

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.

Joke Telling Assignment

Time limit: .5-1 minute

Who doesn't like to laugh? For this assignment, you are to present about 1 minute's worth of jokes in front of the class; this may be one joke or a series of jokes.

<i>Your joke(s) should:</i>	<i>Your should NOT:</i>
<ul style="list-style-type: none">• Be funny	<ul style="list-style-type: none">• Inappropriate (no foul language, insults, or derogatory comments of any kind)
<ul style="list-style-type: none">• Involve speaking	<ul style="list-style-type: none">• Require props or visual aids
<ul style="list-style-type: none">• Provide you an opportunity to speak in front of your peers	<ul style="list-style-type: none">• Be less than 30 seconds long

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

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 "victims'" 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.

Interview Presentation

Time limit: 2-3 minutes of presentation and up to 1 minute of question answering

For this assignment, we will be simulating a "real-world" interview. You will be provided with information about a company's job for which you will pretend to be applying. Rather than an interactive interview, you will give a self-introductory speech that will be followed by a few questions that you will need to answer. Your speech is to be organized using the outline that we discuss in class. You are to have a clear thesis (e.g., I am the right person for this job) that may be a bit persuasive, but the rest of your presentation is to be informative in nature. You may use a note card during the speech, but not the question portion. *An outline will be required*; I will review your outline prior to your speech and I will collect it on the day of the speech.

To assist in answering the questions, you will be provided with a list of all questions that might be asked. You will be required to turn in your answers to these questions in advance.

Treat this as a real interview. You are to dress in professional, business attire for this presentation. Guys: Suits or slacks with a button down shirt would be appropriate. Gals: 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

Group Presentation

Time limit: 6-9 minutes

We will assume that you were hired by the company for which you interviewed in your previous presentation. Congratulations! Now you and two colleagues will be working together to bring one of your company's products to market. As a group, you will need to work together to define the product, the market, and the rationale for developing this product. Once you have made all of these decisions, your group will then need to deliver a cohesive and coherent presentation detailing your conclusions. This is not to be a persuasive speech! Rather than having separate speeches linked together, this assignment requires that you as a group present one entirely coherent speech. 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 3.5-4.5 minutes). *You will be required to create Microsoft Powerpoint visual aids for this assignment.*

It is important that your group see eye-to-eye on your organization and delivery. Although time will be set aside in class for you to work in your groups, you most likely will need to work outside of class too. The underlying goal of this assignment is to allow you to use the decision making skills that we developed in class, while forcing you to focus on organization since you not only have to organize your section of the presentation, but each member's portion needs to fit into the overall organization of the presentation. Thus, effective previews, internal summaries, and transitions are crucial!

You will submit only one, unified outline that shows your complete group organization. Your grade for this speech will be a combination of both individual and group performance. That is, the overall group presentation's organization, coherence, and cohesiveness will factor into each individual member's grade. Yet, each individual will be graded according to his or her delivery, organization, etc. You will each submit a Group Member Evaluation form to provide me with insight into your group's inner workings.

Selling Speech

Time limit: 3-4 minutes

For this speech, we will continue the scenario from the previous two speeches. The product idea that you and your team members suggested in your group presentation was accepted. Now, you alone (no partners this time) must use your best persuasive efforts to sell the product to consumers. You are to convince your audience to buy your product. You should demonstrate an ability to integrate solid persuasive appeals (i.e., logos, pathos, ethos, and mythos) into a well-developed and well-reasoned argument. If appropriate, you may use visual aids.

You will be required to submit an outline in advance of your speech for my review. I will collect your final outline on the day you speak. Your grade will be based upon your ability to construct a coherent, reasonable, and well-supported argument. Organization and delivery skills are of the utmost importance.

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)?

Dear Abby Assignment

You are to assume the role of Dear Abby. Take a communication issue from your life that has occurred recently or is currently happening. Form the situation into a question and use this question as your first sentence. Type a 1-page (at least 500 words), grammatically correct paper on this interpersonal communication situation. You will analyze the situation using terms and theory that you have learned in class. Your goal is to analyze effectively the situation and provide advice for how to make the communication more effective. You should use at least 3 concepts discussed in class. Your grade will be based on the thoroughness of your description and advice. Please refer to the sample Dear Abby letter that I provide.

Example communication situations could include:

- Dear Abby: My family never talks. How do I stop the yelling?
- Dear Abby: My boss is offensive. How do I stop the insults?
- Dear Abby: My romantic partner is non-committal. How do I get our relationship to progress?

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 Dear Abby Assignment

Dear Abby,

My mother passed away last year during the holidays. A few months later, my younger brother approached me about borrowing a large sum of money. After weeks of agonizing over this decision, I decided that I couldn't take the risk and told him "No". It's been six months since we've talked. Even though he says there are no hard feelings, he doesn't respond to my calls or emails. We have always been close. What should I do now?

Signed,

Hurt and confused.

Dear Hurt and confused,

As the old saying goes, "You should never lend money to your friends or family if you value the relationship." You did the right thing, but it sounds like your brother is still hurt and angry. There are many things you can do to try to remedy the situation.

The first step is to use a form of confirming communication. Given the facts that you've stated in your letter, it might be important to relate to your brother that you acknowledge his feelings on the matter. You might try by saying something like this, "Jim, I know that you're disappointed about my decision and I understand how you must feel, but please understand that I had my reasons. I hope that we can work this out." This form of confirming communication is known as **Acknowledgment**. Listening is the most important form of acknowledgment.

Obviously, you and your brother are experiencing conflict, but remember that there are many myths about conflict. Most people think that all conflict should be avoided, but research has shown that conflict can be beneficial for unity and correctness. Use this opportunity to not only solve this misunderstanding but also dig deeper to find out if, perhaps, you have hurt your brother in other ways in the past that you don't know about. This would be a perfect time to use another communication tool to help you re-connect with your brother. This tool would be "**Conflict Management via Negotiation.**"

It is important when using Conflict Management techniques to separate the problem from the person. Negotiate and offer another concession in an attempt to achieve agreement. Is there something else that you could do for him that would be easier for you to accommodate? Let him explain in detail the reasons why he needs the money.

Many times, needing money is a symptom of another problem. If he can't manage his money, what else can't he manage? Maybe he's having marital problems, problems on the job, or trouble with his kids. It might be that he is still mourning your mother's passing. Try to let him speak without interruption and let him vent. This is referred to as **empathetic listening** and is often used to help others solve problems.

Remember to avoid the two major pitfalls of empathetic listening: an advising or judgmental response. Empathetic listening is a powerful tool that can build bridges in relationships. Avoid the temptation to advise him on how to solve his money problems. Avoid judging what he is saying. The best response you can give when he is speaking is no response. If he believes that you are actively listening to what he is saying, this might be the key in rebuilding your relationship.

Good luck,

Abby

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.

0. Convey different meanings by varying the way you say the word “oh.”

-That hurts!

-How beautiful!

-How disgusting!

-I'm so sorry

-What a surprise!

-You are so sweet

1. Convey different meanings by varying the way you emphasize the following:

- Did Steve get an A in his Speech class? (Did Steve really?)
- Did Steve get an A in his Speech class? (Was it really an A?)
- Did Steve get an A in his Speech class? (Are you sure it wasn't English?)

2. Use pauses to add emphasis and drama

- *Ask not what your country can do for you; ask what you can do for your country*
- *I know not what course others may take but as for me: give me liberty or give me death*

The Tone of Voice (Author Unknown)

It's not so much what you say
As the manner in which you say it;
It's not so much the language you use
As the tone in which you convey it;
"Come here!" I sharply said,
And the child cowered and wept.
"Come here," I said--
He looked and smiled
And straight to my lap he crept.
Words may be mild and fair
And the tone may pierce like a dart;
Words may be soft as the summer air
But the tone may break my heart;
For words come from the mind
Grow by study and art--
But tone leaps from the inner self
Revealing the state of the heart.
Whether you know it or not,
Whether you mean or care,
Gentleness, kindness, love, and hate,
Envy, anger, are there.
Then, would you quarrels avoid
And peace and love rejoice?
Keep anger not only out of your words--
Keep it out of your voice.

Common Mispronunciations

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

Listening Observation Sheet

Evaluator's name: _____

Listener's Name: _____

Circle either Yes or No based on the listener's performance. Write meaningful comments and feedback.

Paraphrased other's feelings and ideas in own words	YES	NO	Comment:
Remained neutral (did not indicate approval or disapproval)	YES	NO	Comment:
Kept meaning the same (did not add or subtract meaning)	YES	NO	Comment:
Maintained the feeling tone (did not change emotion of conversation)	YES	NO	Comment:
Language was understandable and appropriate	YES	NO	Comment:
Asked appropriate questions	YES	NO	Comment:
Held appropriate eye contact	YES	NO	Comment:
Had an open, inviting posture	YES	NO	Comment:
Spoke in an appropriate tone and volume	YES	NO	Comment:

Overall evaluation

One strength:

One area of improvement



Video Game Product Manager

EA Sports is looking for energetic, experienced product managers to help define and launch new video games. These games may be for entertainment or education purposes. An EA Video Game Product Manager works directly with game programmers and customer outreach personnel to assist in ensuring EA games are of the highest quality and sell well. A Video Game Product Manager provides direction, guidance, and feedback, while championing the conceptualization, development, release, and sales of a particular game. EA Sports prides itself on its game play, customer satisfaction, and revenue generation.

Customers

An EA Video Game Product Manager serves these audiences:

- Product Development
- Sales and Marketing
- Customers
- Release Management

Responsibilities

An EA Video Game Product Manager has several responsibilities:

- Assess market needs and game demands
- Define games specifications and target markets
- Write proposals for new games
- Create sales and marketing plans
- Sell specific games
- Participate in focus groups
- Adhere to corporate policies
- Incorporate feedback into day-to-day activities
- Work evening, weekends, and holidays as needed

Desired Skills

- Knowledge of gaming
- Attention to detail
- Customer service focus
- Product management background preferred
- Team work and group focus



Contact:

EA Headquarters
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**ELECTRONIC ARTS
CORPORATE INFORMATION**

FOUNDED:	1982
OWNERSHIP:	Public (Nasdaq: ERTS)
HEADQUARTERS:	Redwood City, California
REVENUES:	\$1.7 billion for fiscal 2002
EMPLOYEES:	3800 worldwide
BACKGROUND:	<p>Electronic Arts (EA) is the world's leading independent developer and publisher of interactive entertainment software for personal computers and advanced entertainment systems such as the PlayStation®2 Computer Entertainment System, the PlayStation®, Xbox™ video game console from Microsoft, the Nintendo GameCube™ and the Game Boy® Advance.</p> <p>Building on its success as a top developer of interactive home entertainment software for video game systems EA has become the leading third-party developer on next generation hardware creating software for consoles and PCs.</p> <p>Combining diverse media such as video, photographic images, motion capture, 3D face and body rendering technologies, computer graphics, and stereo sound with contributions from storywriters, film directors and musicians, EA uses technology and creativity to create mainstream entertainment through an interactive medium.</p>
EA BRANDS:	<p>EA markets its products worldwide under five brand logos:</p> <ul style="list-style-type: none">• EA SPORTS™• EA SPORTS BIG™• EA GAMES™• EA.COMSM

Last name: _____ First name: _____

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 for me 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? What action did you take on 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?

Sample Group Presentation Outline

Group Name:

Group Members:

Topic: Product proposal for {product name}

General purpose: To inform key decision makers of a new video game product.

Specific purpose: To show why producing and selling {product name} makes good business sense for EA.

I. Introduction

Attention getter: “We can make a lot of money and increase our prestige by selling a revolutionary, new video game.”

Thesis: Producing and selling {product name} makes good business sense for EA.

Preview: Product proposal, Need for product, and Development process

II. Product Proposal: {product name}

- A. What product is
 - 1. Educational video game
 - 2. Entertainment video game
- B. How does the user interact with video game
 - 1. Text based
 - 2. Graphics
- C. What product does
 - 1. Goal of product
- D. Who product is targeted to
 - 1. Age
 - 2. Gender

III. Need for Product

- A. What is the need filled by this product?
 - 1. No current games out there like this
 - 2. Current success of similar games
- B. Why this product?
 - 1. What does this video game do that others do not
- C. Why now?
 - 1. Is timing important?
- D. How will the product help EA?
 - 1. Will this bring in money for EA?
 - 2. Will this build EA’s prestige?

IV. Development Process

- A. Research
 - 1. Who do we need to talk to?
- B. What information do we need?
- C. How long will the development take?
- D. Testing and Quality
 - 1. Who will test
 - 2. When will testing
- E. When will product be released?
- F. How will we know if we are successful?
 - 1. Revenue brought in?
 - 2. Number of people playing the game?

V. Conclusion

Sample Group Presentation Outline

Topic: Product proposal for PGA STREET.

General Purpose: To inform key decision makers of a new video game product.

Specific Purpose: To show why producing and selling PGA STREET makes good business sense for EA.

I. Introduction

Attention getter: Think about golf; calm, serene, and soothing. Now take it to the street! This is golf at its extreme.

Thesis: Producing and selling PGA STREET makes good business sense for EA.

Preview: We will go through Product proposal, need for product, and development process for PGA STREET.

II. Product Proposal: PGA STREET

A. What product is

1. Educational video game
2. Entertainment video game

B. How does the user interact with video game

1. Graphics based video game

C. What product does

1. The goal of this product is to introduce young people and the like to the sport of golf.

D. Who the product is targeted to

1. Video game targeted to everyone and can be enjoyed by both children and adults alike.

III. Need for product

A. What is the need filled by this product?

1. No current games like this
2. Current success of similar games

B. Why this product?

1. With the success of NBA Street and NFL Street, we believe PGA Street will follow in their footsteps.

C. Why now?

1. Timing is not that important. PGA tour is all year round.

D. How will the product help EA?

1. This will bring in money for EA and build its prestige. This game will just add on to the long list of classic sport video games.

IV. Development Process

A. Research

1. Seek information from major golf players and officers of the PGA

B. What information do we need?

1. Info needed: official game rules, player statistics, course maps, associated brands, types of golf carts, tournament prizes, etc.

C. How long will development take?

1. Research and development will take about 1 year. 4 months of research and 8 months of development

D. Testing and Quality

1. Testing will be done by PGA players and a test group consisting of gamers of all types. Testing will be conducted as soon as product is developed.

E. When will the product be released?

1. Product will be released during the time of the Masters tournament.

F. How will we know if we are successful?

1. Success will be judged by revenue brought in and total popularity of the game.

IV. Conclusion

We have just gone through the proposal, the need and the developmental process of our product. This game should truly be beneficial to EA by means of Producing and selling PGA STREET as a good business sense for EA.

Sample Group Presentation



PGA STREET

- Video game intended for entertainment and educational purposes.
- Graphics Based with interactive environment.
- The goal of this product is to introduce young people and the like to the sport of golf.
- Targeted to everyone and can be enjoyed by both children and adults alike.



Why This Product?

- There are no current games out there like this.
- With the success of NBA Street and NFL Street, we believe PGA Street will follow in their footsteps.
- Timing is not that important. PGA tour is all year round.
- This will bring in money for EA and build its prestige. This game will just add on to the long list of classic sport video games.



Development Process

- Seek information from major golf players and officers of the PGA
- Info needed: official game rules, player statistics, course maps, associated brands, types of golf carts, tournament prizes, etc.
- Research and development will take about 1 to years. 4 months of research and 8 months of development
- Testing will be done by PGA players and a test group consisting of gamers of all types. Testing will be conducted as soon as product is developed.
- Product will be released during the time of the Masters tournament.
- Success will be judged by revenue brought in and total popularity of the game.



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

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. Hotel rooms are hazardous to your health. To fully comprehend the problem of hotel and motel room hazards, we will first identify them, second we will observe the causes, and finally, I mean finally, solve 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.

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.

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

Assonance - repetition in which different words with the same or similar vowel sounds occur successively in words with different consonants

"We are witnessing today a coupling of ideology and theology that threatens our ability"
-B. Moyers

Consonance - repetition in which different words with the same or similar consonants sounds occur successively

"The gloves didn't fit. If it doesn't fit, you must acquit." - J. Cochran

Address delivered in Acceptance of Nobel Peace Prize by Martin Luther King, Jr.

10 December 1964

Your Majesty, Your Royal Highness, Mr. President, excellencies, ladies and gentlemen: I accept the Nobel Prize for Peace at a moment when twenty-two million Negroes of the United States are engaged in a creative battle to end the long night of racial injustice. I accept this award on behalf of a civil rights movement which is moving with determination and a majestic scorn for risk and danger to establish a reign of freedom and a rule of justice.

I am mindful that only yesterday in Birmingham, Alabama, our children, crying out for brotherhood, were answered with fire hoses, snarling dogs, and even death. I am mindful that only yesterday in Philadelphia, Mississippi, young people seeking to secure the right to vote were brutalized and murdered. I am mindful that debilitating and grinding poverty afflicts my people and chains them to the lowest rung of the economic ladder.

Therefore, I must ask why this prize is awarded to a movement which is beleaguered and committed to unrelenting struggle, and to a movement which has not yet won the very peace and brotherhood which is the essence of the Nobel Prize. After contemplation, I conclude that this award, which I receive on behalf of that movement, is a profound recognition that nonviolence is the answer to the crucial political and moral questions of our time: the need for man to overcome oppression and violence without resorting to violence and oppression.

Civilization and violence are antithetical concepts. Negroes of the United States, following the people of India, have demonstrated that nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation. Sooner or later, all the peoples of the world will have to discover a way to live together in peace, and thereby transform this pending cosmic elegy into a creative psalm of brotherhood. If this is to be achieved, man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.

The torturous road which has led from Montgomery, Alabama, to Oslo bears witness to this truth, and this is a road over which millions of Negroes are traveling to find a new sense of dignity. This same road has opened for all Americans a new era of progress and hope. It has led to a new civil rights bill, and it will, I am convinced, be widened and lengthened into a superhighway of justice as Negro and white men in increasing numbers create alliances to overcome their common problems.

I accept this award today with an abiding faith in America and an audacious faith in the future of mankind. I refuse to accept despair as the final response to the ambiguities of history.

I refuse to accept the idea that the "is-ness" of man's present nature makes him morally incapable of reaching up for the eternal "ought-ness" that forever confronts him.

I refuse to accept the idea that man is mere flotsam and jetsam in the river of life, unable to influence the unfolding events which surround him.

I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

I refuse to accept the cynical notion that nation after nation must spiral down a militaristic stairway into the hell of nuclear annihilation.

I believe that unarmed truth and unconditional love will have the final word in reality. This is why right, temporarily defeated, is stronger than evil triumphant.

I believe that even amid today's mortar bursts and whining bullets, there is still hope for a brighter tomorrow.

I believe that wounded justice, lying prostrate on the blood-flowing streets of our nations, can be lifted from this dust of shame to reign supreme among the children of men.

I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits.

I believe that what self-centered men have torn down, men other-centered can build up.

I still believe that one day mankind will bow before the altars of God and be crowned triumphant over war and bloodshed and nonviolent redemptive goodwill proclaimed the rule of the land. And the lion and the lamb shall lie down together, and every man shall sit under his own vine and fig tree, and none shall be afraid.

I still believe that we shall overcome.

This faith can give us courage to face the uncertainties of the future. It will give our tired feet new strength as we continue our forward stride toward the city of freedom. When our days become dreary with low-hovering clouds and our nights become darker than a thousand midnights, we will know that we are living in the creative turmoil of a genuine civilization struggling to be born.

Today I come to Oslo as a trustee, inspired and with renewed dedication to humanity. I accept this prize on behalf of all men who love peace and brotherhood. I say I come as a trustee, for in the depths of my heart I am aware that this prize is much more than an honor to me personally. Every time I take a flight I am always mindful of the many people who make a successful journey possible, the known pilots and the unknown ground crew. You honor the dedicated pilots of our struggle, who have sat at the controls as the freedom movement soared into orbit. You honor, once again, Chief Lutuli of South Africa, whose struggles with and for his people are still met with the most brutal expression of man's inhumanity to man. You honor the ground crew, without whose labor and sacrifice the jet flights to freedom could never have left the earth. Most of these people will never make the headlines, and their names will never appear in *Who's Who*. Yet, when years have rolled past and when the blazing light of truth is focused on this marvelous age in which we live, men and women will know and children will be taught that we have a finer land, a better people, a more noble civilization because these humble children of God were willing to suffer for righteousness' sake.

I think Alfred Nobel would know what I mean when I say I accept this award in the spirit of a curator of some precious heirloom which he holds in trust for its true owners: all those to whom truth is beauty, and beauty, truth, and in whose eyes the beauty of genuine brotherhood and peace is more precious than diamonds or silver or gold. Thank you.

Case Study 1: Southern States Sporting Goods

Bill Goings, twenty-four, had been employed by the Southern States Sporting Goods Manufacturing Company for two years since his graduation from Midland University with a B.S. degree in marketing. He is a sales representative for Southern States products to dealers, retail stores, and schools. The best-selling line of products of Southern States is baseball and basketball uniforms. Customers have noted that Southern States uniforms tend to launder and wear better than their competitors. Besides uniforms, Southern States also sells a line of sporting equipment such as balls, tennis rackets, and golf clubs.

Since Bill went to work at Southern States, he has had the Mid-Atlantic sales territory. He has a company car and attempts to call upon ten to twelve clients per day. In his last appraisal, Don Wright, the Southern States sales manager, told Bill that he was doing a "fine job" and that the company had been very pleased with his performance over the last two years. But in recent weeks, Bill has been developing some dissatisfaction with his job. Since Steve Johnson took over as vice-president of marketing six months ago, salespeople in the field have had to change many of their methods of operating. Before Johnson took the position, salespeople were very free to report their expenses in a manner that was appropriate to them. Now each expense over \$1.00 has to be recorded on a company form. Up until Johnson was promoted, each salesperson was free to establish his or her own workday. Now each salesperson must call upon at least twelve customers per day regardless of circumstances. Recently, the vice-president for marketing has implemented a new sales procedure newsheet. The newsheet is sent to each salesperson every Monday and contains new procedures which were adopted during the week at Southern States. Before Johnson, each salesperson reported to Donald Wright once a week. Now each salesperson is expected to report to the sales manager every day.

During the bi-monthly sales meeting, Johnson spoke to the salespeople about the new procedures. "We have been rather loose in our sales methods over the past few years. Although we have had a rather good sales record, many of us in the head office want to insure that we can continue to maintain the good record. I don't think anything which we have done causes any unusual hardships on our sales force," concluded Johnson.

The talk did not set well with the sales staff. Before the promotion of Johnson, the Southern States representatives prided themselves in the fact that they were pretty much their "own boss." The policy had been to let the salesperson do as they pleased as long as they remained productive. Bill had appreciated his job at Southern States because it gave him the freedom to do his job, his own way. Since he had heard from his superior only once or twice a month, he considered himself his own boss. As he talked with his fellow salespersons, he found that many of them agreed with him.

"I don't mind the increase in rules and regulations," said Larry Palmer, the Louisiana-Mississippi representative, after the Johnson speech at the sales meeting. "I will play by the rules as long as I can agree that they are important. But I don't know here. I have been going over my quota for the last five months and I never had to call into Harold. Now every Friday, I have to check in. I just don't understand it."

"I'm spending more time filling out expense reports and production reports than I am calling on customers. I had been selling that new double knit uniform for about two weeks before I had time to read the newsheet. I read in the newsheet that we are no longer marketing this uniform. I know that I should have read the newsheet but when do I have time to read it and call on fifteen customers a day? They don't seem to care how much we sell just so we meet the twelve customers," said Janice Wilson, a Southern States sales representative who covers the eastern territory. "We are going to have to do something about this. I feel like a teenager having to account for all the change to his father after coming home from the market."

After the meeting, most of the sales representatives met together at a nearby restaurant. "Let's go to Don Wright to complain about this. Why don't we elect a representative? Bill's a good man. How do you feel about Bill as our representative? Okay?" Larry suggested. Bill did not actually have an opportunity to decline. But he was not sure that he would have if he could have. He felt that the company had made some bad changes and he was good as anyone to point these out. Bill called Don Wright for an appointment.

Case Study 2: The New Course

Marilyn Garcia is a second-year history teacher at East High School, located in a suburb of a major western city. Marilyn completed her M.A. by writing a thesis in the area of Western United States History before accepting the teaching position at East High. Marilyn teaches U.S. History to juniors and government to seniors, but recently has been talking with her colleagues about a new history course, "The Role of Women in the Development of Western America." She would like to add the course to a list of semester electives that are available to students, after they have completed their history requirements.

Although she has impressed her colleagues with the thoroughness and relevance of the course, she has been having one problem. Since coming to East, Marilyn has had trouble talking with her department chair, George Tipton. Tipton, who teaches World History to freshmen, has been at East for twenty years and has served as history department chair for the last five.

A new elective must first win the approval of the department chair who then submits the proposal to Clifton Harding, the principal of East. Harding respects Marilyn. She has been recognized as "Young Professional of the Year" by the Kiwanis Club and often has been asked to talk to community groups, such as the Rotary Club, the Kiwanis Club, and the local History Society, about her thesis research. Also, Harding has been receiving highly complimentary reports about Marilyn's teaching from students.

During her first year appraisal interview, Harding was very complimentary of her performance. He said, "You are one of our best teachers, Marilyn. You have added to our program and have brought a fresh perspective to our school. We hope that you will stay at East for a long time."

After the last history faculty meeting, however, Marilyn was seriously considering submitting her resignation. In that meeting, Tipton verbally assaulted her and two other younger faculty members. He said, "We have a problem in our faculty with these new mini-courses from some of our younger colleagues. We have had a course proposal on the History of Communism and another on the Women's Liberation Movement. We'll never have courses like that in this department as long as I am chair."

With the exception of the younger faculty members, nobody has challenged Tipton's strong statement. Thus the younger faculty members assume that Tipton has the support of the other members within the history department. After the meeting, Marilyn asked for a conference with Tipton the next day to discuss her proposal for the mini-course, "The Role of Women in the Development of Western America." Marilyn began the meeting by telling Mr. Tipton that she had really put a great deal of work into her proposal. Further, she indicated that she had talked about the course with a number of students and there appeared to be some interest among juniors and seniors.

She pleaded with Tipton, "Could you just forward my proposal on to Mr. Harding and let him make the final decision? I wouldn't even mind if you submitted a negative recommendation on the proposal. But at least let Mr. Harding see it."

"I have given your proposal a fair hearing. I am alarmed that you talked to students about the course before it was approved. That's certainly going out of channels. I have made up my mind. I am rejecting the proposal and I want the matter to stay within our department. Do you understand, Miss Garcia?" Tipton said forcefully.

Marilyn responded, "Yes, I understand," and left the room.

Outline Format

Topic: [Type topic]

General purpose: [To inform, persuade, honor, or accept]

Specific purpose: [General purpose] on [topic]

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. [Main point 1 that clearly supports thesis]

A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

...

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

III. [Main point 2 that clearly supports thesis]

A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

...

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

IV. [Main point 3 that clearly supports thesis]

A. [Claim 1]

1. [evidence supporting claim 1]
2. [analysis of evidence and link to main point]

B. [Claim 2]

1. [evidence supporting claim 2]
2. [analysis of evidence and link to main point]

...

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

V. Conclusion

Review and Restate Thesis: [review your main points and state your thesis again]

Final thought: [leave audience with a sense of closure and something to think about after you are done]

OVERALL DELIVERY EVALUATION

CONNECTED 1 2 3 4 5
 CONFIDENT 1 2 3 4 5
 COMPELLING 1 2 3 4 5

PHYSICAL DELIVERY	
EYES	Darting * * * * * Focused
EXPRESSION	Flat * * * * * Animated
GESTURES	Closed In * * * * * Opened Forward
POSTURE	Unbalanced * * * * * Balanced
MOVEMENT	Random * * * * * Purposeful
VOCAL DELIVERY	
VOLUME	Quiet * * * * * Loud
-tone	Monotone * * * * * Varied
RATE	Slow * * * * * Fast
PAUSES	Filled (um's and uh's) * * * * * Unfilled

Lead the PAC (Purpose-Audience-Context)?

SPEAKING PURPOSE: _____

- What do you want your audience to know, believe, or do as a result of your presentation?

AUDIENCE ANALYSIS	
Who is your target audience ? <ul style="list-style-type: none"> • Who do you most need to impress? • What is their relationship to your topic? • Are they attending by choice? 	
What are your audience's expectations for your speech? <ul style="list-style-type: none"> • What do they hope to gain from presentation? • What benefits might they get as a result of your speech? 	
What knowledge does your audience have or need to have? <ul style="list-style-type: none"> • Do they know your organization, terms and offerings? 	
What is your audience's attitude toward you and your message? <ul style="list-style-type: none"> • Are they receptive, favorable, neutral, apathetic, or hostile? 	
What are your audience's areas of resistance to you, your goal, or message? <ul style="list-style-type: none"> • What obstacles, biases, or experiences must be addressed? 	
CONTEXT	
What is the timing of your presentation? <ul style="list-style-type: none"> • How long are you expected to speak? • What will be occurring prior to your presentation and after? • What time of day will you be speaking? 	
What is the physical setting of the location? <ul style="list-style-type: none"> • Are there potential distraction/obstructions to worry about? • How many people will be present? • What technology is needed (mics, projectors, computers)? 	
What is the tone of the event? <ul style="list-style-type: none"> • Is the situation formal or informal? • How should people feel at the end of your presentation? 	

ORGANIZATION

COMMON STRUCTURES

Sequential = past > present > future

Ex: Bold Echo's employs a step-by-step approach to building compelling presentations.

Bold Echo starts by discussing past presentation experiences. Next, we record your current presentation skills. Finally, we walk you through a methodology you can use for upcoming presentations.

Causation = cause > effect > results

Ex Bold Echo's presentation strategies lead to compelling speeches.

Bold Echo teaches techniques to help connect your material to your audience's needs. Thus, your audience will be more engaged, and you will achieve your presentation goal.

Comparison-Contrast = similarities > differences > conclusions

Ex. Unlike other presentation coaching, Bold Echo's strategies are more compelling.

Bold Echo's coaching is stronger than our competitors because of our tailoring to our clients' individual needs, our team coaching approach, and our success rate.

Problem-Solution – problem > solution > benefits

Ex: Bold Echo's strategies help you to become a more confident and compelling speaker.

Speech anxiety stifles confident communication. Bold Echo teaches numerous anxiety management techniques that leads to stress-free speaking.

Topical - points have no ordered relationship, but clearly relate to presentation purpose

Ex: Bold Echo presentation strategies are all-encompassing.

Bold Echo concentrates our coaching in three areas including structuring the message, connecting the content, and delivering the presentation.

CRITERIA FOR WELL ORGANIZED PRESENTATIONS

Unity: advancing a single purpose and sticking to that point

- Does everything I say directly relate to my speaking purpose?

Coherence: a logical flow of points in support of your speaking purpose

- Do my main points flow and fit together in a logical progression?

Transitions: words or phrases that smoothly and logically connect one idea to the next

- Can my audience easily stay connected to my message as I move among points?

ANATOMY OF A TRANSITION

- Internal Summary
- Transitionary word or phrase
- Internal Preview

Ex: Now that we've looked at the three problems that fear of speaking can cause, let's turn our attention to two useful anxiety management techniques: visualization and reframing.

SUPPORT and ACTs

SUPPORT	
Examples = stories and anecdotes that paint pictures in your audience's mind	
<ul style="list-style-type: none">• Examples that evoke emotion and perhaps humor tend to have the biggest impact	
Data = statistics and facts that describe the importance, prevalence or impact of your point	
<ul style="list-style-type: none">• Data need to be clear and put into terms (quantities) audience members can relate to	
Definitions = terms that identify and explain concepts	
<ul style="list-style-type: none">• Definitions need to be devoid of jargon and acronyms	
Testimonials – quotations and sources that support your point and enhance credibility	
<ul style="list-style-type: none">• Be sure to identify your sources and their credentials	
ACTs (AUDIENCE CONNECTING TECHNIQUES)	
Relevance: present content so that it is clearly related to and meaningful for your audience	
<ul style="list-style-type: none">• Describe benefits, costs, or need fulfillment	
Connection: link content to something your audience already knows or has experienced	
<ul style="list-style-type: none">• Use analogies and metaphors to link to your audience's existing schema	
Specific: be concrete and detailed in your descriptions	
<ul style="list-style-type: none">• Use descriptive, vivid language to fully describe your concepts	
"You" language: speak the word "you" often	
<ul style="list-style-type: none">• Include phrases such as "How this affects you," "Why you should care," "This helps you"	
Involvement: ask the audience to participate	
<ul style="list-style-type: none">• Ask questions, such as "How many of you have ever...?," or thought experiments like "Think of a time when..."	