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Communication theory vs. performance skills: how do Rowan public speaking professors weave both into class lectures?

Renai Ellison
Rowan University

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COMMUNICATION THEORY VS. PERFORMANCE SKILLS:

HOW DO ROWAN PUBLIC SPEAKING PROFESSORS

WEAVE BOTH INTO CLASS LECTURES?

by
Renai Ellison

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ABSTRACT

Renai Ellison
COMMUNICATION THEORY VS. PERFORMANCE SKILLS: HOW DO ROWAN
UNIVERSITY PUBLIC SPEAKING PROFESSORS WEAVE BOTH INTO CLASS
LECTURES?
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Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The purpose of this study was to understand how Rowan University public

speaking professors blend the teaching of communication theory and performance skills

in their classroom lectures. The researcher conducted one-on-one interviews and

classroom observations of public speaking professors at Rowan. Five professors

participated in the process. Each professor was asked open-ended questions which were

created by the researcher to determine the specific methods used to impart knowledge

about communication theory and performance skills. A classroom observation was

conducted to provide confirmation and further elaboration of the information gathered

from the interviews.

The study uncovered each professor's feelings and attitudes regarding the

teaching of communication theory and performance skills in a public speaking class.

Professors with doctoral degrees tended to have a greater understanding and appreciation

for communication theory. Most professors viewed the content of the speech as more

important than performance skills.

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Dr. Marybeth Walpole—you are my mentor and my inspiration. Your teaching style has set a brilliant example for me to follow.

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CHAPTER ONE

INTRODUCTION

Public speaking is viewed as an important communication competence by members of the speech communication profession. Because public speaking is frequently taught as a general education course at the college level, thousands of students nationwide enroll in these classes. The art of teaching public speaking in the academy entails a delicate balance between imparting the principles of communication theory and guiding students toward an understanding of performance skills. These skills include, but are not limited to, consistent eye contact, controlled body movements, strong voice projection, and self-confidence.

Traditionally, it has been essential that communication scholars impart the awareness that public speaking, historically called rhetoric, involves a rich lineage that has influenced culture for centuries. Communication theorist Aristotle and Psychology theorist Abraham Maslow have made significant contributions to the field and have laid the foundation for public speaking instructors internationally.

However, many adult and continuing education courses, like Dale Carnegie Training, ignore theory and focus primarily on performance, while motivating individuals to reach their full potential. These course, offered worldwide, have become immemsely popular primarily because the goal is to empower the individual and offer tangible skills which will improve the quality of life. The course seeks to improve upon a student's public speaking skills while also strengthening personal confidence and self-esteem. Both academic public speaking classes and adult and

continuing education classes desire to cater to student's needs but they approach the goals in completely different ways.

Statement of the Problem

Communications purists ground the teaching of public speaking in the fundamentals of theory. They have rejected performance skills-oriented teaching as non-academic. However, it is equally important that teachers prepare students with the performance skills necessary to deliver a speech effectively and capture an audience.

As teachers prepare the individual lessons for the public speaking classes, their responsibility is two-fold. First, they must lay a solid foundation for the students, helping them to understand the historical relevance of public speaking. To build on this foundation, it becomes necessary to share information about the philosophers such as Aristotle and Abraham Maslow who made significant contributions to the art of public speaking.

Nevertheless, students need a realistic and current model as they navigate the fear-inducing activity of speechmaking. Teaching students to grow in confidence and ability may require a more practical and tangible approach. As a result, it may be necessary to weave in a more progressive philosophy in order to give students a well-rounded experience.

Many speech communication educators and researchers view the performance-oriented orators with disdain because of personal practices and intentions. Specific differences exist between the two. There is a dearth of research which expounds on these differences and offers suggestions on how to balance

communication theory and performance skills in public speaking class. Although a plethora of theories exist, there are few authors who address the significant contributions of Dale Carnegie or any other performance skills-oriented public speaking trainers.

Purpose of the Study

The purpose of the study was to understand how public speaking professors at Rowan University blend the teaching of communication theory and performance skills in public speaking classes. Although college and university public speaking classes are traditionally grounded in communication theory, the question remains about whether some public speaking professors recognize the significant contributions of Dale Carnegie or other mainstream public speaking trainers.

Furthermore, if the Carnegie contribution is recognized, the study will reveal specifically how professors balance the relating of communication theory along with the performance-skill training. Conversely, if the Carnegie contribution is not recognized, the study will uncover how public speaking professors impart the teaching of performance skills. Additionally, the study examines the esoteric concept of human motivation and how communication theory addresses this construct while also delving into how the teaching of communication theory meets the needs of students.

Assumptions and Limitations

The nature of this study focuses on the opinions and insights of selected Rowan public speaking professors regarding how communication theory is imparted to students. Although this study includes the viewpoints of some Rowan public

speaking professors, it is by no means a reflection of all Rowan public speaking professors or public speaking instructors worldwide. Nor does the study include the viewpoints of performance-skills oriented trainers. The researcher began the study with an understanding that all participants are aware of the significance and importance of the research topic given their personal qualifications and experience as public speaking professors. With this in mind, each participant was expected to comprehend and fully understand the concepts being studied. There is also an assumption from the researcher that each participant responded truthfully and honestly to the interview questions.

In addition, the researcher may have approached this study with a bias since she has a Bachelor of Arts degree in communication from Rowan University and also teaches at the university as an adjunct professor of public speaking. In addition, she is a graduate of two Dale Carnegie Training course: Effective Communication and Human Relations and also High Impact Presentations. She has also coached professional development workshops for Dale Carnegie Training. As a result, she has a balanced exposure to both a communication theory education and performance skills training.

Operational Definitions

A. Communication Theory: Defined as a set of propositions or principles describing the art of verbal and non-verbal communication.

B. Motivation: Defined as the act of generating others to feel empowered and self-confident.

C. Performance skills: Defined as the qualities needed to deliver an effective public speech. This includes but is not limited to consistent eye contact, controlled body movements, strong voice projection, and self-confidence.

D. Performance Skills Trainer: Defined as a facilitator of public speaking in an adult and continuing education setting.

E. Public Speaker: Someone who delivers a speech.

F. Public Speaking: Defined as a type of speech or rhetoric which aims to inform, persuade, or entertain.

G. Public Speaking Professor: Someone who teaches public speaking.

H. Rhetoric: Defined as the art of using language effectively.

I. Rowan Public Speaking Professor: Defined as an associate, assistant, or adjunct professor of public speaking teaching at Rowan University during the spring 2007 semester.

J. Self-confidence: Defined as the state of feeling empowered and having self-esteem.

K. Speech: Defined as a particular utterance or address; a manner of speaking.

Research Questions

1. What methods do Rowan University public speaking professors use to weave the teaching of communication theory and performance skills into their public speaking lectures?

2. What aspects of public speaking performance skills are emphasized by Rowan University public speaking professors?

3. How are the principles of Dale Carnegie Training used by Rowan University public speaking professors in the teaching of public speaking?

4. How does the teaching of communication theory address the concept of motivation in a public speaking class?

5. How do Rowan public speaking professors address the needs of students in a public speaking class?

6. How does the teaching of communication theory meet the needs of students in a public speaking class?

Organization of the Study

Chapter two presents the literature review which addresses two communication theories, Aristotle and Abraham Maslow's Hierarchy of Needs. It also discusses Dale Carnegie Training and direct research on communication professors.

Chapter three provides details about where and how the study was conducted. The chapter describes the study population and sample, along with the instrumentation and variables. In addition, a description of how the data were analyzed is presented.

Chapter four reveals the findings of the qualitative analysis of the interviews conducted for the study.

Chapter five discusses the findings and offers a summary of the study. Conclusions and recommendations for further research are also included.

CHAPTER TWO

REVIEW OF LITERATURE

Nearly seven centuries have passed since Greek philosopher Aristotle hypothesized about the accepted methods of rhetoric. This ancient teacher established a groundwork that has been built upon and students in colleges and universities across the world are learning his theories and applying them to everyday public speaking situations.

Conversely, thousands of students worldwide have adapted the public speaking philosophies of Dale Carnegie and have strengthened personal skills and character in the process. This literature review expounds on both methods and begins with a definition of public speaking. Two distinctive theoretical approaches to public speaking are discussed including Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs. In addition, the viewpoints from public speaking skills trainer Dale Carnegie are presented.

Definition of Public Speaking

Public speaking, also known as rhetoric, is defined as the use of words and symbols to achieve a goal. It is the art of speaking or writing for the purpose of persuading others. The goal is to influence change or reinforce attitudes, beliefs, values, or behavior. Regardless of the type of speech, whether it be to inform, persuade, or entertain, the speaker is using rhetoric because there is a goal he or she is trying to achieve (Beebe & Beebe, 2006).

Public speaking has a far greater purpose than the ability to win friends and influence people (Lucas, 2004). The essence of public speaking is rooted in the knowledge that communication transcends cultural and demographic limitations. Public speakers began engaging audiences since before civilization learned to read. As a result, public speaking is a vital means of communication which can empower both the speaker and the listener (Lucas, 2004).

In order to understand the nature of public speaking, one must first comprehend the term *speech*. Defining speech generates phrases like orally verbalized thought, spoken rhetoric and poetic, oral discourse, or, simply, talk. However, the consideration of non-verbal communication, such as pantomime or gesturing may argue that all speech is not oral, With this in mind, one may reject the suggested phrases as too confining (Wilson & Arnold, 1990).

The physical aspect of speech might be considered when searching for a definition. According to Wilson and Arnold (1990), speech refers to audible signs made with the muscles and other tissues. This combination produces voice which is used for the purpose of communication. Either way, speech involves two-way communication and feedback. This feedback is generated by both the speaker and the audience through verbal, non-verbal and physical responses. Feedback occurs when an audience is stimulated by a speaker's reaction and vice versa. For example, audience applause (physical feedback) is the reaction to a favorable word delivered by the speaker (Wilson & Arnold, 1990).

Speech, then, is a process that allows ideas and feelings to be transmitted through the integration of words, voice, and action (Wilson & Arnold, 1990).

Furthermore, speech is comprised of a thought which is conceived, transmitted, and expressed by brain, voice, and body. This produces stimuli for the hearer and the speaker and influences subsequent thoughts, feeling, and actions (Wilson & Arnold, 1990).

Speech communication in the form of public speaking share many characteristics with conversation. The distinct difference is that during public speaking, one is likely to have more listeners. However, public speaking and conversation have several similarities. For instance, both public speaking and conversation involve organizing personal thoughts logically, tailoring the message to the audience, telling a story for maximum impact, and adapting to listener feedback (Lucas, 2004).

By contrast, public speaking and conversation differ in several ways. Public speaking usually has specific time limitations and listeners are not usually able to inject personal thoughts. With this is mind, public speaking is more structured than conversation. Public speaking also requires a more formal language. A speech should contain language and grammar appropriate for the audience. In addition, it also requires a different method of delivery because conversation involves a more casual expression and includes the use of phrases such as "like," "you know," and the vocalized pauses "uh," "er," and "um" (Lucas, 2004).

Furthermore, since a public speaker appears before a larger audience, hand, facial, and body gestures may be larger and more expressive than when speaking during a conversation. This energy is needed to produce adequate volume and

body movements which may be received by the audience (Wilson & Arnold, 1990).

Aristotle's Rhetoric

The ancient tradition of public speaking or rhetoric flourished around 384-322 B.C. in Greece. This was the Age of Aristotle which produced a proliferation of works by the scholar, dedicated to philosophy, drama, natural science, and rhetoric. Like Plato, his mentor, Aristotle's contributions impacted society greatly. The development of Aristotle's Rhetoric laid the foundation for speechmaking today. It is the earliest recorded discussion of systematic speechmaking in world history (Beebe & Beebe, 2006).

Though all public speaking is not rhetoric, a rhetorician is someone who possesses the ability to understand persuasion and is able to always perceive what is persuasive. According to Aristotle, rhetoric is the ability to perceive what is persuasive in every given instance. Although a rhetorician may not be able to persuade everyone, he/she has a complete grasp of his/her method (Stanford Encyclopedia of Philosophy, 2002).

Rhetoric is necessary to enable a speaker to establish what is just and true before an audience. Aristotle felt that it is impossible to teach an audience without incorporating some methods of persuasion. Audiences are easily distracted by factors not pertaining to the subject. In addition, the topics of public speeches do not contain exact knowledge but leave room for an audience to doubt. Aristotle posited that rhetoric allows a speaker to discover all means of persuasion on any topic (Stanford Encyclopedia of Philosophy, 2002).

The systematical core of Aristotle's Rhetoric includes three technical means of persuasion. These technical characteristics imply that technical persuasion must have its foundation on a method. This means that we must know the reason why some things are persuasive and some are not. Technical means of persuasion must be provided by the speaker him/herself (Stanford Encyclopedia of Philosphy, 2002).

According to Aristotle, a speech has three components: the speaker, the subject, and the hearer. Therefore, technical means of persuasion are either in the character of the speaker, the emotional state of the hearer, or in the argument itself. The speaker is charged with accomplishing the persuasion by what is said and must appear to be credible. In order to do this, the presenter should have practical intelligence, a virtuous character, and good will. Without these qualities, the audience would doubt if the speaker has a worthwhile message (Stanford Encyclopedia of Philosophy, 2002).

Aristotle also refers to ethos, pathos, and logos. Ethos deals with credibility. A speaker must have the appropriate background or credentials in order to be viewed as credible. Ethos is also concerned with how dynamic or powerful a speaker may be. Pathos deals with the emotional appeal. The orator must arouse the emotions of the audience because emotions influence thought and judgment. The goal of rhetoric is to achieve a certain judgment from the audience, not an action or practical decision. A speaker who wants to stimulate emotions must not speak outside the subject (Stanford Encyclopedia of Philosophy, 2002).

The argument, or logos, incorporates two distinct forms of reasoning or pathos: inductive and deductive. Inductive reasoning uses specific instances or examples to reach a general, probable conclusion. In order to reach a conclusion, the speaker uses specific examples, facts, statistics, and opinions. The orator decides whether the evidence given will, in all probability, support the conclusion. An example of inductive reasoning would be:

"When tougher drug laws went into effect in Kansas and St. Louis, drug traffic was reduced. The United States should therefore institute tougher drug laws, because these will decrease drug use nationwide" (Beebe & Beebe, 2006, p.382).

Deductive reasoning moves from a general statement of principle to a specific, certain conclusion. This is the opposite of inductive reasoning and means that when the conclusion is certain rather than probable, the speaker is reasoning deductively. The reasoning conclusion may be something true or false. An example of deductive reasoning would be: All bachelors are unmarried men. Frank is a bachelor. Therefore, Frank is an unmarried man (Beebe & Beebe, 2006).

The legend of Aristotle's foundation for speechmaking began as lecture notes from his classes in the Lyceum in Greece. Told as a legend, his students were said to have edited and published their notes from his classes after his death. Influenced by Plato and the Sophists, Aristotle transcended his mentors to create his own distinctive theory of rhetoric. As a result, most of what he originated is

found in public speaking textbooks and classes all over the world (Beebe & Beebe, 2006).

In line with his mentor Plato, Aristotle embraced true and ultimate knowledge. Whereas Plato believed that rhetoric was the best way to empower philosophers and kings to manipulate those incapable of gaining true knowledge, Aristotle viewed rhetoric as a morally neutral art and did not believe in restricting the use of rhetoric to rulers alone. Aristotle posited that rhetoric is an art which can be taught and thought of it as an opportunity to discover the available means of persuasion (Beebe & Beebe, 2006).

In the last few decades, the philosophically salient features of the Aristotilian rhetoric were rediscovered. He provides a philosophical and ethical foundation for speechmaking. Aristotle stresses that rhetoric is closely related to dialectic (Beebe & Beebe, 2006).

Dialectic pertains to the nature of logical argumentation. It refers to the art or practice of logical discussion as employed in investigating the truth of a theory or opinion. For example, the dialectic method of argument would involve any formal system of reasoning that arrives at the truth by the exchange of logical arguments. In addition, a dialectic is a contradiction of ideas that serves as the determining factor in their interaction (dictionary.com, 2006).

Aristotle's definition of "dialectic reasoning" includes a comparison to three separate types of reasoning. First, dialectical is grounded in opinions that are generally accepted. Whereas, contentious reasoning includes opinions that are generally accepted but are not really as they seem. Another type of reasoning is

demonstrative reasoning which begins from the standpoint that an idea is true and primary. Finally, misreasoning comes from a premise unusual to a specific science and ends with a conclusion outside of that science (Kennedy, 1991).

Aristotle's reasoning contains three parts which is called a syllogism. A syllogism is a conclusion deduced from two premises. Included in the syllogism is a major premise, a minor premise, and a syllogism. The major premise is a general statement that is the first element of a syllogism. The minor premise is a specific statement about an example that is linked to the major premise; the second element of the syllogism (Beebe & Beebe, 2006). The premise is the foundation for each type of reasoning. A traditional example of syllogistic reasoning might include this type of reasoning: "All humans are mortal; Socrates is a human; therefore, Socrates is mortal." This is an example of dialectic reasoning since it begins with an opinion that is generally accepted (Kennedy, 1991).

Rhetoric and dialectic share some similarities. Rhetoric and dialectic are both concerned with the things that do not belong to a definitive genus or are not the object of a specific science. They both rely on accepted sentences and are not dependent on the principles of certain sciences. Rhetoric and dialectic are concerned with both sides of the opposition and rely on the same theory of deduction and induction. They also apply a similar topoi or theme (Stanford Encyclopedia of Philosophy, 2002).

Rhetoric is also characterized by Aristotle as a counterpart of dialectic. He believes that rhetoric persuasion is grounded in the kind of premises that define

dialectical reasoning. However, if they share the same kind of premise, rhetoric may not be that different. This discussion has not been well developed but the literature does cite a few passages that pinpoint specific differences (Barnes, 1985).

The rhetorical syllogism or enthymeme is a shortened syllogism. The enthymeme should consist of fewer propositions than those which make up the normal syllogism. There is no need to mention a proposition which is a familiar fact since the hearer adds that him/herself. According to Aristotle, in order to carry through with proper dialectical reasoning, the presenter must not carry his/her reasoning too far back or the length of the argument will cause obscurity. In addition, the speaker should not put in all the steps which lead to his/her conclusion or he/she will waste words. Aristotle emphasizes that it is this simplicity that makes the educated more effective when addressing an audience. He believes that the educated speak in broad general principles whereas uneducated men argue from common knowledge and draw obvious conclusions (McKeon, 1941).

Dialectic may be applied to every object, whereas rhetoric is most useful in practical and public matters. Questioning and answering plays a key role in dialectic, whereas rhetoric generally proceeds in a conclusion form. Dialectic focuses on genral questions while rhetoric focuses on particular topics about which we cannot gain real knowledge (Stanford Encyclopedia of Philosophy, 2002).

The use of accepted expert testimony or endoxa is essential for dialectic while rhetoric targets endoxa which is popular. Rhetoric takes into consideration that its target audience has restricted intellectual resources, whereas those kinds of concerns are foreign to dialectic. Rhetoric strives to persuade a given audience while dialectic tries to test the consistency of a set of sentences. Non-argumentative methods play out differently between dialectic and rhetoric. In dialectic, non-argumentative methods are not present at all but are used as a means of persuasion in rhetoric (Stanford Encyclopedia of Philosophy, 2002).

Aristotle's contribution to the study of rhetoric has made a monumental impact on the art of public speaking and has laid the foundation for the textbooks used in colleges throughout the world. Famous authors like Cicero and Quintilian have used elements stemming from Aristotle's doctrine. Aristotle's Rhetoric is surrounded by rhetorical works and even written speeches of other Greek and Latin authors. His theory of rhetorical arguments contains guidelines on how a speaker may make him/her self more credible and considerations about delivery, style, and parts of speech. Aristotle's Rhetoric relies primarily on persuasiveness in an argument. It is this persuasiveness that explains the close affinity between dialectic and rhetoric (Kennedy, 1991).

Abraham Maslow's Hierarchy of Needs

When speaking in public, it is essential to understand the needs of an audience. The more that is understood about the needs of an audience, the more likely a speaker is able to meet those needs during a speech. Understanding whether the needs of an audience have been met may be determined by how

engaged the audience is during a presentation (Beebe & Beebe, 2006). It is also important to self-evaluate a speaker's own needs before, during, and after a speech.

The classic theory that focuses on basic human needs was developed by Brandeis University psychologist Abraham Maslow. He suggests that there is a hierarchy of needs that influences human behavior. He posits that basic physiological needs (food, water, air) must be satisfied before someone can be motivated to respond to higher level needs (safety, social needs, self-esteem) (Maslow, 1943).

Maslow's Hierarchy of Needs offers a more optimistic view of human nature than other psychologists such as Sigmund Freud and B.F. Skinner. These theorists focused more on the dark side of the human psyche and offered little hope. In order to call attention to the distinctions between his theory and others, Maslow called his approach the "Third Force." Maslow believed that people were innately trustworthy, self-governing and self-protecting. He also felt that human beings were striving toward growth and were capable of love (Griffin, 1991).

Although Maslow was aware of the daily newspaper reports of inhumane deceit and violence, he suggests that these behaviors result when basic human needs are not satisfied. He felt that depravation was the result deprivation. According to Maslow, four kinds of needs must be met before an individual is able to act unselfishly. The needs, arranged in hierarchical order, begin with physiological needs. The next level is safety needs followed by social needs and self-esteem needs (Maslow, 1943).

The four lower needs are known as deficiency needs because the lack of these needs creates a tension in an individual. Working toward satisfying the craving for these needs implies growth. However, when a repressive society or a mentally unbalanced individual curtails another's freedom to satisfy his/her own needs that he/she should be considered ill. According to Maslow (1943), satisfying needs is healthy. Blocking gratification makes a person sick. People are able to resist the urge to fulfill needs. However, resistance to fulfill physiological, safety, love, and esteem needs is not easy. Maslow called this resistance instinctoid. The term means that these needs are universal urges which are not created by culture (Griffin, 1991).

Physiological needs include food, liquid, oxygen, sleep, sex, freedom of movement, and a moderate temperature. If an audience is cold, hungry, exhausted, sexually frustrated, short of breath, or cramped, it will be difficult for them to focus on the message. As long as one of these basic needs is not satisfied, the body rallies all of its energies to satisfy those needs (Griffin, 1991). Public speakers should be sensitive to basic physiological needs of the audience so that person appeals to the higher level needs will be heard (Beebe & Beebe, 2006).

After an individual has met his/her physiological needs, the next level to satisfy is the safety needs. People desire a feeling of safety and security. This is a psychological need that strives toward stability, predictability, consistency, certainty, and comfort. Also, Maslow felt that religion should be considered among the need for safety. He saw religion as a method to bring about order (Griffin, 1991).

The literature reveals two names for the third level of needs. Some books and journal articles refer to it as social needs, whereas others call it love and belongingness. Regardless of the label, this level deals with the need to feel loved and valued. Individuals seek relationships which demonstrate caring. Maslow describes this level as a social need which is translated into a need to belong to a group (fraternity, sorority, or religious organization). In addition to receiving love, the individual also desires to give love. Maslow explains this as one who seeks to fill a void by understanding and accepting selected others. He believes that this helps to alleviate the pangs of loneliness and rejection (Griffin, 1991).

Maslow theorizes that the need for love is more delicate than the psychological and safety needs. The need for love and belongingness is apparent only when a person feels a deficit. Maslow suggests that most Americans have an unmet need for love and belongingness (Maslow, 1943). As a result, advertisers base powerful persuasion appeals on the societal need for social contact. The implication is that in order to be liked and respected by others, individuals must buy the same products or support the same position (Beebe & Beebe, 2006).

According to Malsow, the next level of human need involves esteem. Esteem focuses on one's ability to think well of him/herself. This need encompasses two categories. The first is self-esteem which is apparent through competence or the mastery of a task. The second type of esteem comes from the respect and admiration of others. This may be referred to as a need for achievement, attention and recognition which is characterized by a need for power. Maslow supports the

notion that a person may be motivated to change when that person is in a supportive environment (Griffin, 1991).

When individuals have satisfied personal self-esteem needs, they develop a sense of self-confidence and self-worth. They feel strong, capable, and as if their contribution to the world is significant. When the esteem need is not fulfilled, individuals feel inferior, weak, and helpless. These feeling generate discouragement and neurosis (Maslow, 1943).

Self-actualization is the fifth level of human needs. Maslow considers this level of human needs to be an achievable goal for most individuals. He describes this level as the desire to grow closer to what one is capable of becoming (Maslow, 1943). Depending on the person, self-actualization comes in many forms. It may include a thirst for knowledge, understanding, peace, self-fulfillment, a deeper meaning in life, or beauty. It is the need to fulfill one's potential (Maslow, 1943).

Maslow's intention was to study fully functioning people who had progressed past the disconnected and restless attributes associated with the lower-order needs. He did not connect with many people who fit this criterion. Rather, he found those who fit his requirements to be mature in years and in their process of living. These people were committed and dedicated to a mission which benefited others and were free to pursue their vocation. They were on a quest toward self-fulfillment (Griffin, 1991).

In characterizing self-actualized people, Maslow believes:

They embrace the facts of the world (including themselves) rather than denying or avoiding them. They are spontaneous in their ideas and actions. They are creative. They are interested in solving problems. This often includes the problems of others. Solving these problems is often a key focus in their lives. They feel closeness to other people, and generally appreciate life. They have a system of morality that is fully internalized and independent of external authority. They judge others without prejudice, in a way that can be termed objective. (Wikipedia, 2006)

The final level of human need in Maslow's hierarchy is self-transcendence. This is referred to as a spiritual need. Maslow discusses the idea of peak experiences as a way of providing a route to achieve personal growth, integration, and fulfillment. These experiences unify the spirit and transcend the ego while bringing about a sense of purpose to the individual. Although all people are capable of peak experiences, self-actualized, healthy, mature, and self-fulfilled people are most likely to have them. Further, he suggests that those individuals who do not have peak experiences may somehow depress or deny them (Maslow, 1971).

According to Maslow, however, it is more likely to find transcendence in more highly creative, talented and intelligent people. People who have been strengthened by adversity rather than weakened tend to experience more peak experiences. These peoples have a more positive outlook on life rather than negative. Whereas the non-transcenders tend to be more practical, realistic,

mundane, and capable people, the transcender is more eager and energized by life (Maslow, 1971).

Transcenders are more responsive to beauty and see the beautiful things more easily than others. They are more holistic about the world and transcend common paradigms to incorporate a more worldwide perspective. They are also more awe-inspiring and more spiritual. In addition, they are more reconciled with evil in that they understand its inevitability and necessity (Maslow, 1971).

Overall, the six levels of Malsow's hierarchy of needs focus on the individual holistically and considers basic human needs. The hierarchy incorporates a view of physical, mental, emotional, and spiritual needs. Considering these needs allows a public speaker to both evaluate his/her audience and him/herself in order to prepare and deliver the most effective speech.

Dale Carnegie Training

Progressive and contemporary schools of thought regarding the art of public speaking deal primarily with the idea motivation. One of the leading voices in the effort to educate adults about effective public speaking is Dale Carnegie. The key to the system is motivation. Students who lack a driving desire to succeed as a speaker, will not benefit from the Dale Carnegie instruction (Miller, 1987).

Born in 1888, Carnegie influenced a generation of Americans with the development of his famous course in self-improvement, salesmanship, corporate training, public speaking, and interpersonal skills (Wikipedia, 2006). After he graduated from college, he recognized that the training in public speaking he received in school had increased his confidence, poise, and his talent for meeting

and dealing with people in business. However, he longed to break free from the bonds of his training in elocution which restricted his body movements (Miller, 1987).

In 1912, he persuaded the Y.M.C.A. schools in New York to offer a course in public speaking for business men (Carnegie, 1941). The course became immensely popular and enrolled thousands of students each year. Today, adults all over the world still attend Dale Carnegie Training public speaking courses. More adults participate in Dale Carnegie public speaking training than go to adult and continuing education courses sponsored by both Columbia and New York University. The primary element that sets Carnegie apart from a more traditional academic setting is that his courses focus on helping students overcome personal fear and develop self-confidence (Carnegie, 1941).

The textbook which was used for the course was entitled, *Public Speaking and Influencing Men in Business.* The book went through more than 50 printings and was translated into 11 languages. It was also revised by Dale Carnegie several times to include his new and updated knowledge and experience. There were more people using the book each year than the combined enrollments of the largest universities (Miller, 1987).

The book expounded on Carnegie's philosophy about developing self-confidence, which has four parts and is rooted in the belief that each person must begin with a "strong and persistent desire" (Carnegie, 1941, p.11). He advocates that individuals must examine the benefits of self-confidence and the ability to speak more convincingly will bring. He encourages people to consider the money

they may earn, the friends they will make, and the personal influence they will have (Carnegie, 1941, p.11). He also suggests that the ability to speak well publicly puts a person in a position of power because a speaker is able to influence others to think his/her thoughts (Carnegie, 1941).

Carnegie believes that competence in self-expression will lead to competence in other ways as well (Carnegie, 1981). In order to guide students toward an understanding of his philosophy toward self-confidence, Dale Carnegie Training has created several course which are strategically designed to strengthen a person's courage. One such course is entitled, Confident, Assertive, In Charge: Developing the Attitudes of Leadership. This course teaches students to "tap into your latent power, unleash your inner attitudes of confidence and enthusiasm, and build your visability in the organization" (www.dalecarnegie.com/catalog, 2006, p. 11).

Some of the promises to all students from the institute is that they will be able to be more assertive without appearing aggressive. They will replace shyness with confidence and be able to say no without creating resentment (www.dalecarnegie.com/catalog, 2006).

The second part of Carnegie's belief regarding public speaking is that a speaker must "know thoroughly what you are going to talk about" (Carnegie, 1941, p. 14). He is adamant that a speaker should think out and plan his/her speech before appearing before an audience. Otherwise, he says it "is like the blind leading the blind" (Carnegie, 1941, p. 14).

Thirdly, Carnegie advocates that a public speaker must "act confident" (Carnegie, 1941, p. 15). Because action and feeling tend to synchronize, a person should behave as if they were courageous thereby generating feelings of courage. Through this exercise, the temperament of fear is replaced by a temperament of confidence (Carnegie, 1941). Carnegie encourages people to do the thing they fear to do and keep doing it. He says that is the quickest and surest way ever yet discovered to conquer fear (Brainyquote, 2006).

Carnegie believed that overcoming the fear of public speaking has a tremendous transfer value to everything a person does. Carnegie posits that the mastery of public speaking enables individuals to handle life's challenges more easily. His students agreed when they reported that the Dale Carnegie course enabled them to handle other fears and anxieties with much more ease (Carnegie, 1962).

Finally, Carnegie encourages public speakers to "Seize every opportunity to practice" (Carnegie, 1962, p. 28). He compares public speaking to learning how to swim and explains that a person can not learn to swim without getting in the water. He emphasizes that the only way to learn to public speak is to actually do it. He recommends that individuals join organizations and volunteer for offices that require them to speak in public. Carnegie describes the action of learning by doing as an adventure. He believes that embracing the adventure will inspire a person to change both internally and externally.

Each class is established as a supportive, friendly environment with positive reinforcement. Fellow students are instructed to clap after each speech and

critiques by the instructor are given in a positive and encouraging manner. The atmosphere is overwhelmingly encouraging, reassuring, and inspiring (Miller, 1987).

When comparing Dale Carnegie's courses to academic courses, the differences are apparent. Academic courses have lectures and examinations. They emphasize research, documentation, speech preparation, and employ grading. Dale Carnegie courses include none of these things (Miller, 1987).

Also, Dale Carnegie's system is very pragmatic. It is based on a practical technique which can be learned, mastered, and used by a variety of different people in different situations. The university teaching philosophy is grounded in theory. College and university instructors focus more often on communication theory and speech content. They tend to pay attention to language and style (Miller, 1987).

According to Millson (1941), the primary difference deals with the fundamental difference between training and education. Whereas the goal of the Dale Carnegie course is personal improvement, the goal of a college course is to enhance the students' liberal arts background. With this in mind, the former is training and the latter is education. Also, he feels that Carnegie concepts do not conform to the function of a curriculum in a college of liberal arts.

Several authors have weighed in on the validity of Carnegie's methods. Miller (1987) feels that the Carnegie classes meet the special needs of students. She observed that the university is less concerned with meeting student needs and more concerned with providing schooling. However, Hubert (1982) regards the

Carnegie methods as "animal training tactics which stress behavior modification over legitimate educational techniques" (as cited in Miller, 1987, p. 15). She believes that much like animals are taught to jump through hoops, students are manipulated and taught skills. Hubert also took issue with the results of Carnegie's instruction. She criticized the fact that students gained financial benefits as a result of the skills they received from the course.

Others challenged Carnegie's ability to turn a profit from the training courses and books. Boorstin (1973) was especially vocal about Carnegie's profit-making abilities. He compared Carnegie to the Greek sophists who are orators epitomized in the communications field as predatory and unprofessional. Boorstin believed that Carnegie should be censured for selling materials outside the context of academia.

Nevertheless, Miller (1987) posits that the Carnegie course should not be dismissed as irrelevant by the academy. She claims that it would benefit university departments to be aware of what is being taught in outside organizations like Dale Carnegie. Miller supports the idea that instructors should be familiar with the teaching and attempt to apply them in class before disregarding them.

Since academia is the bastion of the search for truth, the Speech Communication field ought not act according to its prejudices for fear that such enmity will blind it to the recognition of any semblance of truth. Moreover, the field should consider any reasonable methods of speech instruction without letting myopic predispositions stand in the way (Miller, 1987).

Summary of the Literature Review

This literature review provided three examples of approaches used when teaching a public speaking class. Theories included Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs. Also mentioned was Dale Carnegie Training. Each school of thought brings a unique flavor to the classroom and offers students a distinct lesson in public speaking. However, the approaches act independently of each other and leave little room for contemplation of the other's points of view.

Since Aristotle, public speaking has been studied, attempted, and mastered by millions of people. Through the methods of inductive and deductive reasoning, Aristotle trained a nation in the art of public speaking. His groundbreaking teachings have been the foundation of speech classes throughout the world and offer public speaking professors the opportunity to enlighten students about the technical aspects of rhetoric.

The same holds true for Maslow's Hierarchy of Needs. Although grounded in psychological theory, Maslow's theory, as it relates to public speaking provides a broader perspective to students. Students are able to examine their own needs, or lack thereof, and reflect upon personal ability to speak publicly. Each student is also motivated to think beyond themselves and embrace concepts involving the audience.

Dale Carnegie's contribution to the field of public speaking is also significant. His philosophies lean toward motivating students and serve to empower the individual while providing him/her with the necessary tools to strengthen public

speaking skills. He also believes in helping students to overcome fear and improve self-confidence. His nationwide training centers are dedicated to these principles and carry on the legacy of his name and work in the field.

All three schools of thought are necessary and vital to the growth and development of students seeking to learn more about public speaking. Although traditionalist may support the idea that Carnegie's work is non-academic and unworthy of examination in the academy, according to Miller (1987), a balanced understanding of each approach is useful as one enters into the workplace and "real world" situations.

CHAPTER THREE

METHODOLOGY

Context of the Study

The study was conducted at Rowan University which is located in Glassboro, New Jersey. There are currently 9,762 students enrolled at Rowan which began as a normal school in 1923 and gained university status in 1997.

Rowan University combines liberal arts education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region. (www.rowan.edu, 2007)

Students at Rowan are recruited from the greater New Jersey area and beyond. Historically, Rowan has provided an education to the children of working and middle class families. Since becoming Rowan University, there has been an increase in the standards required for admittance into Rowan. As a result, the socio-economic status (SES) of students has changed to include the children of upper-middle and upper-class families.

These students may apply to either the graduate school or any of the "six academic colleges: Business, Communication, Education, Engineering, Fine & Performing Arts, and Liberal Arts & Sciences" (www.rowan.edu, 2007). Within these

individual colleges, students may choose from 36 undergraduate majors, seven

teacher certification programs, 26 master's degree programs and a doctoral program

in educational leadership (www.rowan.edu, 2007).

For the purposes of the study, interviews of selected Rowan public speaking

professors took place during the spring 2007 semester in Hawthorn Hall which is the

home of the Communication Studies Department. Communication Studies is part of

the College of Communication which consists of four other departments including:

Communication Studies, Writing Arts, Journalism, Public Relations/ Advertising, and

Radio/Television/Film. In addition to five departments, the college also has a

television station and a radio station. There are 10 tenure track faculty members in

Communication Studies; 22 in Writing Arts; four in Journalism; eight in Public

Relations/Advertising; and 10 in Radio/ Television/Film.

The public speaking course is offered within the Communication Studies

Department. Communication Studies focuses on how messages are produced, the

content of the messages that people/organizations/cultures produce, the physical act

of communication, and how communication affects society (www.rowan.edu, 2007).

The public speaking course, a general education requirement for all Rowan students,

is offered within the department and is taught throughout the school year.

Approximately 1500 students are enrolled in public speaking courses each school

year and there are 20 sections of the discipline taught annually.

Population and Sample Selection

There are 15 professors who teach public speaking during the spring 2007

semester. Two of these professors are full-time associate professors; and 13 are

adjuncts. Of the adjuncts, 1 is a full-time temporary; 1 is a three-quarter-time temporary; and the other is a three-quarter-time permanent employee. The three-quarter-time temporary employees are contracted from year-to-year. No individual with the rank of full professor teaches public speaking. The full time and adjunct professors have extensive backgrounds in television, radio, newspapers, and business and often share personal expertise with students. Professors also continue to practice professionally and consult for industry leaders.

A purposive sampling was employed. Each professor who teaches public speaking in the spring 2007 semester was identified and sent an email requesting their participation in the study. Five professors responded and were asked to submit to an interview and classroom observation with the researcher. One of the professors was an associate professor; one was a three-quarter-time temporary instructor; and three were adjuncts. The full time and adjunct professors have extensive backgrounds in the communication's field. Professors also continue to practice professionally and consult for industry leaders.

<div align="center">Instrumentation</div>

The five public speaking professors were asked to respond to a series of six questions which were designed by the researcher to determine each professor's perspective about the relevance of teaching communication theory and performance skills. Each interview question was created by the researcher based on information gleaned from the literature review. The interview schedule consisted of the following questions:

1. How do you weave the teaching of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs into your public speaking class lectures?

2. How do you impart knowledge to your students about public speaking performance skills?

3. What are your impressions of Dale Carnegie Training?

4. How does the teaching of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs address the concept of motivation?

5. What are the needs of students in a public speaking class?

6. How does the teaching of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs meet the needs of the students in a public speaking class?

The classroom observations were meant to provide confirmation and further elaboration of the information gathered from the interviews. The researcher took notes as the professor and students interacted in class. These notes were transcribed and analyzed.

Pilot Testing

A pilot test was conducted with three professors who were interviewed using the interview schedule. To ensure validity and reliability, each professor was asked to both respond to the questions and offer feedback about the content of the interview items. The professors experienced no challenges with the wording of the interview items nor did they ask for clarification of any points.

Data Collection

Once approval from the Institutional Review Board (Appendix A) was

received, the researcher sent e-mails to Rowan public speaking professors requesting

cooperation with the study. Professors from each level (associate, assistant, instructor,

and adjunct) were randomly selected. Five professors were interviewed and observed.

Those who responded were contacted and in-person interviews and classroom

observations were then scheduled. The researcher conducted each interview and

observation. The interviews were conducted face-to-face. The researcher manually

recorded all responses. During the classroom observations, the researcher was present

and recorded notes pertaining to the interaction in the classroom. Participants signed a

consent form (Appendix B) prior to engaging in the interview and also received a

copy of the interview schedule (Appendix C).

Data Analysis

Responses to the qualitative interviews and classrooms observations were

manually recorded. During the interview, the researcher asked participants to repeat

certain responses as to ensure validity, accuracy and, reliability. The data from the

interviews and the observations were analyzed by the researcher using content

analysis. A phrase or clause was the basic unit of analysis. The verbiage which was

not considered essential to the phrase or clause was edited out. Where there are

compound thoughts in a phrase or clause, each unit of thought was represented

separately, unless one was an elaboration of the other. The researcher searched for

themes throughout the responses of each question and a summary of key points was

created. After several units were listed on a sheet of paper, they were scanned in

order to determine differences and similarities. From this tentative analysis, logical categories were derived for the units. Frequencies of units in each cluster category are determined and further analysis steps were undertaken, depending on the nature of the data. Verbatim quotes were used to represent the data and offer a range of opinions and ideas. Responses were chosen for inclusion in the study based upon the participant's ability to articulate his/her point substantively (Sisco, 1981).

CHAPTER FOUR

FINDINGS

Profile of the Sample

Fifteen Rowan University public speaking professors were contacted via e-mail and asked to participate in the research. Of these 15 professors, two are full-time tenure- track and 13 are adjuncts. Both of the tenure-track professors are associate professors. Among the adjuncts are one full-time temporary employee, one three-quarter-time temporary employee, and one three-quarter-time permanent employee. The temporary employees are contracted by the University from year-to-year. No one with the rank of full professor teaches public speaking.

Five professors responded and were asked to submit to an interview and class observation with the researcher. One of the professors was an associate professor; one was a three-quarter-time temporary instructor; and three were adjuncts. The full-time and adjunct professors have extensive backgrounds in the communication's field. Professors also continue to practice professionally and consult for industry leaders.

For the purposes of this study, each professor will be identified as either Professor 1, 2, 3, 4, or 5. Professor 1 is an associate professor and has taught a variety of Communication Studies curricula including public speaking at Rowan for 25 years. He/she received a Master of Arts in Speech Communication and a Ph.D. in Speech Communication. Professor 2 has taught public speaking at Rowan for 5 years and received a Master of Arts in Business Communication. This year, 2007, marks Professor 3's third year at Rowan. In addition, she has taught the course at three other

colleges or universities. Professor 4 has taught public speaking at Rowan for 8 years and has a Master of Arts in Speech Communication. Professor 5 has taught public speaking at Rowan for seven years and received a Master of Arts in Public Relations.

Each professor is employed by the university and is directed by the public speaking course director who implements guidelines for the course. These guidelines include basic requirements such as the inclusion of theory during class lectures, the assignment of at least four speeches, and the time limitation of 8-10 minutes for at least one of the speeches.

Other than those guidelines, professors are given carte blanche to design the course as they see fit. Each professor must organize a syllabus and submit it to the course director prior to the beginning of each semester. The syllabus is reviewed by the course director and critiques are offered to enhance the quality of the professor's class. Also, each faculty member is observed by a peer while teaching a class where his/her understanding of theory or the text is relayed to students. The peer then delivers a written critique of the teacher's performance to the teacher and the course director.

Analysis of the Data

After careful content analysis of the qualitative interviews of the five Rowan University public speaking professors, the findings reveal a variety of consistencies for each research question. In this section, each research question is addressed individually.

Research Question 1. What methods do Rowan University public speaking professors use to weave the teaching of communication theory and performance skills into their class lectures?

Three out of five professors agreed that communications theory is the "foundation" or "bedrock" of any public speaking course. However, Professor 1 believes that communication theory is only a fraction of what the course should entail. This professor said that "Most of the class is 80% skills oriented and 20% theory. They have to keep the theory in mind while they are performing."

Aristotle's Rhetoric is introduced in preparation for persuasive speeches by four of the five professors. The theorist's references to ethos, pathos, and logos is essential in the explanation of how to influence others to agree with one's point of view. Professor 1 made the following statement:

> During the persuasive speeches, I discuss Aristotle. Aristotle is concerned with credibility. I give the theory and talk about ethos, pathos, and logos...credibility, emotion, and reason. Does the speaker have the proper background to speak on this topic? With pathos, it's important to be careful with emotions because emotion can cloud the message. Audiences can get so tied to emotion that they miss the message. Today, we're concerned with a balance between ethos and pathos. With each element, ethos, pathos and logos, you have to look at it from the audience's perspective. What does the audience think about the speaker? It's not enough for a speaker to believe he has credibility...the audience has to believe it.

Professor 4 echoed the same sentiment regarding Aristotle's important place in public speaking. He/she said the following:

I introduce Aristotle before the persuasive speeches. It's the bedrock of persuasion. I talk about ethos, pathos and logos…how to evoke emotion. We talk about logic. I start with critical skills and talk about fallacies and errors in reasoning. We discuss the things that jeopardize and strengthen credibility…and what kind of mood that is created when your credibility is jeopardized.

Professor 3 reported the following:

Aristotilian Rhetoric is the foundation of public speaking. The challenge with this theory is that it's only useful if you can help them understand how it can be applied to everyday life. Otherwise it's boring and has no merit. I start by explaining what rhetoric is…that it's communication designed to achieve some purpose. I talk about the purpose of the speaker and the audience. I also talk about content, organization, delivery, and style.

Each of the five public speaking professors also weave the teaching of Abraham Maslow's Hierarchy of Needs into their class lectures. Professor 3 said, "Maslow reminds you to consider your audience. If you're talking about gun control or car buying….where's your audience. What do they want or need? What can I say to motivate them to buy into my speech?"

Professor 4 gave the following report:

As far as Maslow is concerned, we talk about need-based issues in terms of the ego-centric audience. The hierarchy is really brilliant because it lays out

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all the needs that we have as human beings. Students learn it in psychology but teaching it in public speaking gives them a different perspective. They can focus on the needs of others and how what they say impacts them.

Conversely, two public speaking professors felt that it was not necessary to blend communications theory into their public speaking class lectures. The following was reported by Professor 2:

Theory is not my strongpoint. I find that I'm more interested in exciting students about topics. I don't even touch on it. I take what I teach from the book. None of it sticks in my head, so how can I expect it to stick in theirs. I have a master's in communication but the theory stuff doesn't appeal to me at all.

Professor 5 said, "I don't specifically keep those (communication theories) in the forefront of my mind. I put equal emphasis on preparation and delivery in the first two speeches."

Research Question 2. What aspects of public speaking performance skills are emphasized by Rowan University public speaking professors?

Each professor focused a significant part of their lectures discussing the value of performance skills. Professor 1 said the following:

One third of their grade is delivery. They are graded on content, organization, and delivery. Delivery includes eye contact. They should look at various parts of the room. Posture: they should move with purpose...no extraneous movements. And they should speak in a loud, clear voice. I tell them to pretend they are talking to the back of the class.

This professor dedicated an entire class period to discussing the importance of the voice while speaking publicly. During the class observation, he/she emphasized that the voice affects content and organization. The professor spoke about three characteristics which should be considered: intelligibility, variety, and stress. Intelligibility concerns how well a person is understood when speaking public. Factors include loudness, rate (words per minute) (too fast, too slow), pauses, time to evaluate what is being said, pronunciation, and articulation. Professor 1 explained the difference between pronunciation and articulation, "Pronunciation refers to how the word is said. Articulation describes the sound of the word or how well it is said."

The second characteristic is variety. The speaker should ask him/herself if the audience wants to listen to what he/she has to say. The elements to consider when discussing variety are loudness, rate, and pitch tone. The loudness of the voice should adjust from higher to lower and back again. The rate should change from faster to slower and back again. The professor said, "Slower draws the audience in and faster may invoke some excitement." The pitch tone may be high or low. It is important to keep the tone in lower register. The professor highly recommends that students avoid monotone or speaking with no variety in their voice.

The final characteristic is stress. This element encourages the speaker to focus on what the audience should listen to. It involves three separate elements including emphasis, pause, and intrusions. It is essential for the speaker to place emphasis on certain words and phrases using "vocal characteristics." Professor 1 stated, "These vocal characteristics sometimes include dramatizing a word or phrase. The speaker

speaker may become enthusiastic about a certain thought in his/her speech and use that enthusiasm to make the idea more emotionally appealing to the audience."

Pause means that the speaker should take moments to stop speaking. "Don't feel like you should always be making noise," said the professor. The last element, intrusions, may be "either positive or negative." A "good" intrusion could be a phrase like, "pay attention to this." It allows the speaker to highlight certain aspects, words, or phrases in a speech. A "bad" intrusion may be the inclusion of "um, like, or uhs." These bad intrusions disrupt the flow of the speech and threaten the credibility of the speaker.

Overall, Professor 1 emphasized that speakers should ask themselves whether their voice is "appropriate for this speech." If the answer is "no," it is essential to consider one of the three characteristics of voice: intelligibility, variety, and stress.

Professor 3 uses several different methods to impart the knowledge of public speaking performance skills to his/her class. He/she said, "I show them speeches and video tapes of speakers and ask them to critique them." During the classroom observation, Professor 3 showed two speeches and asked his/her students to critique them.

First, he/she showed a commencement speech of a college student. After showing the speech, she asked her class to share some of personal observations about the speech. The class responded by highlighting the speaker's use of repetition, parallel messages, startling statistics, and variation in his voice. Second, he/she showed Martin Luther King, Jr.'s "I Have a Dream" speech. He/she referred to this speech as, "a speech that is a textbook example of what it means to give a great

speech." He/she explained that King's use of language and his style and delivery were brilliant and genuinely impacted his audience. Students were given an opportunity to reflect on the speech after they viewed it. Comments included, "I liked the way he used metaphors like the blank check." Another student said, "He was passionate." Still another said, "I never heard the whole thing and I like the way he started slow and built up to the 'I have a dream' part."

In summary, Professor 3 inspired students to choose one or two aspect they enjoyed about the speeches and incorporate them into their own speeches. He/she explained that he/she does not expect his/her students to be Martin Luther King, Jr. but that the professor does expect them to consider the strengths of the speakers they just witnessed and strive to develop one or two that would improve the quality of their speeches.

In addition to the taped speech reviews, Professor 3 also directs the class to perform an improvisational exercise. The improvisational exercise allows students to "practice both vocal and physical aspects of delivery, while hopefully having a little bit of fun." The class is divided into groups of 3 or 4. The group develops a 2-3 minute scenario to act out in front of the class. The performers are asked to "communicate appropriate meanings by varying vocal and physical activity. The audience guesses what the skit is about. "The twist is that you must perform the scene with physical delivery and letters and number. No words allowed."

Professor 3 made the following statement:

The objectives of the improvisational skit are to understand the role of vocalics, such as rate, volume, pauses, inflection, and the like; discover the

role of physical elements of delivery, including gestures, and body and platform movement; practice listening skills as both a performer and audience member; and evaluate how delivery elements can be combined to communicate a more effective message.

The instruction for the assignment are as follows:

(a) skits should be based on everyday situations that can be acted out and recognized somewhat easily; (b) the skits should involve all group members in some way; and(c) when developing the skit, be sure each member is clear about what his or her objective is for the performance.

Also, "when acting out the skit, you may not use any words. Group members may use letters or numbers to demonstrate vocalics. The action of the skit should be conveyed through a combination of these paralinguistic utterances and you physical movement."

An example of the exercise would be the following:

A taxi driver is arguing about the fare with two passengers who are seated in the back seat of a cab. The driver wants to be paid the fare indicated on the meter. Passenger 1 thinks he/she has been swindled because the driver took an unnecessary circuitous route and does not want to pay the fare. Passenger 2 is embarrassed by Passenger 1's protests and wants him/her to stop arguing and just pay the fare." The taxi driver's objective is to get the total fare. Passenger 1's objective is to have the fare lowered. Passenger 2's objective is to get out of the cab with the least amount of fuss.

Professor 3 indicated that this exercise allows students to have fun while learning keys elements in performance delivery. This is an opportunity for students to be free and expressive. It also enables them to work collaboratively.

Although delivery skills are essential to public speaking, the professors reported that the content and organization of a speech is equally, if not more, important. Professor 1 said this about content, "I look for clarity. I want them to make it understandable to the rest of the class. There should be enough information for the time limit. I prefer them to be over than under. At least if they're over, it gives the impression that they over prepared rather than under prepared."

Professor 1 went on to say, "Organization is important. I ask them to make it clear why the audience should be interested. In the persuasive speech, they should tell them three things to do."

Professor 2 said, "It's really not about performance but there are some performance aspects that I emphasize. It's content based rather than performance based. I tend to be nicer in the beginning with grades…fairly generous. I set them up for success rather than failure."

Professor 4 said, "The emphasis should be on content…60% content and 40% delivery."

Professor 3 made the following statement:

With beginning speakers, I focus on content and organization rather than style and delivery. I look at what they have to say and how it's organized rather than how it's delivered. If you practice, delivery gets better over time. I

want to see that the speech is easy to follow, easy to remember. I want them to concentrate on being ethical and intelligent...the delivery will follow.

Professors 3 and 4 also expressed the importance of students speaking extemporaneously rather than memorizing their speeches. Professor 3 said, "I teach them the difference between memorization and speaking extemporaneously. Students at this level are not skilled enough to handle their nerves so I never advocate memorization. They'd be doomed to forget and that would mean failure." Professor 4 indicated, "I also emphasize that their speech has to be extemporaneous not memorized or manuscript...and that it should be audience-centered." During the observation, Professor 4 described the elements of an extemporaneous speech. He/she said that extemporaneous speeches are "well-researched and well-rehearsed."

Research Question 3. How are the principles of Dale Carnegie Training used by Rowan University public speaking professors in the teaching of public speaking?

Each professor interviewed was unfamiliar with Dale Carnegie Training and had no significant impression. Professor 1 said, "I've never been to a training session or read any of his literature. I get the impression that he's all skills." Professor 2 said, "I don't know anything about it. I had a boss who may have been a Dale Carnegie graduate. I'm not familiar enough with it to pass judgment." Professor 3 said, "The name is not unfamiliar but I'm not familiar enough with it to comment." Professor 4 said, " I know nothing about Dale Carnegie so I really shouldn't comment." Finally, Professor 5 said, " Years ago, back in college in the 60s, I think I heard about it in class. The old "How to Win Friends & Influence People"...but I really don't know anything about it specifically."

Research Question 4. How does the teaching of communication theory

address the concept of motivation in a public speaking class?

Responses ranged from the discussion of a motivation sequence developed by

Alan. H. Monroe to those professors who do not include lectures about theory in their

classes. Professors also talked about the value of helping students to understand how

they may apply public speaking to everyday situations and how emotions influence

the message.

Professor 1 addressed Monroe's motivation sequence with the following

statement:

I'm not sure about Aristotle but Alan H. Monroe developed a motivation

sequence. There are five parts to it. There's attention…where you draw

attention to your topic and purpose. The next step is to discuss the problem.

Then there's satisfaction…you offer the audience a solution. Then there's

visualization. This where you tell the audience how it might affect them

personally. The final step is action. You tell the audience what you want them

to do.

Professor 1 went on to say the following:

As far as Maslow, people are motivated because they have wants and

needs…self-esteem needs. So, any motivational appeal is based on what the

audience needs. So the speaker has to anticipate the needs of the audience and

try to relate their appeal to those needs.

Professor 3 indicated the following:

The problem with motivation is that students are taking it because they have to. Most students are insanely nervous. I use life experiences to try and make them understand why they should be taking the course. I draw on professional and personal experiences so they can understand what's in it for them. Things like giving a toast at a wedding or giving a eulogy or speaking at a town council meeting. I show them footage from town council meetings so they can see how people look when they give speeches. I use everyday application for the motivation, then use theory to tell them how and why.

In reference to the theory's ability to motivate students, Professor 4 said the following:

It's true of Aristotle but not true of Maslow. I connect motivation with what Aristotle says of logos, ethos, and pathos. It's the emotion that motivates the speaker and the audience. The emotion behind the message is what connects the speaker to the message…how you feel about what you're speaking about. The content is important and if you have a personal connection to the content, then that will propel you…people can tell when you care about your message.

However, two of the professors were unclear as to the how theory influences student motivation. Professor 2 said, "I'm not sure about that one. I really don't talk about theory in my classes." Professor 5 said the following:

If I utilize those theories, I do so with indirect reference. We should practice what we preach. If I'm asking them to be enthused, then we should be enthused. If I'm asking them to have eye contact, then when we teach, we

should make eye contact. I think that helps to motivate students. I also take time after class to motivate students one on one...with personal conferences.

During the classroom observation, Professor 5 enthusiastically encouraged students to narrow the focus of the topic choices for their speeches. He/she said, "Think of it this way...it's like using a paint brush vs. a paint roller...With a roller, you use broad strokes and with a paint brush, you use specific details. It lessens the workload...workload...you're able to focus."

Another example of Professor 5's effort to motivate students was the explanation of their role as a persuasive and informative speaker. He/she said, "For the informative speech, think like an instructor or teacher. For the persuasive speech, think of yourself as an advocate of an issue...like a lawyer. Back it up with material evidence not your own opinion."

Research Question 5. How do Rowan University public speaking professors address the needs of students in a public speaking class?

Each professor reported that students need to develop confidence and overcome fears of public speaking. Each discussed the need for professors to create a safe, positive environment for students. Professor 2 reported, "They need to feel comfortable. You must create a positive environment and set them up for success. I treat it that way and I think I get results based on student evaluations."

Professor 3 said, "I encourage them to see that it's not that bad. I give them the basic foundation in developing speech-oriented content. I want them to understand how to adapt messages to different audiences. They also need confidence

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that they are improving…and the most important thing is a firm foundation in content and organization."

Professor 5 indicated the following:

Their first need is to overcome fear and anxiety, if you will. I think the second one is to learn the value and the process of preparing a speech. I find that some students think they can 'wing it' and they learn otherwise in a course like this. I teach the value of not being over confident or cocky. It's important to rehearse, rehearse, rehearse…in front of a mirror, in front of an audience of at least one. They may have had past experiences where they were able to wing it and they were successful…and now they think they can get away with it. They quickly find out that it doesn't work well in public speaking.

Professor 1 offered the following:

Delivery skills are not the best thing to learn in public speaking. Confidence is what students need. Confidence is not an emotion to overcome. Confidence is a skill acquired by practice…regardless of the feeling, I can still give a presentation. The goal is not to get rid of the feelings. The goal is, despite your feelings, you can give your presentation.

Professor 4 made the following statement:

It's mandatory to create an environment where they feel supported. I use everyday examples. They're very anxious so I want them to realize that public speaking is something they can use everyday. You may never have to give a

speech in the way that you conceive it but you may have to give a toast at a wedding or give a eulogy at a funeral…or a presentation at work.

During the observations, each professor applied unique methods to encourage students to feel comfortable and at ease in class. Professor 1 used light-hearted humor and told personal stories. Professor 2 smiled and listened intently as students shared personal thoughts and ideas. Professor 3 used genuine enthusiasm about the course content and asked probing questions which generated vibrant discussion. Professor 4 spoke in a very "matter of fact" manner and shared the requirements of the course in a relatable, casual way. Professor 5 repeatedly reminded students of their ability to succeed as public speakers and that the assignments were appropriate for all skill levels.

Research Question 6. How does the teaching of communication theory meet the needs of students in a public speaking class?

Four out five professors supported the idea that the teaching of theory provides a framework for speech making and delivery. Professor 5 indicated, "Even though I don't specifically touch on theories, they play a part in building confidence and becoming more audience-centered."

Professor 1 said, "It (Aristotle's and Maslow's theories) provides a theoretical underpinning…that's all. But the most important thing is the emphasis of content, organization, and delivery." This philosophy was also a part of Professor 3's teaching style. He/she said, "It (theory) gives them (students) a framework for basic speech development. Aristotle's Rhetoric focuses on the audience, purpose, speaker, message, and context…from the very abstract to the more specific."

Professor 4 reported, "It (Aristotle's and Maslow's theories) could help because once they see the connection to theory, it strengthens their appreciation for the concept. For example, understanding Aristotle is important because they will get further in personal and professional relationships if they understand how to persuade people...but you have to make it real world...take it out of the 4th century and put it in their laps. With Maslow, it teaches them to meet people where they are and put stereotypes and biases aside."

CHAPTER FIVE

SUMMARY,DISCUSSION, CONCLUSIONS, & RECOMMENDATIONS

Summary of the Study

The purpose of this study was to determine how Rowan University public

speaking professors weave the teaching of communication theory into their class

lectures. Specifically, the researcher chose to highlight two theories: Aristotle's

Rhetoric and Abraham Maslow's Hierarchy of Needs. The researcher designed an

interview schedule which contained key questions created to uncover the answer to

the primary research questions.

A purposive sample of five professors who taught during the spring 2007

semester was selected from the 15 professors teaching the course at that time. After

approval was granted by the Institutional Review Board of Rowan University, the

professors were interviewed and a classroom observation was conducted by the

researcher. Prior to participating in the interview and class observation, each

professor signed a consent form which explained the study and assured them of

confidentiality.

During the interview, professors were asked open-ended questions geared

toward providing the researcher specific thoughts, insights, and perspectives on the

topic. During the classroom observations, the researcher searched for confirmation

and further elaboration of the information gathered from the interviews. The

researcher manually took notes during both the interviews and the classroom

observations. These notes were transcribed and analyzed using a content analysis procedure.

Discussion of Findings

Research Question 1. What methods do Rowan University public speaking professors use to weave the teaching of communication theory and performance skills into their class lectures?

Three out of four of the professors reported that communication theory is the foundation of public speaking. They indicated that Abraham Maslow's Hierarchy of Needs reminds students to consider the audience needs. The professors said that Aristotle's Rhetoric is usually introduced when discussing persuasive speeches and that understanding ethos, pathos, and logos are a significant part of connecting with an audience. Two professors commented that theory is not a significant part of their teaching of public speaking.

Research Question 2. What aspects of public speaking performance skills are emphasized by Rowan University public speaking professors?

Each professor emphasized the value of focusing on content, organization, and delivery as a whole. They felt that it is essential not to concentrate primarily on performance. Two professors mentioned the importance of presenting an extemporaneous speech rather than a memorized speech.

Research Question 3. How are the principles of Dale Carnegie Training used by Rowan University public speaking professors in the teaching of public speaking?

Each professor interviewed was unfamiliar with Dale Carnegie Training and had no specific impression of the course nor did anyone interviewed include Dale Carnegie principles as part of their class lectures.

Research Question 4. How does the teaching of communication theory address the concept of motivation in a public speaking class?

Professor 1 was unclear how Aristotle or Maslow addressed motivation but discussed a different theory which addressed the concept of motivation. It is a motivation sequence by Alan H. Monroe which consists of five parts: attention, problem, satisfaction, visualization, and action. Each professor reported that students must understand how to apply public speaking to everyday situations. They also discussed how emotion influences the message. Conversely, two professors reported that they do not discuss theory in their classes.

Research Question 5. How do Rowan public speaking professors address the needs of students in a public speaking class?

The professors reported that students need to develop personal confidence and overcome fears of public speaking. Instructors must create a safe, positive environment for students where they feel supported.

Research Question 6. How does the teaching of communication theory meet the needs of students in a public speaking class?

Four of the five professors indicated that the theories provide a conceptual framework for speech making and delivery.

Conclusions

The findings suggest that the majority of Rowan University public speaking professors interviewed and observed in this study are dedicated to weaving the teaching of communication theory and performance skills into their public speaking classes. With the exception of one professor, each professor touted communication theory as a valuable part of the course and made efforts to discuss elements during the class lectures. Aristotle's Rhetoric is applied as a foundation for persuasive speeches with the explanation of ethos, pathos and logos. Rowan public speaking professors also emphasize Aristotle's thoughts about building credibility. This discussion of ethos, pathos, and logos also helps to motivate the speaker and the audience.

Maslow's Hierarchy of Needs is discussed as a way to understand and anticipate audience needs. According to the findings, Maslow motivates students because the theory helps students to relate personal appeal to audience needs. Based on the findings in the study, it is equally important to discuss performance skills. However, although each professor devotes a significant part of each lecture discussing performance skills, the grading is focused primarily on the content and organization of a speech rather than the delivery. As a result, Rowan public speaking professors devote a portion of class highlighting performance skills. However, students are informed that content and organization are the most important aspects of the course. Furthermore, each professor requires speeches to be extemporaneous rather than memorized.

Based on the information gathered from the study, none of the professors were at all familiar with Dale Carnegie Training. Neither professor felt comfortable

commenting about the training course. Each professor had heard the name "Dale Carnegie" but did not know enough about the program to offer an opinion. As a result, no one interviewed includes Dale Carnegie principles as part of his/her class lectures.

Rowan University public speaking professors should familiarize themselves with Dale Carnegie Training methods. According to information gathered in the literature review, Miller (1987) recommended that scholars would benefit from exposure to Dale Carnegie Training. The researcher concurs and suspects that knowledge in this area will build upon the professor's ability to strengthen student's confidence and help them overcome fears of public speaking. A depth of understanding in this area will also allow professors to connect what is learned in the classroom to what is learned outside of the academy in adult and continuing education classes.

The professors reported the necessity of helping students to understand how to apply public speaking to everyday situations. As they learn this, it is also important for students to comprehend how emotions influence their message. In order to present these ideas effectively, Professor 1's explanation of Alan H. Monroe's motivation sequence offers a modern-day approach to a communication theory and allows students the opportunity for exposure to a contemporary school of thought.

Rowan University public speaking professors provide students with a theoretical underpinning by preparing lectures which include the application of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs. The researcher observed that those professors who have received a doctoral degree in

communications tended to have greater depth of knowledge concerning communication theory and were more apt to offer their students a comprehensive understanding of how to apply the theories.

There was a consensus among those interviewed that content and organization must continue to outweigh performance skills when contemplating grading for public speaking students. Although each professor spends time discussing performance skills, they are each less likely to grade someone poorly who has not mastered an acceptable performance style. Rather, the professors look for improvement and grade according to how well the students progress through the course.

Overall, professors indicated that students need to develop confidence and overcome personal fears of public speaking. In order to do this, professors must create a safe, positive environment for students where they feel supported. Part of this support system is to offer students a theoretical framework consisting on Aristotle's Rhetoric and Maslow's Hierarchy of Needs.

Recommendations for Further Research

1. It would be helpful to repeat the study and secure a sample of Rowan University public speaking professors who are teaching during the fall semester. There are more sections taught at that time. Also, fewer adjuncts teach during the fall and more professors are full-time with doctoral degrees.

2. Replicating this study with public speaking professors from other colleges and universities would provide a method of comparison to Rowan's findings.

3. A quantitative analysis of public speaking students to determine their response
   and reaction to the weaving of communication theory and performance skills
   would benefit the research.

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APPENDIX A

Institutional Review Board Disposition Form

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an **original and two copies** of the completed application to the Office of the Associate Provost.
NOTE: **Applications must be typed.**
Be sure to make a copy for your files.

Step 1: Is the proposed research subject to IRB review?
    All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, **STOP**. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.

Project Title: Communication Theory vs. Performance Skills: How Do Rowan University Public Speaking Professors Weave Both Into Class Lectures?

Researcher: Renai Ellison

Department: Educational Leadership   Location: Education Hall

Mailing Address: 83 Franklin Drive   (Street)
                       Voorhees, NJ 08043   (Town/State/Zip)

E-Mail: renaiellison@snip.net   Telephone: 856-770-1010
Co-Investigator/s: N/A

Faculty Sponsor (if student)* Dr. Burton R. Sisco
Department: Educational Leadership Location: Education Hall
E-Mail: sisco@rowan.edu   Telephone: 856-256-4000 ext. 3717

Approved For Use by Rowan IRB: 7/04

Step 3: Determine whether the proposed research eligible for an *exemption* from a full IRB review.

Federal regulations (45 CFR 46) permit the exemption of some types of research from a full IRB review. If your research can be described by one or more of the categories listed below, check the appropriate category(ies), complete questions 1-5, and complete the Assurances on the last page of the application.

If your research cannot be described by any of these categories, your research is not exempt, and you must complete the entire "Human Research Review Application."

_____**Category 1** - Research conducted in established or commonly accepted educational settings, involving instructional strategies; or (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

__X__**Category 2** - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, unless: (a) information obtained is recorded in such a manner that the human participants can be identified, directly or through identifiers linked to the participants; and (b) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.
(Note: Exemption for survey and interview procedures does not apply to research involving children. Exemption for observation of public behavior does not apply to research involving children except when the investigator does not participate in the activities being observed.)

_____**Category 3** - Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 above if: (a) the human participants are elected or appointed public officials or candidates for public office; or (b) federal statute requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

_____**Category 4** - Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that participants cannot be identified, directly or through identifiers linked to the participants.

_____**Category 5** - Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b)procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to these programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

_____**Category 6** - Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed; or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
(Note: Exemption categories cannot be applied to research involving fetuses, pregnant women, human in vitro fertilization, or prisoners.)

Please answer Questions 1-5 below

1. WHAT IS THE OBJECTIVE OF THE RESEARCH?
To determine how Rowan University public speaking professors weave the teaching of communication Theory and performance skills into their class lectures

---

2. DESCRIBE THE DESIGN OF THE RESEARCH INCLUDING WHAT WILL BE REQUIRED OF SUBJECTS (ATTACH ADDITIONAL SHEET IF NECESSARY):
The researcher will conduct qualitative research in the form of one-on-one interviews with and observations of public speaking professors. They will be asked open-ended questions geared toward determining the research goal. The researcher will also visit the classrooms of the professors and observe them while they are teaching public speaking. The interview questions were designed by the researcher.

3. DESCRIBE THE SUBJECTS WHO WILL BE PARTICIPATING (NUMBER, AGE, GENDER, ETC):
6 Rowan University public speaking professors of various ages, genders, and ethnicities.

4. DESCRIBE HOW SUBJECTS WILL BE RECRUITED (e.g. ADVERTISEMENTS, ANNOUNCEMENTS IN CLASS, E-MAIL, INTERNET)
Participants will be sent an email by the researcher requesting participation.

5. WHERE WILL THE RESEARCH BE CONDUCTED:
The research will be conducted in Hawthorn Hall on the Rowan University campus.

NOTE: IF THE RESEARCH IS TO BE CONDUCTED IN ANOTHER INSTITUTION (e.g. A SCHOOL, HOSPITAL, AGENCY, etc.) A PERMISSION LETTER FROM AN ADMINISTRATOR ON THE LETTERHEAD OF THAT INSTITUTION MUST BE ATTACHED.

IF THE RESEARCH IS TO BE CONDUCTED AT ANOTHER UNIVERSITY, A SIGNED COPY OF THE IRB APPROVAL FORM FROM THAT UNIVERSITY MUST BE ATTACHED.

ATTACH THE CONSENT FORM TO THIS APPLICATION. The Consent Form must address all of the elements required for informed consent (SEE INSTRUCTIONS).

NOTE: IF THE ONLY RECORD LINKING THE SUBJECT AND THE RESEARCH WOULD BE THE CONSENT DOCUMENT, AND THE RESEARCH PRESENTS NO MORE THAN MINIMAL RISK OF HARM TO SUBJECTS, YOU MAY USE AN ALTERNATIVE PROCEDURE FOR CONSENT. IF YOU WISH TO REQUEST PERMISSION FROM THE IRB TO USE AN ALTERNATIVE PROCEDURE, ATTACH A COPY OF THE FIRST PAGE OF YOUR RESEARCH INSTRUMENT OR A LETTER WITH THE REQUIRED INFORMATION (see Instructions).

If you are requesting an exemption from a full IRB review, STOP. Complete the last page of this application ("Certifications"), and forward the completed (typed) application to the Office of the Associate Provost for Research, The Graduate School, Memorial Hall.

IF YOU CANNOT CLAIM ONE OF THE EXEMPTIONS LISTED ABOVE, COMPLETE ALL OF THE ABOVE AS WELL AS THE FOLLOWING ADDITIONAL QUESTIONS FOR A FULL IRB REVIEW.

CERTIFICATIONS:

Rowan University maintains a Federalwide Assurance (FWA) with the Office of Human Research Protection (OHRP), U.S. Department of Health & Human Services. This Assurance includes a requirement for all research staff working with human participants to receive training in ethical guidelines and regulations. "Research staff" is defined as persons who have direct and substantive involvement in proposing, performing, reviewing, or reporting research and includes students fulfilling these roles as well as their faculty advisors.

Please attach a copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health.

If you need to complete that training, go to the Web Tutorial at http://cme.nci.nih.gov/

Responsible Researcher: I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks and will adhere to the policies and procedures of the Rowan University Institutional Review Board. I will ensure that all research staff working on the proposed project who will have direct and substantive involvement in proposing, performing, reviewing, or reporting this research (including students fulfilling these roles) will complete IRB approved training. I will not initiate this research project until I receive written approval from the IRB. I agree to obtain informed consent of participants in this project if required by the IRB; to report to the IRB any unanticipated effects on participants which become apparent during the course or as a result of experimentation and the actions taken as a result; to cooperate with the IRB in the continuing review of this project; to obtain prior approval from the IRB before amending or altering the scope of the project or implementing changes in the approved consent form; and to maintain documentation of consent forms and progress reports for a minimum of three years after completion of the final report or longer if required by the sponsor or the institution. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature.

Signature of Responsible Researcher: _____ Date: ___1/23/07___

Faculty Advisor (if Responsible Researcher is a student): I certify that I am familiar with the ethical guidelines and regulations regarding the protection of human participants from research risks. I further certify that I have completed training regarding human participant research ethics within the last three years as indicated below my signature (attach copy of your "Completion Certificate for Human Participant Protections Education for Research Teams" from the National Institutes of Health).

Signature of Faculty Advisor: _____ Date: ___1/23/07___

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Human Participant Protections Education for Research Teams

Completion Certificate

This is to certify that

Burton Sisco

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 09/29/2004.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

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Human Participant Protections Education for Research 1

Completion Certificate

This is to certify that

Renai Ellison

has completed the **Human Participants Protection Education for Research Teams** online course, sponsored by the National Institutes of Health (NIH), on 09/16/2006.
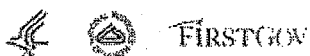
This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

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FIRST

APPENDIX B

Consent Form

Consent Form:
Participation in the Study to Determine How Rowan University Public Speaking Professors Weave the Teaching of Theory and Performance Skills in Class Lectures

I am conducting this study to examine how public speaking professors weave the teaching of theory and performance skills in class lectures. The purpose of this study is to collect data which will be used in the researcher's thesis for partial fulfillment of the requirements for a Master of Arts in Higher Education Administration.

If you agree to this consent form, you will agree to participate in an interview and classroom observation conducted by the researcher (named below). You will be asked open-ended questions to determine your personal perspectives regarding your teaching methods. The purpose of the classroom observation is to confirm and further elaborate on the information gathered from the interviews. Your interview will be recorded manually. All materials will become the property of the researcher and will be kept for a minimum of three years.

All the information gathered from the interviews will be treated with the strictest confidence. All participants will be guaranteed confidentiality in all written reports of this study and your name will not be mentioned. You may discontinue participation in the study at any time by notifying the researcher. Also, if you have any questions about this research project, please do not hesitate to contact the Principal Investigator, Dr. Burton R. Sisco, Academic Advisor for the Masters of Arts in Higher Education Administration program at 856-256-4500, ext. 3717.

I have carefully read the description of the study and the procedures that have been identified. I agree to participate in this study and understand that I will be guaranteed strict confidentiality.

Signature_____ Date_____

Researcher_____

Researcher: Renai Ellison, Rowan University
Education Institute-Education Hall
Mullica Hill Road
Glassboro, NJ 08028
Phone: 856-256-4500 ext.
renaiellison@snip.net

APPENDIX C

Interview Schedule

The following questions are the designed to provoke responses which will enable the researcher to determine how Rowan University public speaking professors weave the teaching of communication theory and performance skills into class lectures:

Research Questions

1. How do you weave the teaching of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs into public speaking class lectures?

2. How do you impart knowledge to your students about public speaking performance skills?

3. What are your impressions of Dale Carnegie Training?

4. How does the teaching of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs address the concept of motivation?

5. What are the needs of students in a public speaking class?

6. How does the teaching of Aristotle's Rhetoric and Abraham Maslow's Hierarchy of Needs meet the needs of the students in a public speaking class?

Thank you for you participation.

APPENDIX D

Public Speaking Syllabus

Public Speaking Sample Syllabus

Please Note: This syllabus is only provided as a sample. You are not required to use the same formatting or wording in your class syllabus

PUBLIC SPEAKING
(Sample Syllabus)

INSTRUCTOR: Lorin Basden Arnold, Ph.D.
        Office: Hawthorn 315
        Phone: 256-4293
        E-Mail: arnold@rowan.edu or profarnold@comcast.net
        Home page: http://users.rowan.edu/~arnold
        Comm Studies page: http://www.rowan.edu/commstudies
        Mailbox in Hawthorn 307
    Office hours: Tuesday and Thursday 12:30-2:00 & by appointment

TEXT: Lucas, S.E. (2006). *The Art of Public Speaking, 9th ed.* New York: McGraw-Hill.

COURSE OBJECTIVES: My goal in this course is to assist you in the development of skills related to public speaking. These skills include topic selection, speech research, audience analysis, outlining, thesis construction, source selection, and delivery skills.

    As you approach this course, be aware that public speaking is not an easy task; however, attaining the skills needed to be a decent public speaker is possible for anyone. For some of you, speaking in a group may be very difficult (in the same way that a math class may be very difficult for others). If that is the case, achieving public speaking greatness may be hard; but learning the skills needed for efficient speaking is still possible. For others, great public speaking is "easy" once the appropriate skills are acquired. Therefore, this course will attempt to help you learn the skills you need to be the best speaker you can be.

    In order to make the learning experience as rewarding as possible, I ask and encourage each of you to contribute to the process by reading, working with other students, and participating in class discussion.

ASSIGNMENTS: In this class you will be required to complete four speeches, two speech critiques, and one exam. In addition there will be periodic smaller assignments, which include turning in topics, participating in speech workshops, and doing audience analyses for speeches. General classroom participation (asking questions of speakers, paying attention during speeches etc.) will also be a part of the participation/small assignments portion of the grade. Attendance will be factored into your final grade. The breakdown of grades is as follows:

Anticipated Course Scale

Speech 1	50 pts	1000-900=A
Speech 2	100 pts	899-800=B
Speech 3	200 pts	799-700=C
Speech 4	250 pts	699-600=D
Exam	200 pts	(+ and - will be
Critique	100 pts	added later
Participation and small assign.	100 pts	within each range)
	1000 pts Total	

POLICIES:

Speech outlines and bibliographies must be typed. **Untyped work will not be accepted.**

Late work will not be accepted. If you know you will not be able to be present for a speech or turn in a paper on time you must contact me prior to the assigned time of completion or a grade of zero will be assigned. Except in the case of extreme emergency, all late assignments (even with prior approval) will be docked some percentage of the grade. All assignments must be completed and turned in on the required date unless previous arrangements have been made.

I am not expecting to give any bonus or "extra credit" opportunities.

Your attendance and participation in the class is extremely important. Without an audience present, effective public speaking practice cannot be expected to occur. In addition, your participation in group workshops is mandatory for the your success and the success of your peers. For this reason **you are allowed three absences for this term.** This number of absences represents approximately one-tenth of the total course sessions. (Please note: if you are absent on the day an assignment/speech is due you will receive a zero for the assignment unless I have been contacted prior to the class meeting or the assignment arrives without you). These three absences are intended to be used for illness, family emergency, etc. **Therefore, I will not "excuse" absences, all absences (except university mandated) count as part of the three.** If you choose to use these absences for other reasons, that is your prerogative; however, additional absences will not be granted if you use the three you have and later become ill or have a family crisis. You do not need to contact me to explain absences on days when no assignments are due. After the third absence, each time you fail to attend (or are substantially late), you will lose 30 points from your course total. I will take attendance at the beginning of class. If you are late, it is your responsibility to be sure you have been marked present. I will not debate number of absences at the end of the term. Being in class but sleeping, reading other material, or being generally unprepared to participate will be considered an absence. Your participation in this class can make it an interesting experience for you. Lack thereof will leave you bored and give you fewer chances to learn. I will do my best to provide a variety of means of participation so that you can choose those that suit your personality and style, but you do need to be a part of the class. Being prepared is a large part of being ready to be a positive group member.

If this class is unexpectedly cancelled, a sign so indicating will be placed on the classroom door prior to the class starting time. The sign will also indicate any assignments you should complete for the course (beyond what is noted on the course schedule). I will make every effort to arrive at class on time. However, unforeseen circumstances may result in a late arrival. In that case, I will attempt to contact someone to notify you that I will be late. That is not always possible, due to class times etc. You should be aware that the university has no policy regarding the amount of time students should wait for a late instructor. Students are expected to be in the class during the scheduled class time, unless there is an official class cancellation. If I am not here and there is no class cancellation sign posted, you should assume that class will be held as scheduled.

If you feel that a test or other assignment has been graded in error, I encourage you to discuss the matter with me. However, I do ask that you (1) wait 24 hours after receiving the grade to speak to me about it, (2) have some specific comments to make about why the grade is not appropriate, and (3) realize that a request for reevaluation does not guarantee a reassignment of grade.

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

As with any course in this university, plagiarism is a violation of both academic integrity and university policy. Be aware that any instance of plagiarism may result in punitive action in the classroom and on the part of the university. Ignorance of what constitutes plagiarism will not be considered an acceptable excuse. Please refer to your student handbook for information regarding plagiarism as well as other issues such as religious observance.

COURSE SCHEDULE
(subject to change)
Readings in italics, **assignments in bold**

Date	Topic/Reading/Assignment
1/22	Introduction to the course, go over course syllabus and policies
	Read Chapters 1, & 12
	Do get to know you exercises

1/27	**sign "syllabus contract"**
	Discuss Speech 1
	Discuss Basics of public speaking
1/29	Discuss delivery and being there
	Do delivery exercises

2/3	**Speech One due**
	Read Chapters 8, 9, 10
2/5	**Finish Speech One**
	Discuss Speech 2
	Discuss outlines

2/10	Discuss introductions, organization, and conclusions
2/12	**Speech Two due**
	Read chapters 2, 4, 5, & 6

2/17	**Finish Speech Two**
2/19	Discuss audience analysis, selecting and narrowing a topic, evidence gathering
	Read chapters 7, 11, 13, & 14

2/24	Discuss source credibility, evidence presentation, plagiarism, and visual aids
	Read chapters 11, 13, & 14
	Speech Three topics due
2/26	Workshop and audience analysis on Speech Three (Group One)
	Rough outline due

3/3	Workshop and audience analysis on Speech Three (Group Two)
	Rough outline due
3/5	**Speech Three due**

3/10	**Speech Three due**
3/12	**Speech Three due**

3/17 & 3/19	**Spring Break**

3/24	**Speech Three due**
	Read Chapter 17

3/26	Group work on special occasion speaking
	Read Chapters 15 and 16
3/31	Discuss Speech Four
	Persuasive topics exercise
	Discuss Persuasion and Persuasive speaking
4/2	Continue discussion of persuasion
	Speech Four topics due
4/7	**Critique**
4/9	Audience Analysis and Workshop on Speech Four (Group one)
	Speech Four rough outlines due
4/14	Audience Analysis and Workshop on Speech Four (Group two)
	Speech Four rough outlines due
4/16	**Speech Four due**
4/21	**Speech Four due**
4/23	**Speech Four due**
4/28	**Speech Four due**
4/30	**Speech Four due**
5/5	Review for final, course wrap-up

Final Exam time TBA

Basic Description of Speech Assignments

As the semester goes on, we will talk about each speech individually. The descriptions that follow will give you an idea of what to expect and allow you to begin planning for the course. An important part of public speaking is to avoid procrastination of topic selection and research. Take advantage of this advance warning by starting early. If you have ideas about a topic, see me and we can discuss them so you know if you are on the right track.

****Time Limits—For all speeches this semester you will be penalized for failure to adhere to time constraints. For every 30 seconds (*or fraction thereof*) under the time range you will lose 1/4 letter grade up to two full letters. For every 60 seconds (*or fraction thereof*) over the time range you will lose 1/4 letter grade up to two full letters. I will stop you if you go over time by more than 2 minutes. At that point you will receive a zero for all portions of the speech not completed. Please work toward the time range for each speech.

*****Videotaping—For all speeches, I ask that you bring a blank tape (you can use the same one for each speech) in order to videotape your speech. This will help you in self-evaluation. It will also assist you if you would like to discuss a regrade. If a speech is not taped, my evaluation will stand as the only representation of what you did or did not do in the speech.

Speech 1--A speech of introduction
>   This is a 2-4 minute speech
>   In this speech you will introduce yourself to us. You will pick one key facet of yourself to focus on
>>   and discuss how that element of who you are affects the other parts of your life.
>   A typed, full sentence outline is due the day of your speech
>   Your outline must contain a marked thesis statement.
>   All statements on your outline should be full sentences and reflect things you intend to say.
>   You may use no more than 2 notecards (3x5) for this speech.
>   The goal in this speech is to work on a solid, conversational delivery style. We
>>   want you to talk to us, not at us and this brief speech should give
>>   you the chance to do just that.

Speech 2--Narrative: A Story Telling Experience
>   This is a 4-6 minute speech
>   In this speech you will tell a story of personal experience. The event must be one concrete, cohesive
>>   event that you can describe fully and with great detail in 4-6 minutes. This event
>>   should be one that has significance to you and that you believe your classmates can
>>   learn something from.
>   A typed, full sentence outline is due the day of your speech.
>   Your outline must contain a marked thesis statement.
>   Your outline should reflect the formal outline style discussed in class.
>   You may use no more than 4 notecards (3x5) for this speech.
>   The goal in this speech is to continue working on delivery and begin focusing on
>>   organizing your topic in a concise and interesting way.

Speech 3—Informative Researched Speech

This is a 6-8 minute speech.

This speech requires you to attempt to inform your audience about a topic you have researched well. You should avoid persuasion here. Make sure to choose something you are interested in and that you believe would interest the audience.

A typed, full sentence outline is due the day of your speech.

Your outline must follow the formal outline style discussed in class and contain a marked thesis statement.

You are required to use at least four sources for this speech. You must cite the sources in your speech and turn in a typed, formal bibliography with your outline.

You must use a visual aid for this speech.

You may use no more than 6 notecards (3x5) for this speech.

The goal for this speech is to research, organize, and cite supporting evidence for an informative speech. In addition we will continue working on previously learned skills.

Speech 4--Persuasive Researched Speech

This is an 8-10 minute speech.

In this speech you will attempt to persuade your audience to help enact a change in public policy or personal action. You will focus on appealing to the needs, beliefs, desires and hopes of your audience. Strong evidence is required as well.

You must submit a full, sentence outline and formal bibliography on the day of your speech.

Your outline and bibliography must follow the formal styles discussed in class.

Six sources (three of which must be no more than 3 years old) are required.

You may use no more than 8 notecards (3x5) for this speech.

You will be required to answer audience questions after your speech and this will be factored into your grade.

The goals for this speech are to analyze the audience and select effective sources in order to persuade others. In addition, we will gain experience in using persuasive language. We will continue to work on organization, research, and, as always, delivery.

Basic Speech Grading Criteria

Of course, each speech assignment has its own criteria and standards; however, the following are some basic criteria that can be applied to speeches in this class. These criteria follow from the university standards for A as excellent (approximately 10% of students in a given class), B as very good (approximately 20% of students in a given class), C as average (approximately 40% of students in a given class), D as below average (approximately 20% of students in a given class), and F as unacceptable (approximately 10% of students in a given class).

A speeches will minimally:

Meet all requirements for the assignment at an excellent level (i.e. have an excellent outline, have a technically correct bibliography, have an exceptional source list, meet the structural and stylistic components of the assignment with excellence)

Have a clear, well constructed, and well-emphasized thesis statement.

Exhibit superior speaking style in the construction of the speech (i.e. good attention getting mechanisms, use of language, stylish transitions, etc.)

Exhibit excellent levels of beginning speaking delivery

Eye contact that is present, consistent, and complete

Vocals that are audible and clear

Vocals with a highly appropriate rate, not fast or choppy

Vocals with very few hesitations, pauses, "um"s, "like"s, etc.

Vocals and body movement that display energy

Body movement that displays very few small signs of nervous behavior
(i.e. rocking, wiggling, etc)

Body stance that is appropriate to classroom speech presentation

Consistent and stylish use of gestures

A clear sense of connection to the audience and focus on communicating
with a specific group of individuals in an energetic manner.

B speeches will minimally:

Meet all requirements for the assignment at a superior level (i.e. have a very good outline outline, have a technically correct bibliography, have the somewhat more than the required minimum number of sources, meet the structural and stylistic components of the assignment)

Have a clear, well constructed, and well emphasized thesis statement.

Exhibit clear speaking style in the construction of the speech (i.e. good attention getting mechanisms, stylish transitions, etc.)

Exhibit above average levels of beginning speaking delivery

Eye contact that is present, and relatively consistent/complete

Vocals that are audible and clear

Vocals with a nice rate, not fast or choppy

Vocals with few hesitations, pauses, "um"s, "like"s, etc.

Vocals and body movement that display energy

Body movement that displays few signs of nervous behavior
(i.e. rocking, wiggling, etc)

Body stance that is appropriate to classroom speech presentation

Consistent use of gestures

A clear sense of connection to the audience and focus on a particular set

of individuals

C speeches will minimally:

Meet all requirements for the assignment (i.e. have an outline, have a bibliography, have the required minimum number of sources, fit the structural and stylistic components of the assignment)

Have a clear thesis statement

Exhibit average levels of beginning speaking delivery

Eye contact that is present, though not always consistent/complete

Vocals that are audible and clear

Vocals with a reasonable rate, though sometimes a little fast or choppy

Vocals with some hesitations, pauses, "um"s, "like"s, etc.

Body movement that displays some signs of nervous behavior
(i.e. rocking, wiggling, etc) but not constant nervous behavior

Body stance that is appropriate to classroom speech presentation

Limited (though some) use of gestures

A clear use of audience analysis in planning the speech

D speeches will minimally:

Fail to meet all requirements for the assignment, but meet most of them (i.e. have an outline, have a bibliography, have the required minimum number of sources, fit the structural and stylistic components of the assignment)

Have a slightly unclear or ambiguous thesis statement, but one is present

Exhibit below average levels of beginning speaking delivery

Eye contact that is often insufficient (looking up/down/away a lot)

Vocals that are too soft or loud or are not always clear

Vocals with a fast or choppy rate

Vocals with frequent hesitations, pauses, "um"s, "like"s, etc.

Body movement that displays frequent signs of nervous behavior
(i.e. rocking, wiggling, etc)

Body stance that is not fully appropriate to classroom speech presentation

Failure to use gestures

Failure to clearly exhibit audience analysis in planning the speech

APPENDIX E

Content Analysis Procedure Guidelines

APPENDIX E: RULES AND PROCEDURES FOR LOGICAL

ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data

analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.

2. Verbiage not considered essential to the phrase or clause will be edited out-

   e.g., articles of speech, possessives, some adjectives, elaborative examples.

3. Where there is a violation of convention syntax in the data, it will be

   corrected.

4. Where there are compound thoughts in a phrase or clause, each unit of thought

   will be represented separately (unless one was an elaboration of the other).

5. Where information seems important to add to the statement in order to clarify

   it in context, this information will be added to the unit by using parentheses.

   The following decisions were made regarding the procedures for

   categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order

   to determine differences and similarities.

2. From this tentative analysis, logical categories will derived for the units

3. When additional units of data suggest further categories, they will be added to

   the classification scheme.

4. After all the units from a particular question responses are thus classified, the

   categories are further reduced to broader clusters (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further analysis are undertaken, depending on the nature of the data- i.e., ranking of categories with verbatim quotes which represent the range of ideas or opinions. (p.177).