincoln Douglas Debate Format
- Debates
- 3/12 Debates
- 3/17 Debates – Portfolio due, argumentative paper due
- 3/19 Final exam