

## Description of Presentation Assignments

The following applies to all presentations:

- (1) On your scheduled speaking day, you are to come prepared to speak.
- (2) While presenting, you will only be permitted to use note cards, not a full sheet of paper. Your note cards may not include full sentences – only bullet points. I will check notes.
- (3) You are expected to adhere to the time requirements for the speaking assignments. Points will be deducted for being significantly under or over the limit (you are given a 30 second grace period). You may ask for time signals to be given while you speak.
- (4) All presentations must meet the requirements of the assignment. They must be clearly organized with an introduction, thesis, main points, transitions, internal summaries, and conclusion.
- (5) Whenever possible, your topics should help broaden and expand not only the speaker's worldview, but the audience's as well. Topics that explore multicultural issues should be investigated. One of the great powers of oratory is to give a voice to people and views not frequently heard.

### 3 Things in Common Assignment

**Time limit: 1.5-3 minutes total**

In groups of three, you are to determine three things that all of your group members have in common regarding the following topic areas:

- Travel and entertainment
- School and growing up
- Hobbies, sports and recreation

As a group, you will stand up in front of the class and each one of you will introduce another member of the group and share the three things that you have in common for one of the topic areas. For example, Hong would introduce Maria and then share three things that all of the group had in common for the topic of travel and entertainment (e.g., all had been outside of the U.S., all like Brad Pitt movies, and all recently ate at your favorite fast food place -- In and Out Burger).

### Show and Tell Presentation

**Time limit: 1-1.5 minutes**

Who can forget one of the most exciting things about kindergarten? No, I am not talking about snack or nap time, rather I am referring to Show and Tell! Now, you have an opportunity to relive a part of your history. For this assignment, you are to bring in an object and share with the class why it has special significance to you. Your presentation is to last no longer than two minutes.

Your grade will be based on how well you present and share.

<i>Your Show &amp; Tell Object should:</i>	<i>Your Show &amp; Tell Object should NOT:</i>
<ul style="list-style-type: none"><li>• Be something that has special significance to you</li></ul>	<ul style="list-style-type: none"><li>• Be alive, illegal, or inappropriate</li></ul>
<ul style="list-style-type: none"><li>• Something you will not mind passing around</li></ul>	<ul style="list-style-type: none"><li>• Be fragile or extremely expensive</li></ul>
<ul style="list-style-type: none"><li>• Give us insight into you and your personality</li></ul>	

## Deviant for a Day Presentation

**Time limit: 1.5-2 minutes per person**

Our communication is governed by a set of implicit norms to which we all conform. For this assignment, you and your partner will each be required to violate one communication norm of your choice (I must approve it) in three separate situations each – 6 total. Your partner's job is to observe you and your "victim's" response. Together, you and your partner will present the results of your deviant experiments in front of the class.

(1) Select a communication norm and get my approval on it. Samples include:

- Speaking in gibberish
- Speaking too loudly or too softly
- Not looking at people when talking
- Standing extremely close when speaking
- Asking only questions
- Asking very personal questions

(2) With your partner, you will stand in front of the class and describe what your deviance was, why you chose your norm to violate, your "victim's" reactions, and how you felt being deviant. Your presentation should be balanced between the partners, practiced ahead of time, and address the following:

- What communication norm you set out to violate and why did you choose this norm
- Briefly describe each of your experimental situations: What did you do, how did the other(s) involved respond, how did you feel being deviant?
- What did you learn from this experience of being a deviant?

## Self-reflection Essay

We have spent time in class discussing social anxiety and communication apprehension. We would like for you to spend some time reflecting on your feelings and behaviors in social situations, such as classes, parties, work, etc. Beyond reporting your general comfort/anxiety in social situations, we would like for you to think about the techniques and strategies you use (that is, your coping mechanisms) to deal with these types of uncomfortable situations.

Specifically, type a grammatically correct essay of at least 500 words that details your reflections. We are particularly interested in learning how your new-found understanding from class will assist you in handling anxiety-provoking situations in the future.

- Prior to writing, look over your notes from our classes that covered personality and communication apprehension. Then, reflect on 1) situations in which you feel uncomfortable; and, 2) people with whom you feel uncomfortable or anxious. You may find it helpful to address the following questions before you begin:
  - What does my experience of anxiety feel like?
  - What situations invoke my anxiety?
  - What types of people invoke my anxiety?

Please use specific examples in your essay.

- Additionally, spend some time thinking about all of the techniques you use reduce your anxiety. Beyond things you have learned from your life experience, be sure to discuss how concepts from class might help you in the future. Be sure to tell us how you intend to start using these new techniques.

**What we're looking for in the reflective essay:**

Clear organization  
Well-developed, focused paragraphs  
Specific examples, details  
Well-constructed sentences  
Correct grammar and punctuation

**Form:** typed, double-spaced

**Reflective Essay Structure**

The Introduction:

1. The first two sentences will set the tone and establish the topic of the essay.
  - A. word choice
    - i. key terms (reveal the topic)
    - ii. Choose your words to set the tone; this will help reveal your purpose for writing.
2. The next few sentences should be establishing the essay map for your reader.
  - A. What are the main ideas/topics you will be discussing in the order you will be discussing them.
3. The last sentence in your introduction should be your thesis. The thesis is clearly demonstrating to your reader what your essay's topic and focus are.

The Body

The middle sentences of your introduction will determine the order of your ideas. Follow that map for the order of your paragraphs' topics.

1. The Body Paragraphs
  - A. Your body paragraphs should follow this basic format.
    - i. The first sentence is your topic sentence that directly supports your thesis
      - a. You subtopics need to directly support the first sentence of the paragraph.
  - B. USE TRANSITIONAL WORDS OR PHRASES BETWEEN PARAGRAPHS AND DIFFERENT IDEAS INSIDE OF PARAGRAPHS

The Conclusion

1. Your conclusion should bring closure to your purpose for writing, to persuade, explain, or demonstrate.
  - A. The first sentence should be a restatement of the thesis, or in the persuasive essay, a suggestion of the thesis. Here, in the conclusion, it should be reworded, using stronger words that suggest more authority.
  - B. You should recapitulate (recap) the major points. Again, with greater authority because it can be assumed you have proven the focus of your thesis.
  - C. Your final sentence should be the "little extra" that can be inferred from the conclusion of your argument. In the case of the persuasive essay, it should be the thesis stated with conclusive authority. Do not simply copy the thesis.

## **Interview Assignment**

**Time limit: 10 minutes per person**

For this assignment, we will be simulating a “real-world” interview. You will be partnered with another student in class and each of you will be interviewed by one of us. While you are being interviewed, your partner is to observe quietly while filling out a copy of the *Interview Review Form* shown below. You will then switch roles.

Mark or Matt will pretend to be a hiring manager for the company to which you are applying, so please be respectful and courteous. The interviewer will ask you questions that not only relate to the job to which you are applying, but also regarding your abilities and future plans. Treat this as a real interview.

You are to dress in professional, business attire. Gentlemen: Suits or slacks with a button down shirt would be appropriate (tie is optional). Ladies: Suits or nice slacks/skirts. Please dress for success!

Experts advise that successful interview candidates are:

*Prepared* – homework has been done on the company and the position

*Honest* – answer all questions truthfully and completely

*Engaging* – pay attention to the questions asked and provide interesting information

**Interview Review Form**

Interviewee name:

	<b>Very Strong</b>		<b>Acceptable</b>		<b>Needs Work</b>
Professional • Dress • Attitude  Comment:	5	4	3	2	1
Answers • Insightful • Answered questions posed  Comment:	5	4	3	2	1
Engaging • Engaging/interesting  Comment:	5	4	3	2	1
Communication • Well-spoken • Good eye contact • Organized answers  Comment:	5	4	3	2	1

## **Persuasive Speech**

**Time limit: 3-4 minutes**

For this presentation, you and a partner will work together to present two speeches on both sides of a controversial topic. You are to convince your audience to see a particular issue the same way that you do. The topic may be one of your choosing, but try not to pick a topic that has received a lot of recent media attention unless you have a fresh perspective on it or a passion for it. You should demonstrate an ability to integrate solid research into a well-developed and well-reasoned argument. It is a good idea, although not required, that you propose a specific course of action for your audience. If your topic does not lend itself to presenting a course of action, then you might at least try to gain passive agreement from your audience members. You will be required to integrate four outside sources of information (two must be from books, magazines, interviews, etc) into each speech. You will turn in your reference lists as part of your outlines (see below) on the day you speak.

Specifically, you will deliver two speeches (you will give one and your partner another). One speech is to advocate for your topic (e.g., increasing the driving age to 18) and the other is to argue for keeping things the way they are (e.g., leaving the driving age at 16). While you may work with your partner to conduct research and structure your speech, you will each need to submit your own outline. Your outlines are due at the time of your presentations.

Your grade will be based upon your ability to construct a coherent, well-reasoned, and well-supported argument. Organization and delivery skills are of the utmost importance to presenting and effective persuasive appeal.

## Advertising Portfolio and Presentation

**Time limit: 9-12 minutes**

We will be visited by a non-profit organization from our local community who has a specific marketing and advertising need. You and three colleagues will serve as an advertising agency that is competing to offer services to the non-profit. As a group, you will need to work together to create and deliver a cohesive and coherent advertising campaign. Your deliverables will include a portfolio containing a MS Powerpoint presentation, an outline along with a print advertisement (this may be part of the Powerpoint presentation). Rather than having separate speeches linked together, this assignment requires that you as a group present one entirely coherent presentation. Each group member is expected to contribute equally to the planning and delivering of this presentation (that is, each group member is to present for 2-3 minutes). The non-profit will select the winning agency based on the creativity and thoroughness of the proposal along with how well it meets their specific needs.

Your advertising portfolio is to be grammatically correct and typed. It will consist of four parts (see below):

- Product/service definition
  - What is the product/service?
  - What does the product/service do?
  - How is the product/service unique (how is it different)?
  - What value does the product/service add?
- Demographics report/ Needs analysis
  - To whom is the product/service targeted?
  - What need(s) does the product/service fulfill?
  - What attitudes and beliefs are commonly held among your potential users/customers?
  - What are the benefits of the product/service to the user/customer?
  - Why should someone use the product/service?
- Resistance plan
  - What possible issues might a user/customer have using the product/service?
  - What might prevent a user/customer from using the product/service?
  - What biases might users/customers have against the product/service?
  - How might the user/customer react after using the product/service?
- Print advertisement
  - Design a paper-based advertisement that meets the non-profit's need(s). Use whatever wording or visual features that are appropriate based on the information above and the magazine in which you will be advertising.
  - Name the magazine you will be placing the ad and why you chose it.
  - Identify the different persuasion and marketing techniques employed in your ad.

On the due date, you will submit one portfolio for your group and deliver a presentation that walks us through the portfolio. Each member of your group is to present on of the first three portions of your portfolio. Together, you can decide how to present the fourth part (your print advertisement).

Your grade for this speech will be a combination of both individual and group performance. That is, the overall group quality of the portfolio and presentation, which includes creativity, thoroughness, organization, coherence, and cohesiveness, will factor into each individual member's grade. You will each submit a Group Member Evaluation form to provide me with insight into your group's inner workings.

## Description of Additional Assignments

### Presentation Evaluations

You will be asked to complete an evaluation form of a subset of your peers in class. I will incorporate your feedback onto the evaluation sheets that I provide your fellow students.

### Sample Speech Outline

As part of our discussion of speech organization, you will be provided with a sample speech for which you are to type up a complete outline using the format we will discuss in class.

### Self-evaluations

When you present your Interview and Selling speeches, you will be videotaped (on a tape that you provide). You will be required to review your performance and evaluate it. Your review needs to be typed, grammatically correct and at least 250 words. Please see the sample provided. You should provide the following information:

- (1) Feelings about giving the speech
- (2) Two strengths (hopefully one about delivery and the other content)
- (3) Two areas of improvement (hopefully one about delivery and the other content)
- (4) Two specific actions that you will take to make your next presentation better. These are not to be repeated from the items above.

Watching yourself on videotape can be embarrassing; however, if you really pay attention to what is happening on the monitor, you can learn a lot. Look not only for things on which you need to improve, but notice the things that you do well! I would like you to watch your presentation at least twice. Turning the sound off on your second viewing. Your grade will be based on your ability to assess your speaking skills, suggest improvements, and follow the required format.

### Victim of Persuasion

For this assignment, you are to place yourself in a situation where you will be the subject of a persuasive agent's attempt to influence you to change your attitude(s) and/or behavior(s). You are to select a situation that is likely to involve direct, person-to-person persuasion; that is, you cannot use television or radio commercials. Your situation is to focus on persuasion, not intimidation, coercion or manipulation. Further, your situation must not involve anything illegal or immoral. Examples of possible persuasion situations include:

- Ask a salesperson for help (e.g., car, cell phone, clothing salespeople)
- Ask a teacher (not me) why his or her subject is important
- Ask your parents why you should go to school

You will write a report of this experience. Please type up answers the questions below:

- 1) Describe your persuasion situation. Why did you select this?
- 2) What were the persuasive agent's goals?
- 3) What techniques and appeals were used (e.g., logos, pathos, ethos, etc)? Give examples
- 4) Was the persuasive agent effective? Why or why not?
- 5) Was the persuasive agent successful? Did you change your attitude(s) or behavior(s)?

### **Extra-Credit: Agent of Persuasion**

For this assignment, you are to try to persuade someone to change his or her attitude(s) and/or behavior(s). You are to select a situation that is likely to involve direct, person-to-person persuasion. Your situation is to focus on persuasion, not intimidation, coercion or manipulation. Further, your situation must not involve anything illegal or immoral. You may not ask for money or other items of value. Examples of possible persuasion situations include:

- Trying to convince a loved one to let you do something they typically would not (e.g., stay out past curfew, travel some place, etc.)
- Trying to get a teacher (not me) to change an assignment's grade or delay an assignment.
- Trying to get someone to sign a petition for a cause.

You will write a report of this experience. Please type up answers the questions below:

- 1) Describe your persuasion situation. Why did you select this?
- 2) What were your goals?
- 3) What techniques and appeals did you use (e.g., logos, pathos, ethos, etc)? Give specific examples.
- 4) Did your target try to resist your persuasion (i.e., counter argue)? If yes, what did they do?
- 5) Were you effective? Why or why not?
- 6) Were you successful? Did you change your attitude(s) or behavior(s)?

## Vocal Warm Up Exercises

Say each pair of words so that a listener can distinguish which is being said:

- |                       |                   |
|-----------------------|-------------------|
| 1. a nice house       | an ice house      |
| 2. ice cream          | I scream          |
| 3. an aim             | a name            |
| 4. comic's trip       | comic strip       |
| 5. icy                | I see             |
| 6. eye strain         | ice train         |
| 7. summer school      | summer's cool     |
| 8. Nick's car         | Nick's scar       |
| 9. a nice pick        | an ice pick       |
| 10. clock stop        | clock's top       |
| 11. heart throbbing   | hearth robbing    |
| 12. green Nile        | green isle        |
| 13. homemade          | home aid          |
| 14. go for            | gopher            |
| 15. lighthouse keeper | light housekeeper |

The following sentences allow you to say all of the sounds in the English language.

**One Hen**

**Two ducks**

**Three squawking geese**

**Four limerick oysters**

**Five corpulent porpoises**

**Six pair of Don Alversa's tweezers**

**Seven thousand warriors in full battle array**

**Eight brass monkeys from the ancient, sacred crypts of Egypt**

**Nine sympathetic, apathetic, diabetic old men on roller skates with a defined propensity toward procrastination and sloth**

**Ten lyrical, spherical, diabolical denizens of the deep, who halst all around the quo, quay, and quive all at the same time**

Say the following tongue twister:

**I slit a sheet; a sheet I slit, and on that slitted sheet, I sit.**

## Show and Tell Grading

Object: \_\_\_\_\_

Time: \_\_\_\_\_

### **Overall: (2 points each)**

Clear explanation of object:                      0   1   2

Clear explanation of object's significance:   0   1   2

### **Delivery: (1 point each)**

Confidence:                      0   1

Poise:                              0   1

Clarity:                            0   1

Volume:                          0   1

Connection to audience:   0   1

Time met:                         0   1

**TOTAL: \_\_\_\_\_ / 10**

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Strengths:

Things to work on:



## Deviant for a Day Grading

Team member names:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

Deviant Act: \_\_\_\_\_

**Overall: (2 points each)**

Clear explanation of norm violate and deviant act:: 0 1 2

Clear explanation of experiments and "victims" reactions: 0 1 2

Clear explanation of what was learned from this experience: 0 1 2

Organization/Coherence 0 1 2

Perceived effort 0 1 2  
-includes meeting time requirement

**TOTAL: \_\_\_\_\_ / 10**

Additional comments:

**Last name:** \_\_\_\_\_ **First name:** \_\_\_\_\_

Company to which you wish to apply: \_\_\_\_\_

Position for which you wish to apply: \_\_\_\_\_

Why do you want this job (in one sentence): \_\_\_\_\_

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### **SAMPLE INTERVIEW QUESTIONS**

1. What are you looking for in a job?
2. Why are you interested in this job?
3. Explain how your previous experience makes you a good candidate for this job?
4. Describe what you would like your first 6 weeks in this job to be like.
5. Can you describe for me one or two of your most important accomplishments?
6. Everyone has strengths and weaknesses. What are your strong points for this job?
7. What would you say are personal areas needing improvement?
8. What kind of people do you find it most difficult to work with? Why?
9. What kind of job do you see yourself holding five years from now?

10. What kind of things do you feel most confident in doing?
  
11. Can you describe a difficult obstacle you have had to overcome? How did you handle it?
  
12. How would you describe yourself as a person?
  
13. What was the last major problem that you were confronted with? How did you deal with it?
  
14. Do you feel you work more effectively on a one to one basis or in a group situation?
  
15. Have you ever done any public or group speaking? Recently? Why? How did it go?
  
16. Describe your most significant success and failure in the last two years.
  
17. What do you like to do best?
  
18. What do you like to do least?

## Advertising Portfolio Evaluation Form

Date: \_\_\_\_\_

Group Name: \_\_\_\_\_

### Group members:

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

### Summary:

Topic: \_\_\_\_\_

Time: \_\_\_\_\_

Thesis: \_\_\_\_\_

Points: (1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

needs work: 1 2 3 4 5: excellent

comments:

### Overall:

Organization/Coherence 1 2 3 4 5

Educational value 1 2 3 4 5

Perceived effort 1 2 3 4 5

Creativity 1 2 3 4 5

### Presentation Effectiveness

Introduction 1 2 3 4 5

Conclusion 1 2 3 4 5

Transitions 1 2 3 4 5

### Portfolio Effectiveness

Thoroughness 1 2 3 4 5

Creativity 1 2 3 4 5

Grammar/Punctuation 1 2 3 4 5

Accuracy 1 2 3 4 5

## Individual Speech Evaluation Form (Advertising Portfolio)

Date:

Name:

### Summary:

Topic: \_\_\_\_\_

Fine Long Short

**Topic:** needs work: 1 2 3 4 5: excellent comments:

Thorough coverage 1 2 3 4 5

Perceived effort 1 2 3 4 5

### Delivery:

Vocal variety/expression 1 2 3 4 5

Volume 1 2 3 4 5

Rate 1 2 3 4 5

Clarity 1 2 3 4 5

Enunciation 1 2 3 4 5

### Organization

Thesis 1 2 3 4 5

Transitions 1 2 3 4 5

Evidence/Support 1 2 3 4 5

Review 1 2 3 4 5

**Meeting Log Sheet**

Meeting date: \_\_\_\_\_

Meeting goals: \_\_\_\_\_

\_\_\_\_\_

Attendees: \_\_\_\_\_

Deliverables:

Task	Owner	Method of delivery	Delivery date	Completed?
				Y or N
				Y or N
				Y or N
				Y or N

Meeting date: \_\_\_\_\_

Meeting goals: \_\_\_\_\_

\_\_\_\_\_

Attendees: \_\_\_\_\_

Deliverables:

Task	Owner	Method of delivery	Delivery date	Completed?
				Y or N
				Y or N
				Y or N
				Y or N

Meeting date: \_\_\_\_\_

Meeting goals: \_\_\_\_\_

\_\_\_\_\_

Attendees: \_\_\_\_\_

Deliverables:

Task	Owner	Method of delivery	Delivery date	Completed?
				Y or N
				Y or N
				Y or N
				Y or N

CONFIDENTIAL Group Member Self-Evaluation Your name: \_\_\_\_\_

Your group's name: \_\_\_\_\_

**TOTAL GROUP PROCESS**

1. What was the greatest strength to this group?

2. What was the greatest weakness to this group?

**INDIVIDUAL GROUP MEMBERS**

OVERALL: List three ways in which you had an IMPACT (positive/negative) on this group.

1-

2-

3-

Place your group members' names in the spaces provided. Consider each criteria and make the best judgement you can based on your group experience. Give a score from **0 to 3** points for each criteria (3 represents "excellence"). Be sure to fill in some overall comments at the bottom.

Group Member's Names	Attendance	Participation	Cooperation	Quality	Completion	Total

Attendance: Came to meetings and notified other members when unable to attend.

Participation Level: Actively listened and contributed to discussions and showed commitment

Cooperation: Willingly worked together to accomplish group objectives.

Quality of Input: Brought resourceful, appropriate, and creative materials and ideas.

Completion of Tasks: Completed tasks on schedule, followed through and was reliable.

## Unsanitary Hotels by Kittie Grace, Hastings College

2,300,000 people in America sleep in a motel room each night. These people sleep in a bed that has been visited by thousands, brush their teeth in that same sink and even take a shower from the same tub, reports figures published in the January 13, 2000, *Denver Rocky Mountain News*. And recently, according to the August 8, 1999, *Hotel and Motel Management Journal* or *HMMJ*, in Atlantic City, NJ, two unsuspecting German tourists shared a motel room which had been cleaned that morning, but a foul smell permeated through the room. After the third complaint, housekeeping cleaned under the bed, finding the body of a dead man decomposing, all because housekeeping failed to clean under the bed, in the first place.

Fred Prassack, director of security and safety at the Peabody Orlando, lodging which is a mere four hours away, said of a similar incident in the February 7, 2000, *HMMJ*, "If the guestroom [appears] 'clean' [when a body is found] there's no reason it couldn't be available for rent later that day."

The information I'm about to present is so disturbing that you may subconsciously reject it. As Leon Festinger describes in his cognitive dissonance theory, when presented with information that challenges our current beliefs about reality we may discard the information or make changes in our views about a facet of an activity we love. Staying in hotels and motels can be hazardous to your health. To fully comprehend the problem of hotel and motel room hazards, we will first, identify issues, second we will observe the causes, and finally provide solutions for this problem for good.

Given the nature of this audience, the problem of unsanitary hotel rooms affects each of us almost every weekend. The July 7, 1999, *HMMJ*, a journal that you would think would cover up hotel mistakes, warns more than 40 million people get sick, and 80,000 die each year from hand- and air-borne bacteria found in motels. This is particularly relevant when one considers that in Florida, no records are kept on the number of people with contagious diseases outside of tuberculosis and AIDS, reports the officials from the Florida State Department of Health in a personal interview on April 14, 2000. Implying that it is unknown how many workers in the hotel room are contagious.

If these records aren't kept then the number of people who become sick by staying in a hotel room may be greater than we think. With over 2 million people sleeping in a hotel each night, if the room is not cleaned appropriately you could become one of the 40-million-plus infected each year. In essence, we are playing Russian roulette with our health because we don't know if the room we are staying in is safe. In a research study conducted on 25 hotel and motel rooms from all over the country by *Prime Time Live*, every sampled blanket and bedspread had deposits which when analyzed by a lab turned out to be semen and urine. This can be explained by the simple fact that economically, blankets can't be washed after every stay according to the January 10, 2000, *HMMJ*. Unclean linen is a particular problem because we regenerate our entire skin more than once a month, notes the April 27, 1999, *Gazette*, implying that if sheets aren't changed, and rooms aren't cleaned, including under the bed, hundreds of thousands of cells remain when we check out. This becomes a biological banquet for bugs and bacteria that cause us physical harm. Jan Chung is one woman who received a rash from a \$180-a-night hotel room in New York due to unclean sheets.

Becoming infested with crabs is another risk unwashed hotel sheets pose, warns the New York University Medical Center. In the previously noted study, mold was also found on all bathroom floors, and high levels of bacteria were detected in 21 of the 25 rooms. Chuck Gerba, a microbiologist at the University of Arizona, conducted a similar study and found fecal contamination and *E. coli* on the hotel room phones and TV remotes. Dr. Gerba believed the culprit was a dirty rag, spreading germs instead of picking them up. Ice and coffee makers are also problem spots for motels, reports the September

6, 1999, *HMMJ*, because when not cleaned bacteria grows inside and infects you with the first cup or cube.

If you believe the problem is trivial, consider the fact that in 1998, Best Western was investigated by an independent inspection agency, Pricewaterhouse Coopers. The company found that the cleanliness of the rooms was atrocious and stated that by this year, 308 hotels will close their doors due to failed inspections. Other hotels have received health citations as well, states the *HMMJ*, July 19, 1999, including Howard Johnson, Wyndham, and the Hilton, which is the hotel chain the tournament hotel, DoubleTree, is affiliated with. We have identified this shocking problem; now we need to see why we are paying to suffer and sleep in other people's filth.

The causes are two-fold: hotel workers, and in-house hotel inspections. The July 2, 1999, *Detroit News* says that sometimes managers want rooms to be made up quickly, sometimes in 8 minutes or less if two cleaners work as a team. Jim McManemon, Vice President of the Ritz Carlton Hotel, states that "cleanliness" depends on the expertise of the people who are working and it is difficult to maintain capable employees. Which leads to an annual turnover rate for most hotels of 52% notes the March 24, 1999, *Atlanta Journal Constitution*. This means each year a hotel has to retrain its employees, making certification training essential. Therefore, there is little expertise in the cleaning industry, allowing hazards to ensue.

The second cause is in house hotel inspections. Motels and hotels are individually owned and operated, and therefore cannot be regulated by national inspections, reports employees from Econo Lodge, Super 8, and Best Western on September 12, 1999. Still, all three employers were quick to note that they were checked out twice a year by their own corporate chain inspectors. In other words the inspections were all done in-house. This causes another related problem. Because independent inspections are not conducted on all motels, there is no way to derive a direct link between unsanitary hotels and health hazards.

Essentially, the cause of this problem is circular. In-house inspections are used to deal with the problem. The problem isn't documented because in-house inspections don't require a formal report. Without a formal report, we will never know how bad the problem is. Until the problem can be documented, in-house inspections will continue. In-house inspections do work if the motel or hotel is a member of an independent regulatory agency such as the American Automobile Association or AAA because they conduct surprise inspections, reports the official AAA Web page last updated March 24, 2000. The ones we have to worry about are those who don't have independent inspectors because they are notified when they have to clean up their act.

The *Hotel and Motel Management Journal* even realizes how abhorrent our hotel room hazards are, and the causes of our hotel colds are clear; now we can look at a simple solution: quit forensics. But because no one, including me, is likely to carry out this solution, we can look at more pragmatic solutions on the governmental, industrial, and the personal levels.

On the governmental level, the state Department of Health should be the agency to oversee all inspections of hotels and motels that don't have independent inspectors. Because this independent agency inspects all state hospitals, hospices, health clinics, and assisted living homes, the agency can do the same for all motels and hotels, states the official Florida Department of Health web page, last updated April 12, 2000. On the industrial level, owners need to make sure their employees are certified cleaning professionals, but how? Outside consultants, or sanitation experts, must be used to instruct workers regarding proper cleaning procedures. Jim Abrams, executive V.P. of the California Hotel and Motel Association says that certification training is crucial

to keep housekeepers aware of correct cleaning procedures, which include addressing usually neglected trouble spots such as bacteria-filled ice and coffee machines. The Econo Lodge is one hotel implementing this type of training, states the August 2, 1999, *St. Petersburg Time*. Tim Shy, V.P. of the Econo Lodge says, "the Mr. Clean Housekeeping program has trained the staff to the point of certification. Guest complaints are now down 38%."

Realistically, the government may not effectively inspect every hotel and managers may not clean up their act, but there are still steps we can take to protect ourselves. Perhaps the easiest solution is to become a AAA member. For \$49 a year, among other items, you will receive this book which lists every hotel that has had a AAA inspection. Additionally, if you find unsanitary conditions in your hotel, ask to stay in a different room. Wash your hands as much as possible to protect you from most germs, says Dr. John Jernigan of Emory University. Also, we can make our own lightweight travel kit equipped with pillowcases, sheets, and a sanitizer. The 1999 *Adams Report* states that sanitizers, like Lysol or anti-bacterial spray kills 99.9 percent of common germs in seconds. If you still know that you have experienced hazardous hotel conditions take photographs of the room and contact local health authorities, reports the *Nolo's 2000 on-line Legal Encyclopedia*.

We have now uncovered the secrets of hazardous hotel rooms, examined the causes, and became reassured by solutions. The German couple's experience was not isolated. In 1994 the same scenario occurred, only this time, a five-foot-tall woman was found decomposing under a Miami Beach hotel bed. Because we know how to protect ourselves we should never fall victim to a hair-raising experience such as this. We should take the steps to protect ourselves, relax in the clean room, and sleep tight instead of letting the bedbugs bite.

## Stylistic Speaking Devices

*Style* - vivid and varied wording that provides a vehicle for your personality to be expressed while emphasizing your message and increasing fidelity.

### Stylistic Tools

**Simile** - a comparison that bridges the gap between abstract & concrete which uses the words "like, as, a kind of"

"The U.S. might cause *a kind of peaceful chain reaction* in the field of arms reduction"  
-M. Gorbachev

**Metaphor** - a comparison that bridges the gap between abstract & concrete

Clarence Thomas expressed his anger over Anita Hill's accusations by describing them as a "*technological lynching*."

**Vividness** - painting a detailed picture with your words

"I could see those staggering columns of the First World War bending under the soggy packs on many a weary march." -D. MacArthur

**Irony** - incongruity between what is said/expected and what happens

"He [JFK] who gave all to contain violence, lost his all to violence." -A. Stevenson

**Imagery** - using words to arouse a strong feeling/emotion; often accompanies metaphors and is part of vividness

"[Hitler] has lighted a fire which will burn with a steady and consuming flame until the last vestiges of Nazi tyranny have been burned out of Europe." -W. Churchill

**Hyperbole** - intentional exaggeration to force people to realize a point

"It is no longer the choice between violence and nonviolence in this world, it's nonviolence or nonexistence." -MLK Jr.

**Alliteration** - repetition of the same consonant sound at the start of words

" the strange, *mournful mutter* of the battlefield." -D. MacArthur

**Anaphora** - repetition of a key word or phrase

"But in a larger sense, *we can not* dedicate -- *we can not* consecrate -- *we can not* hallow this ground." -A. Lincoln

**Antithesis** - emphasizing contrasting ideas

"I come to bury Caesar, not to praise him." -Mark Antony in Julius Caesar

**Inversion** - switching normal word order to add emphasis

"*Ask not* for whom the bell tolls. It tolls for thee." -J. Donne

**Reversal** - switching meaning to add emphasis and invoke emotion

"I was born in the slum, but the slum wasn't born in me." -J. Jackson

## Common Mispronunciations

<u>Wrong</u>	<u>Correct</u>
acrossed	<b>across</b>
aks	<b>ask</b>
bidness	<b>business</b>
cannidate	<b>candidate</b>
close	<b>clothes</b>
excape	<b>escape</b>
excetera	<b>et cetera</b>
expecially	<b>especially</b>
Febyuary	<b>February</b>
fedral	<b>federal</b>
hung	<b>hanged</b>
hi-archy	<b>hierarchy</b>
interpretate	<b>interpret</b>
irregardless	<b>regardless</b>
idn't	<b>isn't</b>
libary	<b>library</b>
nucular	<b>nuclear</b>
orientate	<b>orient</b>
off-ten	<b>often</b>
prespire	<b>perspire</b>
probyly	<b>probably</b>
silicone	<b>silicon</b>
snuck	<b>sneaked</b>
supposably	<b>supposedly</b>

## Sample Self-Review

### 1. Feelings about giving the informative speech:

Before giving this speech, I was not as nervous as I can get when I know I am going to have to give a public speech. While waiting for my turn, I sat at my desk, cleared my head, and took deep breaths. These relaxation steps really seemed to help me calm down. During my speech, I felt nervous about whether or not I was doing a sufficient job. After I finished, I was definitely relieved to have finished without any major problems and to have successfully conveyed my information to the audience. Overall, I am positive feeling about my speech, even though there were flaws.

### 2. Two Strengths:

- A. After watching the videotape of my speech, I saw that I made good eye contact. Although I used note cards, I did not let the cards distract me from delivering my speech to the audience. I spread my eye contact all throughout the room, and I did not look up or down too many times that it became noticeable.
- B. Another strength that I saw was that I didn't jumble my speech up, which is something I am known to do. I knew the flow of the speech I was giving and I knew the order of topics I wanted to talk about even without the note cards. I saw the confidence in the way I was speaking, which came from both the solid eye contact and the fact that I practiced my speech.

### 3. Two Weaknesses:

- A. I never really knew how much I swayed while giving a speech until I watched the video. It was amazing because I must have swayed back and forth at least 25 times. I honestly did not even know I did that until I watched the video so I am glad I am aware of it now. I must say, it made me look like I was very nervous and unprepared even though I was neither of these.
- B. The second weakness I noticed was my gesturing. I kept my hands inside the 3-second zone way beyond 3 seconds. I kept my hands together for long periods of time, which looked unprofessional and made me appear uncomfortable and on edge.

### 4. Two things you will do to make your next speech better:

- A. The first and most important thing I will do before giving my next speech is practice giving the speech without swaying all over the place. It really took away from the information I was conveying to my audience and I know that I can be up in front of the class without looking like a tree in the wind. In order to practice, I will rehearse my speech in front of my dad so he can tell me if I am swaying or not. Also, I can practice in front of a mirror so this time around I can look out for my swaying problem.
- B. In addition to working on my swaying, I really need to practice my gesturing. I need to work on gesturing outside of my chest area because when I don't it really is a distraction. I think even by being aware of my gesturing problem, I can work at it even in normal conversation with others. From now on, I will focus on my gestures while talking to my friends and really try to work on the gestures for my next speech.

## Sample Outline for Advertising Portfolio Presentation

### Group members:

(1) \_\_\_\_\_ (2) \_\_\_\_\_

(3) \_\_\_\_\_ (4) \_\_\_\_\_

Topic: [Type topic]

General purpose: To persuade the class about [product].

Specific purpose: To convince the audience to . . .

### I. Introduction

*Attention getter:* [some opening that catches our interest like a startling fact, quote, joke, etc.]

*Thesis:* [one clear and concise sentence that give your stance on your topic]

*Preview:* [list your main points in the order you intend to cover them]

Transition: [provide transitional word or phrase that leads into first main point]

### II. Product/service Definition

#### A. Product/service description

1. [Name of the product/service]

2. [Why should someone buy this product/service what is the value proposition?]

#### B. Functionality of the product/service

1. [What does the product/service do?]

2. [How does the product/service do what it does?]

#### C. Uniqueness

1. [How is your product/service different from others?]

2. [How will the purchaser be better off with your product/service?]

Transition: [transitional word/phrase that is followed by a brief review statement and a sign post]

### III. Demographics report/ Needs analysis

#### A. Product/service target market

1. [To who is the product/service targeted?]

2. [What attitudes and beliefs are commonly held among your potential users?]

#### B. Needs analysis

1. [What need(s) does the product/service fulfill?]

2. [What are the benefits of the product/service to the user?]

Transition: [transitional word/phrase that is followed by a brief review statement and a sign post]

### IV. Resistance plan

#### A. Prevention from buying

1. [What might prevent a user from buying the product/service?]

2. [What biases might users have against the product/service?]

#### B. Buyers remorse

1. [What possible issues might a user have using the product/service?]

2. [How might the user react after buying the product/service?]

Transition: [provide transitional word or phrase that leads into conclusion]

### V. Conclusion

*Review:* [review your main points and restate your thesis]

*Final thought:* [leave audience with a sense of closure and something to think about]

## Sample Victim of Persuasion

1. Describe your persuasion situation. Why did you select this?

I went to Great Mall to do some shopping, and I saw a cell phone booth called Cingular. I thought it was convenient for me to do my “Victim of Persuasion” assignment. In addition, I wanted to check out what features being offered and whether I could get an upgrade on my Cingular cell phone.

2. What were the persuasive agent’s goals?

The persuasive agent’s goals were to convince me to buy a new cell phone, and upgrade its features by purchasing one of their “expensive plans”, which I thought was too expensive. When I went to the Cingular booth, one of the Cingular agent noticed my Motorola V60i flip phone. He thought that I was a new customer of Cingular and wanted to offer some new models that might catch my interest. I said I already have a cell phone, and it was from Cingular. I told him that I wanted some information on new features, like text messaging, more free minutes, etc. that I can add on my phone.

3. What techniques and appeals were used (e.g., logos, pathos, ethos, etc) Give examples

Since I was already a Cingular customer, he used one of the types of persuasion called Continuance. He knew that I was satisfied with my cell phone and wanted to add more features but didn’t know what features to add. He used 3 of the 4 types of appeals. He used logos and ethos. First of all, he asked for my phone and wanted to verify what type of model it was. He used logos by distributing a couple of brochures that entails all the new features that could be added to my phone. Then he used ethos by giving me an overview of all the new features available and ready to be added to my phone. He went into details of the new features they were offering. He even went to the extent of showing his own phone and its features. By doing that, he demonstrated pathos.

4. Was the persuasive agent effective? Why or why not?

The persuasive agent was not effective in terms of convincing me to buy a new cell phone while at the same time upgrade its features, by purchasing one of their “expensive plans”. But in terms of giving me information on new features that they were offering for my current cell phone, I would have to say that the agent’s persuasion was effective. By providing 3 out of the 4 types of appeals, he was able to demonstrate extensive knowledge on the product by providing data and evidence by showing brochures. He was able to show credibility by going into details of the product and showing all the features it was able to offer without me asking so many questions. This showed that he had an extensive amount of knowledge about the product and was prepared for it. In addition, he even showed me his phone to show what were the features were like. It made me even tempted to purchase it right away.

5. Was the persuasive agent successful? Did you change your attitude(s) or behavior(s)?

The persuasive agent was successful in providing information about Cingular’s new features. I was tempted to have my phone upgraded, but since I needed to have my parents’ approval, I had to come back and get it upgraded another