

# **PART ONE:**

## **Teaching and Learning Strategies**



# The Key Elements and Guiding Principles of Effective Speaking

At the heart of *THINK Public Speaking* is a decision-making system based on seven carefully chosen guiding principles of effective speaking.

We have selected a single word, or key element, to represent each guiding principle. We purposely depict each element as an interdependent gear because in a system of linked gears, the movement of one gear affects and realigns every other gear. Decisions about one principle can affect all of the other principles.

We strongly believe that these underlying principles serve as a foundation for preparing and delivering effective and ethical presentations. The model on this page is a visual representation of the ways in which the basic elements and guiding principles of presentation speaking interact and influence one another:

- *Seven Key Elements*: Fundamental building blocks for presentation speaking.
- *Seven Guiding Principles*: Guidelines for selecting and applying effective presentation speaking strategies and skills to specific types of presentations. Guiding principles go beyond the seven key elements by answering questions about how to communicate and why certain communication strategies succeed or fail.
- *Gear-Like Functions*: Each key element with its companion guiding principle is illustrated as a gear. Like gears, the key elements connect with one another. When one gear “moves,” that move is transmitted to all the other gears. Thus, even the best-organized presentation will not achieve its purpose if it offends the audience or uses words they don’t understand. Likewise, a flawlessly prepared but poorly delivered presentation may not succeed. Any decision you make about one principle impacts all the others. Moreover, later decisions can affect earlier ones. If, for example you cannot find valid supporting material or research to support your arguments, you may need to modify or change your presentation’s purpose.



# Teaching and Learning Tools

## Sample Syllabus and Course Outlines

The sample syllabus in this manual is a blueprint for teaching public speaking courses. After inserting specific course and instructor information, the syllabus is ready to distribute to students with little or no modification. Experienced instructors will find the syllabus easy to modify to suit a variety of teaching philosophies and instructional approaches.

The syllabus includes course outcomes linked to every chapter. You can modify course policies to reflect your teaching preferences and institutional requirements. We strongly recommend a clear attendance policy for your course. The frequent use of class activities and days devoted to speaking assignments require student participation. The grading procedure reflects our belief that at least half of a student's final grade should be based on oral presentation assignments.

We provide three week-by-week course outlines. The first two are designed for a 16-week semester; the third outline follows a 10-week format. The outlines specify the topics and accompanying chapter readings for each week. The *Instructor's Manual* offers a variety of chapter-based activities from which to choose. In addition to modifying activities, you can change the sequence of assigned chapters.

## Ready-to-use Classroom Materials

The *Instructor's Manual* portion of *THINK Public Speaking* is ready to use and laid out in consistent, easy-to-use formats:

- Teaching Plans
- Activities
- Assignments
- Assessments

You can photocopy or download the above features for class use, distribute them via email and online course formats, or select and collate them into a course workbook. The teaching plans, activities, assignments, and assessments are presented in standardized formats that provide clear instructions and guidelines for instructors and students.

### *Teaching Plans*

There are Teaching Plans for every chapter in the textbook including one for the first day of class—for a total of **20 Teaching Plans** altogether (note: chapter three has two teaching plans). Our Teaching Plans are more than an instructional “to do” list. They are navigational tools for charting your entire course as well as the day-by-day strategies for achieving course objectives and assessing student learning outcomes. Every Teaching Plan includes student learning outcomes, key terms, a teaching plan outline, material and equipment needs, assignments, and assessment tools.

### *Class Activities*

There are more than **100 Ready-to-Use Class Activities** with detailed teaching instructions. The activities that appear in the textbook are also available in the *Instructor's Manual* with more detailed explanations.

Even with a small class, you cannot use all the activities in a single semester. Try experimenting with several activities until you find the ones that work best for you and your students. Get-Acquainted exercises appropriate for the beginning of the term are also included.

The majority of learning activities in this *Instructor's Manual* are wholly original or fresh adaptations of tried-and-true exercises. In addition to providing goals, procedures, and discussion questions for every activity, we also provide teaching tips designed to help you enhance student learning. Activities are laid out in ready-to-use formats—you can download them from the textbook's web site, distribute them via email and online formats, and photocopy them for classroom use.

### *Assignments and Assessment Instruments*

You will find **12 speaking assignments** and **11 assessment instruments** as well as **two major written assignments** for your consideration. These assignments are ready for use or you can modify them to suit the particular needs of your students and course. The assessment instruments can be used as grading forms and self-assessment surveys. All assessment instruments use measurable standards that conform to assignment requirements.

## **Additional Ancillary Resources**

### *Test Bank*

A comprehensive Test Bank of approximately **1,700 questions** provides textbook-based examination questions for each chapter.

Test Bank questions vary in degree of difficulty and the extent to which they assess higher-order learning with questions that focus on knowledge, comprehension, application, analysis, synthesis, and evaluation.

### *PowerPoint™ Presentations*

Available electronically, as part of this ancillary program, are **PowerPoint™ Presentations for each chapter of the text**. Your course's objectives, teaching style, and the needs of your students will determine which slides work best. A significant number of the slides are interactive and invite students to answer questions and participate in productive class discussions. Prepared by Susan M. Ward, Delaware County Community College, you can download these slides from the Instructor's Resource Center ([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc)).

### *THINK Public Speaking Videos*

Pearson/Allyn and Bacon offer a wide range of videotaped presentations to accompany *THINK Public Speaking*. These videos lend themselves to a variety of uses:

- A. An introduction or overview to textbook chapters
- B. A source of examples to supplement class lectures and use for class and online discussions
- C. An opportunity to observe and analyze nonverbal communication
- D. The basis for multiple choice, true/false, and essay/short answer exam questions
- E. The basis for analysis in student papers

# A Case for Teaching Plans

## Introduction: Engleberg and Daly Present a Case for Teaching Plans

### *The Need for Teaching Plans*

We know a great deal about the needs of basic communication course instructors based on our many years of teaching the course as well as researching, writing, and working with basic course instructors. When each of us served as officers in the National Communication Association, we interacted with many basic course directors and faculty who describe how difficult it is to make their basic courses both intellectually rigorous and of practical value to today's diverse students. Here are just a few of the challenges faculty members face when teaching a basic public/presentation speaking course:

- Basic courses are often taught by junior-level faculty members with less teaching experience.
- Basic courses are often taught by part-time/adjunct faculty who may lack course-specific training, appropriate credentials, and adequate preparation time to teach the basic course.
- Basic courses are often taught by graduate teaching assistants who benefit from on-the-job training, but also need more discipline-based knowledge, teaching experience, and instructional resources.
- Basic courses are often taught by veteran faculty members whose research commitments compete with the need to update basic course content and methods.

In addition to writing a highly accessible and contemporary textbook, we provide a wide range of ancillaries designed to serve all basic course instructors. For *THINK Public Speaking*, we have included a special feature: **Teaching Plans**.

The phrase *Teaching Plans* comes from a similar phrase used public school education: *Lesson Plans*. We acknowledge that *lesson plans* may seem inappropriate or old-fashioned for use in higher education. If, however, you believe that teaching plans are just for elementary school teachers, think again. Effective teaching plans are as important for college instructors as lesson plans are for first-grade teachers. One veteran teacher writes: "If the purpose of education is to effect a positive change in each student, then the importance of careful thinking about the design of instruction is undeniable. Successful teachers think very carefully about what they are going to do. There can be no substitute for this process."<sup>1</sup>

The **Teaching Plans** that accompany *THINK Public Speaking* are sophisticated navigational tools for charting instructional strategies for the entire course as well as day-by-day milestones for achieving course objectives and assessing student learning outcomes. Here are just a few of the benefits that accrue from well written teaching plans:

1. **Advanced Preparation.** Teaching plans require strategic decision making *in advance* about the content, instructional methods, and assessment tools you will use for each class.
2. **Effective Organization.** Teaching plans can help you decide on and organize the components of a course unit in a way that enhances student comprehension

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<sup>1</sup> Julia G. Thompson, *First-Year Teacher's Survival Kit* (San Francisco: Jossey-Bass, 2002), p. 154.

3. **Student Adaptation.** Teaching plans can help you adapt to student abilities, attitudes, and readiness for the work ahead as well as methods for making the class more interactive and interesting.
4. **Time Management.** Teaching plans can help you parcel out the time you have in one or more classes to cover a particular unit and achieve your instructional goals.
5. **Outcome Record.** Teaching plans record your goals for each unit and your assessments of student outcomes.
6. **Accountability Record.** Teaching plans provide a record to demonstrate the content and process of your teaching in documents that can be shared with administrators and accrediting agencies.
7. **Class Review.** Teaching can be used as the basis for developing an exam study guides or to help students catch up if they miss a class session.
8. **Course Consistency.** If you teach multiple sections of a course or the same course each year, teaching plans can help make sure that you cover similar content in every class.
9. **Reusable and Revisable.** Once you develop teaching plans for a course, you can reuse and revise them as needed. In the long run, you will save time and effort.
10. **Emergency Resource.** Teaching plans provide explicit guidelines for substitute instructors and for helping colleagues teaching this course for the first time.

A comprehensive and flexible set of teaching plans allows you to incorporate class-specific examples into each unit, invent more creative activities, design more interesting teaching slides, use technology-based resources more effectively, improve test questions, and craft more precise assessment tools.

The process of preparing effective teaching plans is very similar to the process of preparing an effective presentation. A quick comparison of teaching plan components and the key elements of presentation speaking reveal how similar the two processes are.

Key Elements of Effective Presentations	Teaching Plan Components
Purpose	⇒ Overall Purpose and Student Learning Outcomes
Audience	⇒ Students Characteristics and Preparedness
Credibility	⇒ Instructor Preparedness and Expertise
Logistics	⇒ Time Limits, Equipment, and Class Materials
Content	⇒ Lesson Content
Organization	⇒ Lesson Outline
Performance	⇒ Instructional Methods

### ***Teaching Plan Components***

Class preparation can be difficult if you embark on the journey without a map or set of guidelines. The following table lists the common components found in most lessons and questions that address each of those components.

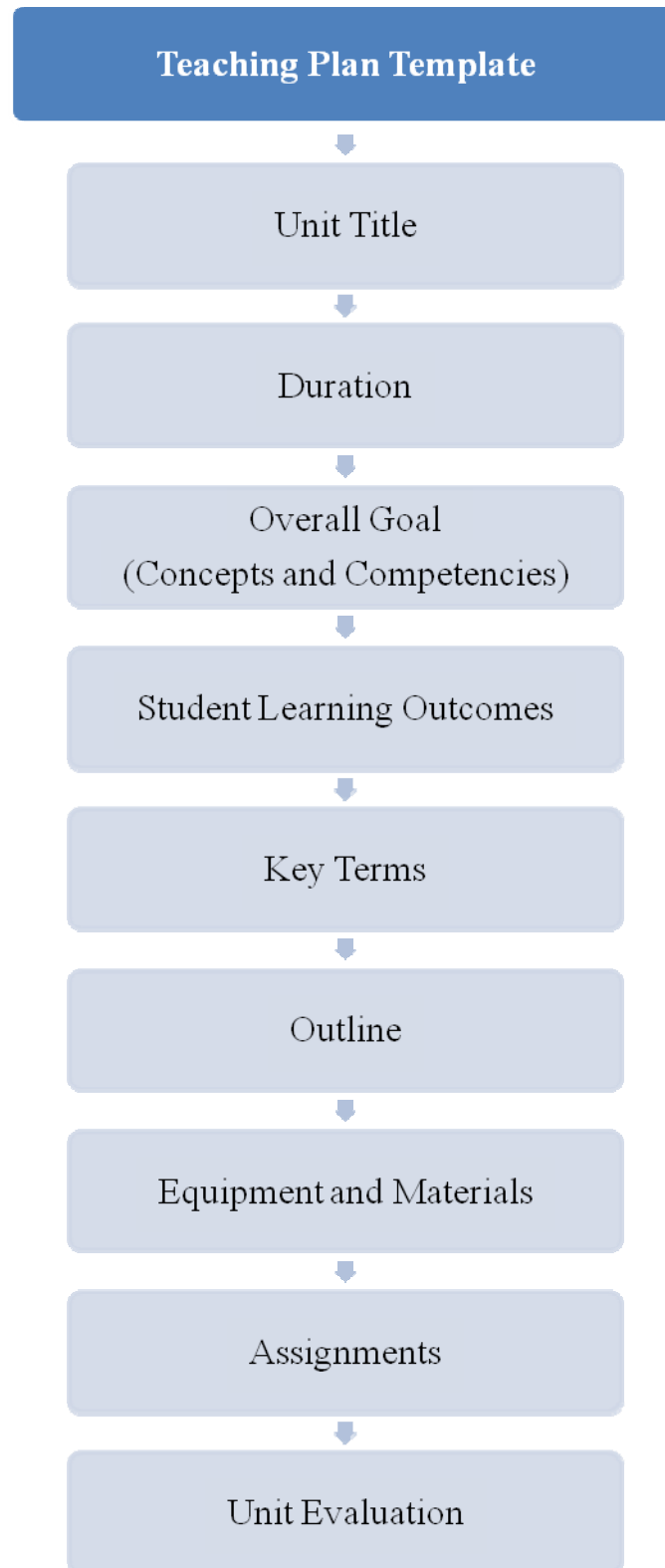
Component	Questions Addressed in Teaching Plans
Unit Title	What phrase captures the essence of this unit or class session?
Duration	How much time do you have and need to achieve the goals of this unit?

Component	Questions Addressed in Teaching Plans
Overall Goal (Concepts and Competencies)	What concepts and competencies should students learn? What will they be able to do?
Student Learning Outcomes	What are the specific student learning outcomes for this class session?
Key Terms	Are there any key terms or vocabulary words that students need to understand for the class or future study?
Outline	What topics and in what order will the topic be covered in this unit? Which activities, if any, will you use?
Equipment and Materials	What equipment and material do you need to teach this unit?
Assignments	What assignments, if any, will be included before, during, or after each class session?
Assessment	How will you know that students have achieved the unit's purpose and student learning outcomes? What assessment tools will you use?
Unit Evaluation	In what ways did the class teaching plan succeed or fail? Did students find the unit meaningful and stimulating? How would you change the class teaching plan?

We strongly recommend using this teaching plan template to guide you through the planning process for each unit. We offer the following template for our Teaching Plans that address all of the major units in a public/presentation speaking course.<sup>2</sup>

<sup>2</sup> The content and structure of the *Communication Lesson Plan Template* is based on several sources:

- a. The primary source is the template for course activities used in the *Instructor's Manual* accompanying Isa N. Engleberg and John A. Daly, *Presentations in Everyday Life*, 3<sup>rd</sup> ed. (Boston: Pearson/Allyn and Bacon, 2010) and the *Instructor's Manual* accompanying Isa N. Engleberg and Dianna R. Wynn, *The Challenge of Communicating: Guiding Principles and Practices* (Boston: Pearson/Allyn and Bacon, 2008).
- b. Sample Education Web Sites:
  - How to Write a Lesson Plan. <http://712educators.about.com/od/lessonplans/ht/lessonplans.htm>
  - Lesson Plan Template. [http://712educators.about.com/od/lessonplans/a/plan\\_template.htm](http://712educators.about.com/od/lessonplans/a/plan_template.htm)
  - NCRTEC Lesson Planner. <http://www.ncrted.org/tl/lp>
  - Bob Kizlik, Six Common Mistakes in Writing Class session plans (and What to Do about Them). <http://www.adprima.com/mistakes.htm>
  - HotChalk. Ten Steps to Developing a Quality Lesson Plan. <http://www.lessonplanspage.com/WriteLessonPlan.htm>
  - University of California Berkeley, Lesson Plan Template. [http://cse.ssl.berkeley.edu/lessons/template\\_summary.html](http://cse.ssl.berkeley.edu/lessons/template_summary.html)
- c. Sample Professional Training and Development Sources:
  - Elaine Biech (Ed.) *The Pfeiffer Book of Successful Team-Building Tools* (San Francisco: Jossey-Bass, 2001).
  - Joshua D. Guilar, *The Interpersonal Communication Skills Workshop* (New York: AMACOM, 2001).
  - Julia G. Thompson, *First-Year Teacher's survival Kit* (San Francisco: Jossey-Bass, 2002).





### ***Tips for Writing Teaching Plans***

Regardless of whether you write original teaching plans or use the teaching plans in this *Instructor's Manual* as is or modified, keep the following lesson planning tips in mind:

1. Begin with the student learning outcomes. If your department has a master syllabus or set of student learning outcomes for the course, make sure that the objectives for each class align with those requirements. At the same time, feel free to add other student learning outcomes based on student needs as well as your areas of interest and expertise.
2. Include a key terms list provided at the end of every chapter to make sure that the teaching plan addresses the most important concepts on this list.
3. Make sure you order any special equipment and audio/visual aids well in advance.
4. Develop an effective introduction to each unit, much as you would for any presentation.
5. Select appropriate activities and include step-by-step procedures for conducting each activity.
6. Provide details for any homework, oral assignments, or assessments that you will give to your students.
7. Go beyond the textbook for teaching plan content, activities, and materials.
8. Plan, plan, plan. It is much easier to cut something out of a plan or continue it the next day than struggle through an improvised or disorganized lesson.
9. Take time to make notes in the unit evaluation section after each unit.
10. Save your teaching plans.

### ***Common Mistakes in Writing Teaching Plans***

Bob Kizlik identifies several common mistakes in writing lessons plans along with suggestions for what to do about them.<sup>3</sup> We have modified his list to make it more appropriate for teaching a public/presentation speaking course:

1. The objectives of the unit do not specify what the student will actually do that can be observed. Poorly written objectives and student learning outcomes can lead to faulty inferences about student competencies.
2. The class teaching plan is nothing more than a rehash of textbook content.
3. The class teaching plan assessment is not related to the behavior indicated in class objectives.
4. The class teaching plan does not consider the prerequisites needed for student success. For example, students may be required to read a particular chapter or view an assigned video in advance to accomplish the lesson's objectives.
5. The materials specified in the class teaching plan are extraneous to the learning activities. Don't bring and use extraneous materials.
6. The class teaching plan is not adapted to the levels of student ability and preparedness.
7. The student activities in the class teaching plan do not contribute in a direct and effective way to lesson objectives. Don't do activities just to keep them busy.

### ***Time Commitment***

Writing effective teaching plans requires a significant time commitment. If you have access to ready-to-use teaching plans, you still need time for making sure that the session is appropriate for you and your

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<sup>3</sup> Robert Kizlik, *Six Common Mistakes in Writing Class session plans (and what to do about them)*. <http://www.adprima.com/mistakes.htm>. Updated November 29, 2000. See also *Five Common Mistakes in Writing Class session plans (and what to do about them)*. [http://www.forlessonplans.com/lesson\\_teacher/index.php](http://www.forlessonplans.com/lesson_teacher/index.php). Retrieved 5/3/12.

students. Feel free to modify the teaching plans we offer in this manual. Make them your own and keep improving them every time you teach a unit.

The literature on lesson planning estimates that good teaching plans take from two to four hours of preparation time per class session—and that assumes you know the content you wish to include and have a clear understanding of your students' needs and levels of preparedness.

In *Teaching Tips*, a well-known handbook for college instructors, the authors urge you to begin the process of creating teaching plans at least a month before the first day of class. They note that even if you plan “to teach by discussion, cooperative learning, or other methods, don’t assume that they will take less preparation.”<sup>4</sup>

### **Be Wary and Be Wise When Using Teaching Plans**

Teaching Plans are *not* scripts. If you recite each Unit Teaching Outline word-for-word, your lessons will fail. Rather, think of each Unit Teaching Outline as an outline for an extemporaneous presentation. The Outline includes the topic content you may want to cover with suggestions for class activities, assignments, assessment, and slide choices.

#### **Teaching Plans are most effective when you make them your own:**

- Add, subtract, or modify the Unit Teaching Outline to match your own teaching goals and the needs of your students.
- If the introduction to the unit does not match your needs, change it.
- Add Class Activities and Slides you have used successfully or have newly developed for your course. Delete those you will not use.
- Add supporting material to your lecture or discussion of major topics. Provide facts, definitions, descriptions, quotations, research results, theories, statistics, analogies, presentation aids, and especially stories you have used successfully or have newly developed for your course.
- Add, subtract, or modify assignments and assessment tools you have used successfully or have newly developed for your course.

### **Make Each Teaching Plan Your Teaching Plan!**

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<sup>4</sup> Wilbert J. McKeachie and Marilla Scinicki, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (Boston: Houghton Mifflin, 2006), pp. 17-18.

# Ready-to-Use Activities, Assignments and Assessments

## *Activities*

More than **100 Ready-to-Use Class Activities** are available for your use. These activities represent a wide range of topic areas and can easily be adapted to fit your specific needs. Using a standardized format, each of them includes goals, procedures, and discussion questions. In addition, teaching tips are provided which are designed to help you enhance student learning.

Activities are laid out in ready-to-use formats—you can download them from the textbook's web site, distribute them via email and online formats, and photocopy them for classroom use.

Remember that even with a small class, you cannot use all the activities in a single semester. We suggest that you try experimenting with several activities until you find the ones that work best for you and your students.

An excellent resource for classroom activities is *Communication Teacher*, an online quarterly journal of the National Communication Association. Every issue is devoted to classroom activities and graded assignments for a variety of communication courses. We strongly recommend that you consider subscribing to this publication. You can obtain subscription information by contacting:

National Communication Association  
1765 N. Street, NW  
Washington, DC 20036  
202-464-4622  
[www.natcom.org](http://www.natcom.org)

## *Assignments and Assessments*

Faculty members face complex and diplomatic challenges when developing class assignments and assessing student presentations. Whereas some students will enter your class with remarkable speaking skills, others will be novice speakers with unusually high levels of presentation anxiety.

These challenges hold true for all faculty members teaching a basic public/presentation speaking class. Veteran instructors have experimented with dozens of assignments and evaluation forms, and successfully dealt with students who adamantly claim that they misunderstood the instructor's assignment or deserve higher grades given the hard work they invested in their presentations. Novice faculty members have less experience and a smaller repertoire of teaching methods and tools. Additionally most faculty members must accommodate institutional pressures to develop and use common syllabi and rubrics for assessing student presentations and learning outcomes. The *Instructor's Manual* for the first edition of *THINK Public Speaking* serves faculty members in all types and levels of higher education by providing a variety of well-structured presentation assignments as well as both general and specific evaluation criteria and forms for student assessment.