

INSTRUCTIONAL COMMUNICATION: COURSE DEVELOPMENT AND
IMPLEMENTATION

by

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INSTRUCTIONAL COMMUNICATION: COURSE DEVELOPMENT AND
IMPLEMENTATION

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ABSTRACT

For this Creative Honors Project, I learned the pedagogy behind structuring an upper level communication course, composed and submitted a course syllabus to the University for the Bob Schieffer College of Communication Department of Communication Studies, and gained first-hand experience lecturing in the communication classroom. I developed detailed lesson plans including content, activities and referenced research; facilitated multiple class meetings including lectures and activities; wrote a variety of effective exam questions; and composed weekly journals about my learning experience.

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CHAPTER 1: SYLLABUS CONSTRUCTION

SECTION 1: PEDAGOGY

In order to understand the purpose and content included in syllabi across the Communication Studies discipline I examined syllabus tips and techniques and engaged in weekly learning seminars with Professor Moore. The key concepts we focused on during this process were learning objectives and learning outcomes. Learning objectives are the academic principles that every student in the classroom will be expected to achieve. These are clear and measurable, and the impetus is on the professor to provide the necessary tools for students to reach these goals. In contrast, learning outcomes are the new skills a student will walk away with after taking this specific course. They will develop as scholars and gain new academic perspectives after their experience. These two sections are unique to each course and are crucial during the construction process. I studied syllabus organization including course description, grade determination, assignment assessment, academic misconduct, statement on disability services, netiquette, University attendance policy, and course scheduling to get a well-rounded grasp on how to write a syllabus for a new communication course. By understanding pedagogy and the purpose behind different aspects of a syllabus, I was able to begin creating the syllabus.

SECTION 2: CONTENT RESEARCH

The course assignments were created to challenge students to develop their organizational and delivery skills while gaining an understanding for the practical application of communication theory. In order to understand different scholarly perspectives on the value of interpreting speaking, I included four articles on the syllabus for course content in addition to the textbook. During the fall of 2013 I studied several journal articles and wrote abstracts for the four included in the final course syllabus. The articles range from performance studies to narrative paradigms. This course was designed to broaden students' minds about argumentation through interpretation. The journals enable students to interact with the text and critically apply it in their own lives. In addition, these sources serve as examples for the type of literature their interpretive performances should reference. This aspect of the course brings to life the role interpretive speaking played in shaping the discipline. The following page includes the final four journal abstracts.

Journal Abstracts

Bacon, W. A. (1960). The dangerous shores: From elocution to interpretation. *Quarterly Journal of Speech*, 46(2), 148-152.

Abstract:

Bacon's article on elocution is one of the founding research texts of the discipline. He emphasizes the value of finding the meaning behind the delivery of art. He describes the phenomena of navigating the value of text and delivery as two "dangerous shores".

Utilizing interpretation in the classroom can highlight both intellect and emotional scholarship. Oral interpretation is an educational and enlightening academic experience.

Graver, D. (1997). The actor's bodies. *Text & Performance Quarterly*, 17(3), 221-235.

Abstract:

Graver delves into the study of the body and how to utilize physicality in performance studies. He argues that actors and the characters they represent both physically occupy the space. An actor can utilize his or her body in two ways, with authority or engagement. The aspects of physical interaction relate to how the performer uses their internal conditions and their external environment to shape a message. The performer actively chooses to use physical movements to produce an interpretation of a unique message to an audience.

Lane, R., Miller, A., Brown, C., & Vilar, N. (2013). An examination of the narrative persuasion with epilogue through the lens of the elaboration likelihood model. *Communication Quarterly*, 61(4), 431-445.

Abstract:

Lane, Miller, Brown, and Vilar conduct a study to link the elaboration likelihood model to persuasive narratives. The elaboration likelihood model suggests that the receiver of a message either processes the information logically, resulting in enduring behavioral change, or emotionally, which creates less predictable changes in attitude. They measured University Student's response to a message after considering narrative and argument messages. They are more likely to accept the content of the message when a narrative is used than an argument. Previous scholars of the elaboration likelihood model link this to the desire to listen to a narrative over an argument. The study sheds light on the value of using oral interpretation in persuasive messages.

Pelias, R. J., & VanOosting, J. (1987). A paradigm for performance studies. *Quarterly Journal of Speech*, 73(2), 219-231.

Abstract:

Pelias and VanOosting discuss the overlapping traditions of “oral interpretation” and “performance studies”. They assert that oral interpretation is progressing to a new form of communication study. They explain components of aesthetic communication and how it relates to artistic and creative expression in performance studies. They touch on how different methodologies, texts, events, performers, and audiences play a role in oral tradition. The development of oral interpretation into performance studies can lead to interdisciplinary research and application of theory.

Journal Sources

The following reference list includes the full extent of research regarding interpretive speaking for course development.

Bacon, W. A. (1960). The dangerous shores: From elocution to interpretation. *Quarterly Journal of Speech*, 46(2), 148-152.

Denny, M. (2005). Nonverbal story interpretation. *Texas Speech Communication Journal*, 29(2), 202-203.

Geiger, D. (1954). Oral interpretation in the liberal arts context. *Quarterly Journal of Speech*, 40(2), 137.

Graver, D. (1997). The actor's bodies. *Text & Performance Quarterly*, 17(3), 221-235.

Lane, R., Miller, A., Brown, C., & Vilar, N. (2013). An examination of the narrative persuasion with epilogue through the lens of the elaboration likelihood model. *Communication Quarterly*, 61(4), 431-445.

Lwin, S. M. (2010). Capturing the dynamics of narrative development in an oral storytelling performance: A multimodal perspective. *Language & Literature*, 19(4), 357-377.

McCoard, W. B. (1949). An interpretation of the times. *Quarterly Journal of Speech*, 35(4), 489-495.

Mitchell, K. (2013). The economics of performance studies: Does it make cents? *Text & Performance Quarterly*, 33(3), 260-263.

Pelias, R. J., & VanOosting, J. (1987). A paradigm for performance studies. *Quarterly Journal of Speech*, 73(2), 219-231.

SECTION 3: FINAL SYLLABUS

COMM 20173- INTERPRETIVE SPEAKING**TCU MISSION:**

To educate individuals to think and act as ethical leaders and responsible citizens in the global community

COURSE DESCRIPTION:

This course will study elements of performance theory and techniques. Students will analyze and interpret academic texts, current events, and various styles of literature to formulate an argument in a performance.

PREREQUISITES:

Students must complete COMM 10123 or COMM 10133 prior to enrolling in this course

FACULTY:

Professor Carrie Moore, Ms. Jaclyn Cravello

REQUIRED READING:

Gura, T., & Lee, C. (2010). *Oral interpretation*. (12 ed.). Boston, MA: Allyn and Bacon.

The following required journal articles available on ecollege:

Bacon, W. A. (1960). The dangerous shores: From elocution to interpretation. *Quarterly Journal of Speech*, 46(2), 148-152.

Graver, D. (1997). The actor's bodies. *Text & Performance Quarterly*, 17(3), 221-235.

Lane, R., Miller, A., Brown, C., & Vilar, N. (2013). An examination of the narrative persuasion with epilogue through the lens of the elaboration likelihood model.

Communication Quarterly, 61(4), 431-445.

Pelias, R. J., & VanOosting, J. (1987). A paradigm for performance studies. *Quarterly*

Journal of Speech, 73(2), 219-231.

SUPPLIES:

16g flash drive

Black Binder

Page Protectors

LEARNING OBJECTIVES:

This course is designed to critically examine how students can utilize the oral interpretation of literature to effectively present an argument. The students will work with the text, academic journals, and news sources to draw critical implications about global issues and utilize interpretation to make claims.

The learning objectives are to:

- Understand the historical tradition of oral interpretation
- Critical application of theory and scholarly research to understanding oral performance
- Make informed decisions about physical performance that enhance the performer's argument
- Critically analyze literature of prose, poetry, drama and current events to formulate an argument in oral performance

UNITS OF INSTRUCTION:

Basic Principles

- What is interpretation?
- Choosing your selection
- Analyzing the selection
- Preparing the first performance

Theoretical Application

- Building and presenting a program
- An overview of interpretation theories

Physical Performance

- Voice development
- Use of the body

Interpretation of Prose

- Language of prose
- Prose narration preparation
- Analysis techniques

Interpretation of Drama

- Language of drama
- Technique and solo performance
- Analysis techniques

Interpretation of Poetry

- Language of poetry
- Structure of poetry
- Analysis techniques

LEARNING OUTCOMES:

At the conclusion of this course students should be able to demonstrate the following:

- Understand elements of textual analysis and physical performance
- Perform a constructed argument from the three types of literature of prose, poetry, and dramatic
- Demonstrate the ability to construct an argument utilizing literature

GRADES:

Journal Article Reviews	60 points
Midterm	100 points
Analysis Papers	90 points
Prose Interpretation	100 points
Poetry Interpretation	100 points
Dramatic Interpretation	100 points
Final	100 points

585- 650	A
520- 584	B
455- 519	C
390- 454	D
0- 389	F

Plus minus system will not be utilized in this course

ASSIGNMENTS:**1. Journal Article Reviews (4 x 15 points = 60 points)**

Write a one-page, single-spaced, 12-point Calibri font review to include the following:

- APA Citation – List the full reference.
- Article Review Summary – Discuss significant findings, method, and conclusions.
- Critical Analysis – What future research could be performed? Why would this be significant? How can this be applied to real life? Answer the “so what” question.

Be sure to proof your paper. Absolutely no late papers accepted.

2. Midterm (100 points)

Students will complete one exam based on the content discussed up to that point in the course.

3. Interpretation Analysis Papers (3 x 30 points = 90 points)

Write an analysis paper about each piece of literature you perform prior to your performance. The paper must include the following details about your selection:

- Introduction
- Body: analyze why you chose piece of literature by discussing elements of universality, individuality, and suggestion; major structural components; major aesthetic components; character profile; important imagery; and style.
- Conclusion
- Bibliography

References: one academic reference for a current event that is relevant to overall argument and one reference from an academic journal we have discussed in class

Length: 3-5 pages, double-spaced, 12-point Calibri font

*Literary selection and current event article due one week before performance (see course schedule)

*Analysis paper due the day of your performance

4. Prose Interpretation (100 points)

Time: 5-7 minutes

References: 1

Attire: Business Casual

Selection and current event article due 9/24

Analysis paper due day you perform: 10/1, 10/6, or 10/8

Assignment: construct a performance using prose to present an argument in 5-7 minutes. The performance should include a 1-minute teaser and an introduction with at least one academic source linking the argument to a current event of significance to the global community (can be same reference as analysis paper). The performance does not need to be memorized but speaker must be familiar enough with piece to maintain appropriate and engaging eye contact with the audience and proper bookwork technique will be expected.

5. Dramatic Interpretation (100 points)

Time: 5-7 minutes

References: 1

Attire: Business Casual

Selection and current event article due 10/29

Analysis paper due day you perform: 11/5, 11/10, or 11/12

Assignment: construct a performance using drama to present an argument in 5-7 minutes. The performance should include a 1-minute teaser and an introduction with at least one academic source linking the argument to a current event of significance to the global community (can be same reference as analysis paper). The performance does not need to be memorized but speaker must be familiar enough with piece to maintain appropriate and engaging eye contact with the audience and proper bookwork technique will be expected.

6. Poetry Interpretation (100 Points)

Time: 5-7 minutes

References: 1

Attire: Business Casual

Selection and current event article due 11/24

Analysis paper due day you perform: 12/3, 12/8, or 12/10

Assignment: construct a performance using poetry to present an argument in 5-7 minutes. The performance should include a 1-minute teaser and an introduction with at least one academic source linking the argument to a current event of significance to the global community (can be same reference as analysis paper). The performance does not need to be memorized but speaker must be familiar enough with piece to maintain appropriate and engaging eye contact with the audience and proper bookwork technique will be expected.

7. Final (100 Points)

Students will take essay exam covering course topics.

ACADEMIC MISCONDUCT (Sec. 3.4 from the Student Handbook):

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; <http://catalog.tcu.edu/undergraduate/>). Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. *(If you are using Turnitin www.turnitin.com place information about your course id and password so students can create and/or join your Turnitin account. If you only want to use Turnitin as a spot check please indicate in your syllabus that you may use Turnitin for plagiarism detection.)*
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

STATEMENT ON DISABILITY SERVICES AT TCU:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

NETIQUETTE:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the following link concerning "netiquette". <http://www.albion.com/netiquette/>

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity: <http://macaulay.cuny.edu/community/honorable-technology/guidelines/>

UNIVERSITY ATTENDANCE POLICY:

The University Attendance Policy is that regular and punctual class attendance is essential and no assigned work is excused because of absence, no matter what the cause. The course instructor will keep records of class attendance. When an accumulation of absences reaches the point of endangering a student's academic status, the faculty member should report his situation to the Campus Life Office. An instructor should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar.

The Campus Life Office may grant official University absences for students who miss class to represent the University (as in athletics, band, chorus, national or state meeting of organizations represented at TCU). Faculty/staff who wish to have an activity sanctioned for official University absence status must submit the names of all students, including date and hours absent from campus, to the Campus Life Office no later than one week prior to the date of the activity. The Dean of Campus Life reviews and approves the request as appropriate and forwards the names for publication and distribution to all faculty members through the TCU Weekly Bulletin. Faculty members are required to permit students to make up work missed because of official university absences.

Serious illness or family emergencies may be verified by the Campus Life Office but are not considered official absences. Illnesses that will be verified are those involving hospitalization, or catastrophic accidents or illness. When a serious illness or emergency has been verified, each instructor should assist the student to make up any missed work. Time lost through such absences should NOT prejudice class standing. Faculty members should specify the appropriate time frame for making up missed work.

Students who miss an instructional experience are expected to meet with faculty to discuss their absence as soon as possible. Faculty may permit a student to make up missed work or assess a penalty for class absence.

COURSE SCHEDULE:

Monday	Wednesday
8/25 Introduction to Course	8/27 <i>Basic Principles</i> CH 1 (pg. 1-22)
9/1 NO CLASS - Labor Day	9/3 <i>Analyzing Selection</i> CH 2 (pg. 25-35, 41-53)
9/8 <i>Physical Techniques of Performance</i> CH 3 (pg. 81-98) CH 4 (pg. 119-136) Graver journal article review due	9/10 <i>Performance of Literature</i> CH 2 (pg. 36-40, pg. 54-57)
9/15 <i>Introduction to Theory</i> Appendix B (pg. 465- 474) Bacon journal article review due	9/17 <i>Introduction to Interpretation of Prose</i> CH 5 (pg. 157-179)
9/22 <i>Prose as Narration</i> CH 6 (pg. 209-231) Lane journal article review due	9/24 <i>Interpretation of Prose</i> Prose selection and current event article due
9/29 PROSE WORKSHOP	10/1 PROSE PERFORMANCES <i>Analysis paper due day of performance</i>
10/6 PROSE PERFORMANCES	10/8 PROSE PERFORMANCES
10/13 NO CLASS - Fall Break	10/15 Midterm Review
10/20 MIDTERM	10/22 <i>Introduction to Interpretation of Drama</i> CH 7 (pg. 263-284)
10/27 <i>Performance Technique of Interpretation of Drama</i> CH 8 (pg. 297-321) Pelias journal article review due	10/29 <i>Interpretation of Drama</i> Drama selection and current event article due
11/3 DRAMA WORKSHOP	11/5 DRAMA PERFORMANCES Analytic paper due day of performance
11/10 DRAMA PERFORMANCES	11/12 DRAMA PERFORMANCES
11/17 <i>Introduction to Interpretation of Poetry</i> CH 9 (pg. 341-363)	11/19 <i>Structure of Poetry</i> CH 10 (pg. 379-399)

11/24 <i>Interpretation of Poetry</i> Poetry selection and current event article due	11/26 NO CLASS - THANKSGIVING
12/1 POETRY WORKSHOP	12/3 POETRY PERFORMANCES Analytic paper due day of performance
12/8 POETRY PERFORMANCES	12/10 POETRY PERFORMANCES
FINAL	

APPENDIX

Bacon, W. A. (1960). The dangerous shores: from elocution to interpretation. *Quarterly*

Journal of Speech, 46(2), 148-152.

Graver, D. (1997). The actor's bodies. *Text & Performance Quarterly*, 17(3), 221-235.

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Pelias, R. J., & VanOosting, J. (1987). A paradigm for performance studies. *Quarterly*

Journal of Speech, 73(2), 219-231.

SECTION 4: UNIVERSITY APPROVAL PROCESS

The final step of syllabus construction was the University approval process. I submitted a working final draft to the chair of the Communication Studies Department, Dr. Paul King on February 3, 2014. Dr. King presented the course syllabus to the Communication Studies Department faculty. The faculty approved the syllabus and it advanced to the College of Communication curriculum committee. Next, the course was presented to the Undergraduate Council curriculum committee. Interpretive Speaking was passed by the Council and is a University approved Communication course.

CHAPTER 2: TEACHING EXPERIENCE

SECTION 1: LECTURE CONSTRUCTION

The second stage of course development was implementation. After learning how to construct a course syllabus I wanted to see the principles I researched in action. I received the unique opportunity to be Professor Moore's teaching assistant for the Honors Section of the Basic Speech class. In order to further understand pedagogy and to experience what it feels like to conduct a collegiate level course, I joined the class for the fall semester.

I constructed and performed three lectures for the Honor Section during the fall of 2014. I was able to practice the concepts I researched while forming the Interpretive Speaking syllabus, and I learned first-hand how to approach instructing a course. Before each lecture I developed a packet outlining my lesson plan. I modeled these documents after example lectures Professor Moore provided on communication topics and examples from a variety of institutions. The packets address the purpose of the unit, the learning objectives, discussion questions, class activities, and potential exam questions. Before each lecture, I composed the packet and created a PowerPoint to clearly communicate course content. Professor Moore provided feedback on each of these lectures as well. During the course of the semester, I learned aspects of pedagogy through application of key concepts, conducted valuable research, and refined my delivery skills.

Lecture Packets

Canons, Speech Structure, Introductions & Conclusions

Lecture Packet

COMM 10123- Honors Section

Jaclyn Cravello

Table of Contents

- Unit rationale and objectives
- Unit lecture notes
- Activities and assignments
- Test questions
- Bibliography

Canons, Speech Structure, Introductions & Conclusions

Rationale and Objectives

Unit Rationale:

The main purpose of this unit is to inform students about the structure and key elements of introductions and conclusions. A speech needs an introduction that immediately engages the audience and provides context for the main points. Without a clear conclusion, the rest of the speech loses value. By covering the necessary components of introductions and conclusions, students will be better equipped to prepare their speeches.

Unit Objectives:

- For students to learn the essential parts of speech introductions
- To show students how to clarify speech conclusions
- To bring attention to common mistakes in speech introductions and conclusions
- For students to see how preparation and organization can impact their public performance
- For students to practice effective speech construction

Canons, Speech Structure, Introductions & Conclusions

Lecture Notes

- I. Canons
 - a. Aristotle: Greek Philosopher and writer book *Rhetoric* foundation of communication discipline
 - b. System of persuasion for western world- logic (logos), emotion (pathos), and speaker credibility (ethos)
 - c. 5 canons of rhetoric
 - i. Invention- identifying or inventing materials to compose speech, topic and supporting info
 - ii. Arrangement- arranging information in an effective way
 - iii. Style- manner/ way you use language in the speech
 - iv. Delivery- how it is delivered to the audience, presentation
 - v. Memory- memorize your speech- not as common today (use notecards)

*Order is important

*Why is this still applicable?

II. Introductions:

*First Impressions

*Grandpa anecdote

- a. Main functions:
 - i. Capture attention of audience (attention getter)
 - ii. Topic/ thesis

- iii. Justification statement- Establish credibility as speaker
- iv. Preview main points of the speech- audience needs to know what to expect

b. Attention Getters

*Which can you remember/ have you used?

- i. Startling statement
- ii. Question
- iii. Quotation
- iv. Personal experience
- v. Story
- vi. Reference to the audience

*How does audience analysis impact which you use?

*Appropriate discussion

- c. Topic/Thesis
 - i. Purpose
- d. Justification
 - i. Why is this important/ relevant to audience
- e. Preview
 - i. Main points in order

*Do not forget the preview!

*Activity:

Share 4 elements

Lion King opening

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

*Where do you see these four elements in the clip?

Attention getter- visual appeal, fast music, story/ anecdote

Topic- circle of life

Justification- we are all part of the circle of life, royalty have authority

Preview- circle of life

III. Conclusions

- a. Post view, preview in past tense
- b. Link back to attention getter
- c. Leave the audience with clear idea of your purpose
- d. Do not say in conclusion and do not apologize

*Activity

Watch Daniel's speech

Canons, Speech Structure, Introductions & Conclusions

Activities and Assignments

Activity: "Introduction Attention Getters"

In this activity, students will work in groups to construct an introduction. They will receive a topic, and a type of attention getter. From this information they will produce an introduction complete with an attention getter, a topic thesis statement, justification statement, and a preview of three main points. Each group will deliver their introduction.

Step 1:

Explain the rules

Step 2:

Assign five groups

Step 3:

Distribute one topic and one form of attention getter to each group

Step 4:

Give groups a few minutes to write down the four parts of the introduction on one piece of paper

Step 5:

Have each group perform their introduction

Canons, Speech Structure, Introductions & Conclusions

Test Questions

True/ False:

1. A personal anecdote is always an appropriate attention getter in a speech introduction.
2. It is ok to apologize during the conclusion of a speech.
3. Presenting an effective conclusion is challenging for most speakers.

Multiple Choice:

4. The purpose of a justification statement is to
 - a. Clarify the topic of the speech
 - b. Establish credibility of the speaker
 - c. Establish the tone of the speech
 - d. Capture the audience's attention
5. Which of the following would not be an appropriate attention getter in a eulogy?
 - a. Personal anecdote
 - b. Joke
 - c. Reference to the audience
 - d. Quotation
6. Sam is giving an informative speech in front of his basic speech class about TCU.

Which of the following would be an appropriate justification statement.

- a. "TCU is the best school and only school student should apply to"
- b. "TCU has great football, community, and academics"
- c. "We each have our own story of how we chose TCU, I will tell you mine"

- d. “We should consider all the things TCU has given us”

Short Answer

7. Explain how to establish credibility in your speech and the importance of establishing credibility in the introduction of your speech.
8. List a couple of common pitfalls that students experience in constructing conclusions.
9. Illustrate four examples of attention getters that could be used for an informative speech about TCU football.

Essay

10. What are the Five Canons of Rhetoric? Please include a brief history, list and define the five terms, and explain why they apply to speech construction today.

Canons, Speech Structure, Introductions & Conclusions

Bibliography

Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2013). *Communication: Motivation, knowledge, skills* (3rd Ed.). New York, NY: Peter Lang Publishing, Inc.

Nonverbal Communication

Lecture Packet

COMM 10123- Honors Section

Jaclyn Cravello

Table of Contents

- Unit rationale and objectives
- Unit lecture notes
- Activities and assignments
- Test questions
- Bibliography

Nonverbal Communication

Rationale and Objectives

Unit Rationale:

The purpose of this unit is to inform students about the characteristics and channels of nonverbal communication. Nonverbal communication serves different purposes in different communication contexts. It is essential to look at how students can be more aware of the way they nonverbally communicate so that they can grow in successfully communicating the message they are intending to send. In addition, nonverbal communication serves a role in influencing and persuading an audience. The students will be better equipped to use nonverbal communication to address the audience during their upcoming persuasive speeches.

Unit Objectives:

- For students to learn the characteristics of nonverbal communication
- To bring attention to the multiple channels of nonverbal communication
- To illustrate successful ways to use nonverbal messages to persuade an audience
- For students to see the ethical responsibility of the receiver to make inquiries to clarify a judgment or a perceived understanding of a message
- For students to practice monitoring their nonverbal communication

Nonverbal Communication

Lecture Notes

- I. Characteristics
 - a. NV conveys more information than verbal communication
 - i. How do we see this play out in face-to-face conversations?
 - ii. How about in our speeches?
 - b. NV is believed more than verbal communication
 - i. How do you think having an awareness of nonverbals being genuine would impact interpersonal relationships? Discuss examples in life that this was the case
 - c. NV is the primary means of expressing emotion
 - i. Pathos (emotional appeal): how can you use nonverbals to express emotion in a predetermined way in your persuasive speeches?
 - d. NV metacommunicates
 - i. It is in addition to verbal cues/ accompanies verbal cues. Do you think it is possible to not be communicating?
 - e. NV communication serves multiple function
 - i. Manages conversations, signs of affection, forms impressions, influence other people, deception
 - ii. Impressions: How do we form impressions about people? How does this play into our own ethos?
 - iii. Has anyone ever traveled to a country where they did not know the language? How did nonverbals help you communicate?

- iv. Influence: How would you use the characteristics we've talked about so far to influence an audience?

II. 10 Channels of NV Communication

a. Facial Displays

- i. Reveal identity, signal attractiveness, and express emotion

b. Eyes

- i. Signal attraction and credibility, and ability to persuade and intimidate

c. Kinesics

- i. Movement- gestures, emblem, illustrator, affect displays (emotion), regulators

d. Haptics

- i. Touch- affection, ritual, power, aggression

e. Vocalics

- i. Pitch, inflection, volume, filler words, rate, articulation

f. Olfactics

- i. Smell- memory and attraction

g. Proxemics

- i. Use of space- intimate, personal, social, public

h. Physical Appearance

- i. Halo effect- positive qualities to attractive people, dangerous extremes to achieve beauty

i. Chronemics

- i. Way we use time

j. Artifacts

- i. Items in environment, reflect who we are and what we like

III. Further Discussion Questions

- a. Contexts: in one on one interaction, you're meeting someone for the first time; how are each of these characteristics going to play into your impression of that person? Walk through each one
- b. Persuasive speech is different from informative, so walk through persuasive speech, how are you going to think through each of these ten? Discuss examples
- c. Do you already think about these things? How aware are you that you are forming these impressions? Which of these ten surprises you the most as something that influences the way we decode messages?
- d. What do you think is the danger of us knowing more about NV than the average person? What do you think is the ethical responsibility of communication scholars who study these things?

Nonverbal Communication

Activities and Assignments

Activity: Clinton Video

https://www.youtube.com/watch?v=VBe_guezGGc

Step 1: Explain we are watching the video for nonverbal expressions to compare what he says to what he does

Step 2: Watch Video

Step 3: Discuss each of the ten channels with illustrations from the video

Activity: Hitch Clip

https://www.youtube.com/watch?v=jUdwCQ8t_R0

Step 1: Explain we will be discussing first impressions and contrasting what the characters are expressing nonverbally to what they are communicating verbally

Step 2: Watch clip

Step 3: Discussion questions:

- What judgments did he make about her based on her nonverbal communication?
(Especially consider facial display, kinesics, and artifacts)
- What impressions do you form about each of the characters and their desires?
- What contrasting messages do you see between what they are saying and their

Nonverbal communication?

Nonverbal Communication

Test Questions

True/ False:

1. Nonverbal communication is a secondary means of communicating emotion TF
2. Nonverbals are metacommunication TF
3. Artifacts would include our attire, while physical appearance would include our facial structure TF

Multiple Choice:

4. Which of the following is the primary channel of nonverbal communication?
 - a. Kinesics
 - b. Proxemics
 - c. Facial Displays
 - d. Eyes
5. The halo effect is when we attribute
 - a. Positive qualities to attractive individuals
 - b. Negative qualities to unattractive individuals
 - c. Positive qualities to unattractive individuals
 - d. Negative qualities to unattractive individuals
6. Which channel relates to how a speaker utilizes space?
 - a. Kinesics
 - b. Proxemics
 - c. Olfactics
 - d. Vocalics

7. All of the following apply to vocalics except
 - a. Rate of speech
 - b. Volume of voice
 - c. Length of speech
 - d. Filler words in speech

Short Answer:

8. Which conveys more information, verbal or nonverbal communication? Explain.
9. Please provide three functions nonverbal communication serves. Give an example of what each of these functions would look like.

Essay:

10. Explain how the ten channels of nonverbal communication impact our ability to influence or persuade.

Nonverbal Communication

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Perception, Culture and Self

Lecture Packet

COMM 10123- Honors Section

Jaclyn Cravello

Table of Contents

- Unit rationale and objectives
- Unit lecture notes
- Activities and assignments
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Perception, Culture and Self

Rationale and Objectives

Unit Rationale:

The purpose of this unit is to inform students about how we perceive others and ourselves and how we disclose information. We will look at two theories that explain how our perceptions influence our perception of others. We will also discuss several perspectives on how we view ourselves. Finally, we will critically analyze the results of self-disclosure. All three topics influence how we speak in front of others and impact our communication techniques.

Unit Objectives:

- For students to learn the three components of perception
- To incorporate the study of communication theory into our discussion about perception
- To illustrate the different lenses we look through when we perceive ourselves
- To show students the tenets of self-disclosure
- To critically analyze how we can face challenges created by forming our own perceptions

Perception, Culture and Self

Lecture Notes

I. Perception

a. Definition: the process of noticing, organizing and interpreting information and data about people, events, activities and situations.

i. Noticing-

1. Mindfulness: novel versus routine
2. Self-fulfilling prophecy: seek out information to confirm assumption about yourself/ others
3. Language use: words point to things we notice; word choice indicates what we are paying attention to

ii. Organizing:

1. Schema:

- a. Prototype (best)
- b. Stereotype (characteristics of a category)
- c. Script (expected sequence of events)

iii. Interpreting:

1. Implicit Personality Theory

- a. We use personality traits to draw inferences about others
- b. First impression sets a mold for later interactions
- c. Clustering effect

2. Attribution Theory

- a. Considers why (determines motives) people behave the way they do based on four factors:
 - i. Similarity of characteristics/actions over time
 - ii. Character/actions are situation- specific
 - iii. Causes are internal or external
 - iv. Ability to alter/change the outcome

II. Self Concept

- a. Social Self: through interaction with others- C. H. Cooley only determined by relationships with others
- b. Looking-Glass Self: how we think others see us- Cooley also, people imagine what they look like to others
- c. Modern Self: motivated by “I” and “me”- Me is norms of community and expectations, I is what I want, impulses but I adjust that depending on the Me, you have a stable Personality Over A Period Of Time, Be Yourself
- d. Postmodern SELF: made of multiple self constructions; are you the person online, the person who tweets? Your possibilities are endless

III. Self Disclosure: willingly revealing information about yourself that you believe to be true and not to be found anywhere else

- a. The Johari Window:
 - i. Developed by Joseph Luft and Harry Ingham 1955 at Cal- leadership training
 - ii. Based on 2 dimensions: self and others

1. The Open Self- everyone knows, builds trust to reveal information
2. The Blind Self- others know and you don't, things we get to learn about ourselves
3. The Hidden Self- you intentionally keep secret; takes a lot of energy
4. The Unknown Self- you and others do not know: moves to other quadrants once revealed- self-reflection

b. Dimensions Of Self-Disclosure:

- i. Breadth: # of topics we choose to disclose (think about in terms of more or less)
- ii. Depth: importance of info (think about surface-level or deep disclosure) not about how many topics; its about how vulnerable you get about a certain topic
- iii. Valence: view of positive or negative; are you revealing info that will help or hurt your image
- iv. Reciprocity: level and rate; are you matching in how much you disclose? Usually you do
- v. Relevance: on or off topic; are you being relevant, sensitive and listening?

IV. Overcoming Challenges

- a. Choice making- challenge your perceptions and view things from multiple angles, manage your negative self-talk and develop attitudes/ beliefs, engage in appropriate self-disclosure
- b. Media/ Technology- examine your use, ethics

Perception, Culture, and Self

Activities and Assignments

Activity: “Self-Disclosure Test”

In this activity, students will fill out the provided chart with different scenarios and people evaluate their self-disclosure tendencies.

Step 1: give each student a chart

Step 2: Explain the student will put 0 if they would never disclose, 1 if they would occasionally disclose, and 2 if they would usually disclose.

Step 3: give each student time to fill out chart

Step 4: Discuss with two others why you would or would not usually disclose information in these situation for a couple of minutes

Step 5: Discuss answers as a class and consider how disclosure and trust are related

Perception, Culture, Self

Test Questions

True/ False:

1. Implicit personality theory suggests that first impressions do not play a role in our perception of the individual.
2. Breadth refers to the length of the conversation.
3. An individual is more mindful of novel events than routine ones.

Multiple Choice:

4. All of the following contribute to relevancy except:
 - a. One/ off topic
 - b. Level/ rate
 - c. Listening
 - d. Sensitivity
5. The four components of Attribution Theory include:
 - a. Similarity of characteristics/actions over time, character/actions are situation, causes are internal or external, and ability to alter/change the outcome
 - b. Differences of characteristics/actions over time, character/actions are situation, causes are internal, and inability to alter/change the outcome
 - c. Differences of characteristics/actions over time, character/actions are situation, causes are external, and inability to alter/change the outcome

- d. Similarity of characteristics/actions over time, character/actions are not situation, causes are internal or external, and inability to alter/change the outcome
6. Gary is working on an informative speech for his basic speech class about his experience so far at TCU. He is debating how many topics to disclose to his audience. He is evaluating:
- a. Depth
 - b. Valence
 - c. Breadth
 - d. Reciprocity

Short Answer:

- 7. Define the four different ways of developing self-perception we discussed in class.
- 8. Please create the Johori window and define each of the terms included. Please provide one example for each window.
- 9. Please discuss three ways we can overcome challenges created by perceptions and disclosure.

Essay:

- 10. How do perception and disclosure shape speech construction and delivery?

Perception, Culture, and Self

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SECTION 2: TEACHING OBSERVATION JOURNAL

Throughout the fall 2014 semester I kept a journal to document my experience in the classroom. This process allowed me to reflect on what I learned while facilitating the course. I recorded key components of course construction and classroom procedures. In addition, I made note of engaging activities and content. One challenge to this process was participating in discussions while respecting the academic level of the course. I took Professor Moore's Basic Speech course my first semester freshmen year, so I often focused on how I felt at that time in order to provide the best learning experience for the students. I enjoyed studying the concepts in this course my senior year, after taking several courses in the department that specialize in each of the units we covered. I was able to critically apply the pedagogy concepts I researched the previous fall, and develop meaningful relationships with students in a classroom setting.

August 25, 2014

It is day one and I am excited and nervous! Most of the students are freshmen and I recognize many of them from Milton. Carrie walks through the entire syllabus, emphasizing the assignment section. It is helpful for the students to know exactly what to expect and for them to have a complete understanding of what she is looking for. They have many questions and seem eager to learn. They particularly want to know how they can be successful so going through the syllabus as a group clarifies goals. I give a brief introduction and make it clear that I am here to be a resource to them. Hopefully they will find me approachable and living in Milton will be an asset to the course.

August 27, 2014

Carrie always starts the class by explaining each topic we will cover so that everyone knows what to expect. It is satisfying for the audience to know what we are covering. The class seems familiar with the Socratic method. We test it out and they do so great! It is exciting to be in an active discussion with the entire class. There is a lot of energy in the room. Today we introduced the Wisdom Award, a speech competition the Schieffer College of Communication offers to the entire campus.

August 29, 2014

Today there are a lot of nerves in the room. We are doing impromptu speaking. Essentially, the student picks a random topic out of a hat and discusses it in front of the room for thirty seconds. This exercise is beneficial because it helps you learn how to speak on the spot if you get lost during a longer speech, and practice breeds confidence. Carrie gives everyone credit for participating, which means that as long as the student is in class and tries the exercise, they receive full points. I like this strategy because the

point of the assignment is to practice a difficult task and it relieves the student from the pressure of being perfect. I got to give a demonstration, which was so much fun. Some of the topics I would like to remember for the future include: real vs. fake Christmas trees, good vs. evil, and voting for president.

September 3, 2014

D and C led the Socratic discussion today. Started with an activity, fun! They did a good job of including all inner circle students by making everyone answer the question. Good discussion about which characteristic of audience is most important. Carrie makes an excellent point about rabbit trails, thank you! Towards the end of the discussion D and C do a better job of utilizing open-ended questions to get everyone involved. Carrie picks up with lecture to cover other points not discussed in the Socratic discussion. This is especially helpful for the outer circle students who may have had questions during the first part of the class. Carrie phrases questions that allow students to come up with the correct answer on their own, so the information should stick more than just writing down lecture notes.

September 5, 2014

C and J lead a Socratic Seminar. They have trouble organizing and they do not use open-ended questions. The questions make discussion limited. We also have a guest speaker to talk about utilizing resources in the library for research. It is essential that the freshmen students learn about all the tools in the library because they will benefit from them.

September 8, 2014

I gave a lecture today on Canons, Speech Structure, and Introductions and Conclusions. Some things I feel confident about are that I know the material very well. I love writing

introductions and conclusions for speeches so I feel knowledgeable about this particular topic. I also felt comfortable navigating tough questions. There were some very difficult aspects of lecturing. The way the room was set up made it difficult to navigate speaking and engaging with the audience and utilizing the power point effectively. There were times when I felt like I was hiding behind the desk because of how the room was arranged. Also, the students seemed less interested in engaging in discussion, so I need to reevaluate some of my prepared questions. Overall it was an interesting experience and I am glad I have a couple more opportunities to try out different strategies.

September 10, 2014

M and R led the Socratic discussion on informative speaking today. I think they used great illustration questions, which immediately engaged the room because people could draw from real life experiences. I also liked the way they phrased questions to get at the “how” of the matter. They also had good coordination with each other and appeared to be well prepared. We had a lengthy discussion about cause and effect in informative speeches; it was helpful for the upcoming assignment. In Carrie’s lecture she brought up the following rules that I need to remember:

Rule of division 2-5 main points, 2+ sub points about same number

Rule of subordination- all link back to the main point and most important sub point goes first

Rule of parallel wording- same grammatical structure, if you do it on paper you will say it out loud, and it helps with audience recall

3 elements- research, organization, delivery

Again, it is great to follow-up the Socratic discussions with lecture notes so that there are more opportunities for students to ask questions.

September 12, 2014

Today was a great class because we discussed communication apprehension. I love hearing Carrie discuss this topic because it shows that as a Professor she is supporting and encouraging her students. Apprehension applies to everyone and so it is great to address in this setting, especially before the first round of speeches. This topic calls for personal anecdotes so that the students feel relaxed and transparent about their concerns.

The Personal Report of Communication Apprehension (PRCA-24) is a useful tool in targeting different spheres of stress; it takes ten minutes to complete the activity.

Future reference:

PRCA:

High- 80-120 (fainting)

Moderately High- 65-79 (nervous but you're not going to call the police)

Average- 50-64 (average)

Low- 24-49 (can't wait, love it)

September 15, 2014

Carrie lectured on delivery to prepare the students for their upcoming speeches. Some key tips to remember:

Always gives a road map

Asks, what does it mean? What does that look like to y'all?

Use visual examples

Advantages/ disadvantages of styles

Find the moments- the highs and lows

There are not many times we only lecture in class. This is an important day because delivery is one of the hardest skillsets to master in public speaking. Practice is key in this endeavor. Many students in class are preparing the content of their speeches, but they will give little thought to the performance aspect. Especially after our discussion about apprehension, learning delivery skills will ease nerves and result in stronger speech performances.

September 19, 2014

The Socratic discussion today was about ethics and was led by K and K. There was lively discussion around the entire room as we debated ethical versus effective communication. There were several great illustration and application questions, which gave ownership to the students in the audience. Carrie emphasized how empathy plays a big part in this conversation. Loved the transition K did between effectiveness and delivery. Subtle skills like using tags and transitions are essential in all presentations because it keeps your audience on track. We had a great conversation about high and low self-monitoring and how that plays into different communication experiences. Several students stayed after to ask questions about the speech outlines and grades. It is interesting that the closer we get to a graded activity, the more students stay after class to make sure they are following instructions. There is a lot of energy because they are all nervous about their first speech.

September 29, 2014

Today we reviewed for the upcoming exam. Students seem to be more confident about the topics we heavily debated during Socratic discussion. She explained that there will be application questions and gave some examples and study techniques. I think it is key to

give them a frame of reference for the content as well as challenge them to be good stewards of the information they have been taught so far.

October 3, 2014

K and I both competed in the Wisdom Award competition today. Class was scheduled to go to the competition and observe. It was so exciting to be in a competition with one of my students and to encourage her through out the process. It is so impressive that a freshman student was competing against upper classmen. She rocked her speech and I was so proud of her. It made me realize how much more meaningful the process is than the final product. I think there is so much to learn about supporting these students inside and outside the classroom.

October 6, 2014

D and M led a Socratic Seminar about charts and graphs today. The written activity is a great way to start. There were some issues with visual aids. I have realized that you cannot make assumptions about your audience understanding your PowerPoint. There needs to be a clear reason why it is being shown. It is also necessary to consider the limitations and complications associated with technical aids. The most important thing about visual aids is that the speaker needs to practice using it many times so that it appears natural to the audience.

Carrie's lecture had some helpful tips:

Video- attention getter or action step

Strategic build up to video, don't tell us what it is

Visual aids help anxiety

Use PPP: Point, Pause, Present

October 10, 2014

Carrie continued to outline the persuasive structure for students. We hit on key points that differentiate informative and persuasive speeches. In the last speech activity the students had to take out all forms of persuasive language. Now they have seen multiple persuasive speeches performed at the Wisdom Awards and have an idea of multiple different structures they can use for their upcoming speech. Persuasive topics are usually easier to pick because it is something the student is very passionate about; the challenge is finding compelling research and looking at the other side of the issue. Several students are having trouble determining a topic, which calls for extra encouragement. This may be a problem because the longer they take to choose a topic the less time they have to prepare. I am hoping they will have enough time to practice to work out some of the bugs from the informative speeches.

October 15, 2014

Carrie went over logical fallacies and the Toulmin Model today.

Maslow's hierarchy of needs:

Examines traits to see their needs and motivations (persuasion: ethical and effective)

We shift among these needs on a daily basis so think about your audience

Toulmin Model:

Not an organization pattern- examine how an argument is put together

Claim- position on the issue (argument)

Data- evidence (facts/ info)

Warrant- the reasoning used to establish a logical connection between data and claim

Backing- additional support for the reasoning of the warrant

Qualifier- how strong is this argument, verbalization

Reservation- an exception to the claim, no holes in your argument

Claim ----- Data

I I I

Warrant reservation Qualifier

I

Backing

Logical Proofs- Use Examples

October 17, 2014

M and E led a Socratic discussion on language today. It was a really difficult day in the classroom because everyone just returned from Fall Break. One thing I noticed was that they asked many close-ended questions. I need to be careful next time I lecture to ask all open-ended questions, that way people feel like they can participate more.

October 20, 2014

Today the Socratic discussion led by L and A was about rhetorical proofs. They did a good job giving examples of logos, ethos, and pathos. The inner circle was engaged and participating. We delved into how to include these in speeches and why they are effective. It was important to highlight when these proofs are appropriate and ethical. We had a long debate about the ethics of using pathos. We contemplated the ethics of manipulating and audience to back your position. This was a very helpful Seminar and lecture day for the upcoming speeches because all three proofs need to be handled correctly in their speeches and in everyday communication. It is imperative to study the ethical implications of these topics because we can powerfully shape our messages.

October 22, 2014

I did my second lecture today, Nonverbal Communication, and it was a much better experience. I decided to do the discussion in a Socratic Seminar so that they would be more active in the conversation. I felt way more comfortable! The questions I developed this time around facilitated learning better because they were how and why based, instead of close-ended. I think the students enjoy seeking out answers through dialogue and presenting life experiences more than relaying what they have read in the textbook.

Nonverbal communication is a fun topic to discuss because it is something everyone has experienced, but we have so much more to learn about. I have grown to appreciate the Socratic method and I am enjoying getting to know all the students better.

October 27, 2014

Students had an opportunity to ask us questions about the persuasive speeches. Most students asked about organization, which is great because that was a challenge with the informative speeches. The persuasive speech structure options can be more complicated, but it is great because they have to look at both sides of the issue they are presenting.

There are some really interesting topics and it is fun to see where they are getting their sources, especially for speeches such as whaling and professional wrestling.

November 14, 2014

The Socratic Seminar led by A and A was about Groupthink. They had a great opening question about roommates. They were relatable to their audience and applied the topic to situations their fellow students might encounter. Carrie clarified some key concepts and gave great tips for working in groups. We discussed the importance of challenging ideas in a productive way by assigning the role of devil's advocate to one person. Also,

breaking into committees and delegating work can help dissipate groupthink. The upcoming group projects will teach the students a lot about how to manage resources well and work as a team. This was a great day for a Socratic Seminar because the students were able to share many personal experiences and work through questions they had about solving group conflicts.

November 17, 2014

M and A led a Socratic Seminar today about conflict and emphasized leadership. The conversation was difficult because there were many yes or no questions and the inner circle was not participating much. One helpful hint would be to allow silence. It is common to ask a question and then start talking instead of allowing time for people to think. There were many leading questions. The discussion made me realize I need to make sure I am not asking these kinds of questions in my final lecture. I loved Carrie's question: what are some advantages to this strategy? It got the conversation rolling and many people had examples to contribute.

November 21, 2014

The last Socratic Seminar was led by H and E. The attention getter was great! They were telling a story and then made a distracting drawing and asked the class follow-up questions. It was a great illustration to start us off talking about listening. There were some issues with asking leading questions. It discouraged the inner circle from participating because if the answer is obvious no one wants to contribute. It would have been helpful to stay silent, or ask for personal examples so that people would feel motivated to share. Carrie started the lecture with myths about hearing and listening, which was a strategic way to navigate a topic that everyone thinks they fully understand,

but in reality do not. She also acted out stonewalling, which was an effective visual for the class.

Do not be afraid to use physical illustrations to engage the room.

December 1, 2014

I gave my last lecture today on Perception, Culture, and Self. It was my favorite lecture because I felt way more confident in front of the room and I am really passionate about the topic. I learned a lot through researching and preparing the content about how our personal biases impact our communication strategies. It was a great way to finish off my lectures because this subject is about being ethical communicators. I felt like I could leave the students with some words of wisdom and it challenged me to evaluate how this impacts my own life. I think practice makes a huge difference because I felt more prepared and natural in front of the classroom than at the beginning of the semester. I also utilized strategies such as asking open-ended questions, which really helped facilitate an on-going dialogue between the class and I.

December 10, 2014

We reviewed for the final exam. Structure of the exam is important so take the time to explain to the students how it will look and why. Also, have a class discussion about most important concepts because it jogs their memories and instills confidence. They have learned a lot of material and they get an opportunity to see that.

December 15, 2014

Today is the final exam! I dropped off some snacks and said a final thank you to the class. I am so glad I got the opportunity to spend the semester with them. I will miss the class and this experience!

SECTION 3: REFLECTION

My creative project challenged me to grow intellectually, professionally, and personally; what started as an opportunity to bring speech and debate concepts into a classroom developed into an academic pursuit to show students the value of global and ethical scholarship through oral interpretation. I learned the importance of research, preparation, and presentation. Through this creative process I studied Communication in a unique way and personally contributed to the discipline.

The syllabus construction process challenged me intellectually and I gained a new perspective on pedagogy. One of the most memorable seasons of this process was when I conceptually gained an understanding for why professors include specific components of a syllabus. I realized professors intentionally structure the assignments and course calendar to strategically meet goals. The expectations I set for the course were designed to incorporate communication theory, argumentation, and performance.

I recognized the value oral interpretation had on my own life when I set these objectives for other students to obtain. These principles also became the guiding factors in every decision I made for the course because it is the professor's purpose to provide every student with the tools to meet these measurable goals. I modeled the outcomes after my experiences competing in oral interpretation competitions. Students walk away from the course with practical organizational skills to effectively perform; however, they also learn how to be ethical, critical, and global communication studies scholars.

The research component of the project developed my understanding of the rich history of oral interpretation. The speaker harnesses an internal condition and their external environment to create an aesthetic performance that challenges their audience

emotionally and intellectually. This course allows students to study an important issue in the global community and bring it to light through words and actions before an audience. The performer's body language, vocalics, and language create an experience that brings current issues into an engaging academic setting. By developing this course, I applied the lessons I learned competing to an academic field.

I grew professionally through the application aspect of my project. I discovered the importance of being a credible and ethical participant in every discussion and activity. I gained an awareness and respect for the University Approval Process and the individuals who play a key role in protecting the academic integrity of Texas Christian University. The feedback I received on my submitted syllabus was constructive and the revisions led to an official course for the University. This incredible honor justified my resolve to add this course to the Communication Studies discipline.

The students in the Honors section of the Basic Speech course also impacted me. I was nervous before my first lecture, not because I was not prepared, but because, as a speaker, I had the power to shape the message they received. I learned that professional boundaries are important in an academic setting and there are several ways to communicate respect in a classroom. Professor Moore sets expectations for a respectful academic setting so that everyone can reach their full potential. For me, professionalism meant bringing my best every day to class so that the students could obtain the resources necessary to meet the course objectives and participate in the discipline.

I grew personally through the construction and implementation of the academic course. I delved into a familiar text with a fresh eye and a desire to bring academics to

life for the classroom. By teaching these course concepts I was able to critically apply the mindset I gained through the construction process of the oral interpretation syllabus.

My personal journal cannot adequately express how meeting these students and working with Professor Moore impacted me. My experience gave me deep respect for my Honors Project Committee and for the world of academia. Our professors play a key role in shaping messages that have the potential to change us, and the world. My construction of the Oral Interpretation course and semester in the classroom changed me as a student and as a member of the global community.