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**PREPARING TO PARTICIPATE**  
**Chapter 1: Introduction to Communication**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**1.1 Benefits**

List and describe the three benefits of studying communication.

**1.1 Benefits**

Think of a time when effective communication was beneficial in your personal or social life. Describe the communication encounter and the successful outcome.

**1.2 Communication Process**

List and define the six elements of the communication process.

**1.2 Communication Process**

How have our channels of communication changed over the years? What implications do these channels have on the way we communicate with others?

**1.3 Models**

List and explain the three models of communication.

**1.3 Models**

Think of a recent communication encounter you have participated in. Can you identify all the elements of communication in that encounter?

**1.4 Themes**

Describe the themes that will run throughout the course.

**1.4 Themes**

What are your personal goals for this course? What strategies will you use to accomplish your goals?

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**PREPARING TO PARTICIPATE**  
**Chapter 2: Communication Confidence**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**2.1 Nervousness and Com App**

What is the difference between nervousness and communication apprehension?

**2.1 Nervousness and Com App**

As you read in this chapter, public speaking is among people's top fears. Why are people afraid to speak in public?

**2.2 Communication App Causes**

What are the three causes of communication apprehension? Explain each.

**2.2 Communication App Causes**

Think of a time when you had learned apprehension. What was the situation? What about that situation caused you to be apprehensive and why?

**2.3 Communication App Effects**

Describe the difference between internal and external effects of communication apprehension.

**2.3 Communication App Effects**

Think of a time when you were apprehensive about a communication encounter. What happened to you physically and mentally?

**2.4 Managing Communication App**

Describe the four ways to manage communication apprehension.

**2.4 Managing Communication App**

Have you used any of the techniques for managing communication apprehension in the past? If so, which one, and how did this strategy work for you?

**PREPARING TO PARTICIPATE**  
**Chapter 3: Ethical Communication**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**3.1 Ethics and Communication**

Describe the differences between ethics and ethical communication.

**3.1 Ethics and Communication**

Think of an example of something that may be legal but not ethical. Is it possible for something to be ethical but not legal?

**3.2 Four Standards**

List and explain the four standards that can be used to make ethical communication decisions.

**3.2 Four Standards**

Think back to an ethical communication dilemma you have faced. How did you decide what was right or wrong in your situation? Did you consider any of the standards or guidelines discussed in the chapter? Did any of these standards help you make your decision?

**3.3 NCA Credo**

Describe the premise of the National Communication Association Credo for Ethical Communication.

**3.3 NCA Credo**

Can you think of a speech topic that might violate the NCA Credo? Do you think that some speech topics should be banned from being presented in the classroom?

**3.4 Plagiarism**

Define plagiarism. Explain the difference between intentional and unintentional plagiarism.

**3.4 Plagiarism**

Why is plagiarism a problem? Why do people plagiarize? What should be the punishment for plagiarism?

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**PREPARING TO PARTICIPATE**  
**Chapter 4: Perception and Self-Concept**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**4.1 Process of Perception**

What are the steps in the process of perception?

**4.1 Process of Perception**

How do our perceptions affect the way we interpret an event? What happens when we see someone out of context? For example, what if we see our teacher at a restaurant? Or, what if we see an elected official at a bar?

**4.2 Public Speaking Perception**

What is the relationship between perception and public speaking?

**4.2 Public Speaking Perception**

How will your perceptions influence the way you prepare your speech?

**4.3 Perception Factors**

What are the factors that affect perception?

**4.3 Perception Factors**

How will these factors affect the way we interpret a communication event?

**4.4 Self-Concept**

What is self-concept? What is the relationship between perception and self-concept?

**4.4 Application**

How does self-concept affect the way we communicate with other people? How does self-concept affect the way other people communicate with us?

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**PREPARING TO PARTICIPATE**  
**Chapter 5: Choosing Topics**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

<p><b>5.1 Brainstorming</b> Name the three things to consider when selecting a topic for any presentation. Describe two ways to generate ideas for a topic.</p> <p><b>5.2 Purpose Statements</b> Define the difference between informative and persuasive speeches.</p> <p><b>5.3 Specific Purpose Statements</b> What are the guidelines for writing specific purposes?</p> <p><b>5.4 Thesis Statements</b> Define “thesis statement,” and list the five components that should be included.</p>	<p><b>5.1 Brainstorming</b> Brainstorm at least three topics you would consider significant. Brainstorm and list at least three topics you would not consider significant. Explain what makes them significant or not.</p> <p><b>5.2 Purpose Statements</b> What are the implications of making persuasive arguments in an informative speech? Discuss the difference in the speaker’s role when giving an informative speech versus a persuasive speech.</p> <p><b>5.3 Specific Purpose Statements</b> Think about how the specific purpose statement will help you make decisions as you research your topic.</p> <p><b>5.4 Thesis Statements</b> Why is it important to have a clear thesis statement? What are the implications of not providing a clear thesis statement to the audience?</p>
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**PREPARING TO PARTICIPATE**  
**Chapter 6: Analyzing Your Audience**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**6.1 Audience Importance**  
Discuss why it is important to consider your audience when developing and producing your speech.

**6.1 Audience Importance**  
What would be the consequences of not considering your audience? Can you think of an example when someone said something without considering who they said it to? What happened?

**6.2 Audience Demographics**  
Define audience demographics. Give examples of demographic traits.

**6.2 Audience Demographics**  
Consider your classroom audience. Which audience demographic traits will be important to consider with your topic? Consider the various classes you are taking. How are the audiences in those classes different from this one?

**6.3 Factors to Speaking**  
List six factors to consider when analyzing the speaking situation. Then, note information to consider for each factor.

**6.3 Factors to Speaking**  
Think of your topic or a topic you are considering. How do these six factors affect the way you develop your speech? Specifically, what might you learn about your audience's interests, knowledge, and attitudes that would affect the research and writing of your speech moving forward.

**6.4 Methods**  
List and describe the informal and formal methods of gathering information about the audience.

**6.4 Methods**  
Considering your speech topic, what questions (both formal and informal) can you ask your audience? How will you use this information as your research your topic and write your speech? What will you say to connect your speech to your audience?



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**PREPARING TO PARTICIPATE**  
**Chapter 7: Locating & Incorporating Supporting Material**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**7.1. Information Seeking**  
Describe the advanced information-seeking skill set.

**7.1 Information Seeking**  
How can becoming information literate and an advanced information seeker help you, as a consumer, make better decisions?

**7.2. Steps to Research**  
Describe the three main components in developing a successful research strategy.

**7.2 Steps to Research**  
Thinking of your topic, or a topic you are considering, brainstorm and complete the first two steps of the research strategy.

**7.3. Types of Support Material**  
List and define the five types of supporting material.

**7.3 Types of Support Matieral**  
What types of sources have you used in the past? What sources would you like to consider now? What sources seem to be the best for your topic?

**7.4. Selecting Support Material**  
What should you consider when selecting and incorporating support material for your speech?

**7.4 Selecting Support Material**  
What are the implications for using support material that may violate one of these considerations?

**7.5. Oral Citations**  
What information should be included in an oral citation?

**7.5 Oral Citations**  
Why is it important to include the oral citation in addition to the reference page? What might be the consequences if you don't include the oral citation?





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**PREPARING TO PARTICIPATE**  
**Chapter 8: Organizing Ideas**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**8.1 Organizing Ideas**  
Discuss why it is important to organize your ideas clearly.

**8.1 Organizing Ideas**  
How does the oral style of speeches change the way the information should be presented?

**8.2 Organizational Patterns**  
The text mentions three factors that influence your choice for an organizational pattern. What are they? List and explain the four organizational patterns mentioned in the text.

**8.2 Organizational Patterns**  
Provide one example of a topic that lends itself to all four types of organizational patterns. Describe how the topic would be organized in each speech.

**8.3 Transitions**  
List and explain the four transitional devices described in the text.

**8.3 Transitions**  
How does using transitions help the listener?



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**PREPARING TO PARTICIPATE**  
**Chapter 10: Beginning and Ending the Presentation**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**10.1 Importance**

Discuss why introductions and conclusions are important.

**10.1 Importance**

Think of speeches you have heard in the past. What are some ways they have prepared the audience to listen? Describe some speeches that have not prepared the audience to listen. What are the implications if the audience is not prepared to listen?

**10.2 Introductions**

Name and explain the four goals for an introduction.

**10.2 Introductions**

Is it always necessary to include each element of the introduction? What might happen if a speaker leaves out the attention getter, the relevance statement, or the credibility statement?

**10.3 Conclusions**

Name and explain the two goals for a conclusion.

**10.3 Conclusions**

How does the conclusion help the audience to understand and remember the speech? How might the audience feel if the speaker neglects to provide an effective conclusion?

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**PREPARING TO PARTICIPATE**  
**Chapter 11: Using Appropriate Language**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**11.1 Language**

What are the characteristics or principles of language that serve to explain its importance?

**11.1 Language**

Think about a word that you typically use to describe something. Draw a triangle of meaning for this word. How does language create a social reality? Provide an example to share.

**11.2 Styles of Language**

What are the three differences between oral style and written style?

**11.2 Styles of Language**

What are the implications of not considering the differences between oral and written style when writing and delivering a speech?

**11.3 Considering Word Choice**

What are the four considerations for effective word choice?

**11.3 Considering Word Choice**

How do these considerations enhance a speaker's presentation? Can you think of a time when you heard a speaker neglect one of these suggestions? What happened?

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**PREPARING TO PARTICIPATE**  
**Chapter 12: Designing Presentation Aids**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

<p><b>12.1 Visual Literacy</b> What are the two sides of visual literacy?</p>	<p><b>12.1 Visual Literacy</b> Why is it important to be a critical consumer of persuasive messages? Social media is full of visual messages. How have these messages been helpful for consumers of information? How have they deceived consumers of information?</p>
<p><b>12. 2 Types of Aids</b> What are the types of presentation aids?</p>	<p><b>12.2 Types of Aids</b> Which types best suit your topic, audience, and classroom situation?</p>
<p><b>12.3 Ways to Use Visual Aids</b> What are the various ways you can display your presentation aid?</p>	<p><b>12.3 Ways to Use Visual Aids</b> Which of these technologies will you have available to present your speech? Which of these technologies do you think you might use in your profession?</p>
<p><b>12.4 Designing Visual Aids</b> What are the design considerations for presentation aids?</p>	<p><b>12.4 Designing Visual Aids</b> Can you think of a time when someone used a poorly designed aid? What were the consequences?</p>
<p><b>12.5 Guidelines</b> What are some guidelines for integrating your presentation aid into your speech?</p>	<p><b>12.5 Guidelines</b> Given your classroom setup, what can you do to integrate your presentation aid in an efficient and effective way?</p>



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**PREPARING TO PARTICIPATE**  
**Chapter 13: Delivering the Presentation**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

<p><b>13.1 Effectiveness of Delivery</b> What is the difference between effective and ineffective delivery? Why is delivery important?</p>	<p><b>13.1 Effectiveness of Delivery</b> Can you think of a public speaker who has effective or ineffective delivery? What does he or she do that is effective or ineffective?</p>
<p><b>13.2 Methods of Delivery</b> What are the four methods of delivery?</p>	<p><b>13.2 Methods of Delivery</b> Which mode of delivery are you most likely to use in your classroom presentation? Think of an example when it is appropriate to use each type of delivery. Why is this type effective in that situation?</p>
<p><b>13.3 Aspects of Verbal Delivery</b> What are the aspects of verbal delivery?</p>	<p><b>13.3 Aspects of Verbal Delivery</b> How can you vary each of these to enhance your presentation? What happens when there is no variation in verbal delivery?</p>
<p><b>13.4 Aspects of Nonverbal Delivery</b> What are the aspects of nonverbal delivery?</p>	<p><b>13.4 Aspects of Nonverbal Delivery</b> What happens when your nonverbal delivery is not consistent with your verbal delivery?</p>





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**PREPARING TO PARTICIPATE**  
**Chapter 14: Communicating in Groups**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**14.1 Group Characteristics**

Define the characteristics of groups. What are the advantages and disadvantages of working in a group? Define synergy, groupthink, and interdependence.

**14.1 Group Characteristics**

Based on this definition of group characteristics, what groups do you currently belong to? Are your experiences in this group positive or negative? Why?

**14.2 Norms and Roles**

What are group norms and roles?

**14.2 Norms and Roles**

What norms do you think will be effective in your group for this class? What roles will you try to have?

**14.3 Leadership**

What is the role of the leader in a group?

**14.3 Leadership**

Are leaders born, or do they emerge? Why or why not?

**14.4 Conflict**

Why does conflict occur?

**14.4 Conflict**

How do you typically respond to conflict? What are some strategies you can employ in your group to effectively resolve conflict?

**14.5 Cultural Concerns**

Define culture, ethnocentrism, and cultural relativism.

**14.5 Cultural Concerns**

How does understanding cultural diversity allow us to consider controversial issues from multiple perspectives?

**Next Page**

**14.6 Reflective Thinking**

What are the six steps to reflective thinking?  
What are some strategies for accomplishing tasks and planning your presentation?

**14.6 Reflective Thinking**

How will the six steps to reflective thinking help your group make decisions about your presentation?

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**PREPARING TO PARTICIPATE**  
**Chapter 15: Listening**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

<p><b>15.1 Listening Importance</b> Discuss two reasons why listening is important.</p>	<p><b>15.1 Listening Importance</b> What are the consequences for not listening?</p> <ul style="list-style-type: none"><li>• To a family member or friend</li><li>• To an instructor</li><li>• To a classmate giving a speech</li></ul>
<p><b>15.2 Process of Listening</b> What activities are associated with the process of listening?</p>	<p><b>15.2 Process of Listening</b> How many times have you heard, "You are hearing, but you are not listening to me"? What is the difference?</p>
<p><b>15.3 Barriers to Listening</b> Describe the four major barriers to listening.</p>	<p><b>15.3 Barriers to Listening</b> Name a situation/context in which you find it difficult to listen. Explain the situation, discuss barriers that impede your listening, and brainstorm strategies you can use in that situation/context that will help improve your communication.</p>
<p><b>15.4 Types of Listening</b> Explain the five types of listening.</p>	<p><b>15.4 Types of Listening</b> Is it possible to engage in the wrong type of listening? Provide an example. What are the implications of engaging in the wrong type of listening?</p> <p style="text-align: center;"><b>Next Page</b></p>

**15.5 Listening and Thinking**

Explain the relationship between critical listening and critical thinking.

**15.6 Listening Behaviors**

List the six behaviors that can improve listening.

**15.5 Listening and Thinking**

Think of a situation when someone you know did not use critical thinking. What happened? What questions should he/she have considered before acting?

Can you identify an instance when you use critical thinking without listening?

**15.6 Listening Behaviors**

There are specific behaviors you can engage in to improve your listening. Try experimenting with these in one of your daily conversations. What happened? Did this person treat you differently?

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**PREPARING TO PARTICIPATE**  
**Chapter 16: Understanding Persuasive Principles**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

<p><b>16.1 Persuasive Speaking</b> What reasons does the text mention for studying persuasion? What is persuasive public speaking? What are the goals of persuasive public speaking?</p> <p><b>16.2 Fact, Value, Policy</b> What are questions of fact, value, and policy? What are the burdens of proof for each?</p> <p><b>16.3 Organizational Patterns</b> What organizational patterns are best for questions of fact, value, and policy?</p>	<p><b>16.1 Persuasive Speaking</b> How is persuasive speaking different from informative speaking? How does the role of the audience change?</p> <p><b>16.2 Fact, Value, Policy</b> What are the implications of not providing a burden of proof in a persuasive argument?</p> <p><b>16.3 Organizational Patterns</b> How do you decide which pattern is most appropriate for your topic?</p>
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**PREPARING TO PARTICIPATE**  
**Chapter 17: Building Arguments**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**17.1 Arguments**

Define argument. What are the six elements of the argument model?

**17.1 Arguments**

What's the difference between an argument and a disagreement? What are the consequences of neglecting one of the six elements in a persuasive speech?

**17.2 Persuasive Appeals**

What are the three persuasive appeals?

**17.2 Persuasive Appeals**

Which of these appeals do you think is most effective for classroom speeches? Is it possible to have a speech with only one type of persuasive appeal? Why or why not?

**17.3 Fallacies**

What are the common fallacies of reasoning?

**17.3 Fallacies**

What are the consequences of using fallacies in your speech? What are your perceptions of speakers who use fallacies?

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**PREPARING TO PARTICIPATE**  
**Chapter 18: Using Communication for the Common Good**

**(Student Preparation—Knowledge)**

**(Student Participation—Application)**

**18.1 Citizens of Democracy**

What does it mean to be a citizen in a democracy?

**18.1 Citizens of Democracy**

What have you learned in this class that will enable you to become a citizen in a democracy?

**18.2 Common Good Communication**

What does it mean to use communication for the common good?

**18.2 Common Good Communication**

What is one thing you will start doing right now to use the communication skills you learned in this class for the common good?

**18.3 Consumer of Messages**

What does it mean to be a consumer of messages?

**18.3 Consumer of Messages**

How has taking this class made you a better consumer of messages?