ORAL COMMUNICATION · STUDY GUIDE

Final Exam Study Guide

The final covers all fourteen chapters. Each chapter here is shorter than in the exam guides: three paragraphs of what to know, the points to lock in, one diagram, one table, one worked case, the traps and six new self-test items. If a chapter feels shaky, go back to its exam guide for the full treatment. The long cram sheet at the end pulls every name, number and rule in the course into one place. Work two chapters a day and the whole course fits into a week.

WHAT THIS GUIDE COVERS

- Foundations: chapters 1 to 4 (models of communication; listening; verbal and nonverbal codes; self, perception and confidence).
- Preparing a speech: chapters 5 to 8 (audience analysis; topic, purpose and thesis; research and support; organizing and outlining).
- Crafting and delivering: chapters 9 to 12 (introductions and conclusions; language for the ear; delivery and anxiety; presentation aids).
- Speaking for a purpose and at work: chapters 13 and 14 (informative and persuasive speaking; interpersonal, group and workplace communication).
- Every chapter carries what to know, a diagram, a table, a worked case, the traps and a six-item self-test, and the cram sheet holds every rule.

CHAPTER 1

Foundations and Models of Communication

Read it in full: **Chapter 1 in the textbook**. Practice it in the lab: **Three Lenses, One Breakdown** and **Same Message, Five Rooms**.

What to know

Communication is the process of using verbal and nonverbal messages to generate meaning between people in a particular context. Only a signal travels; meaning is built at the receiver, so

sending is an act and communicating is an outcome. Every exchange has eight parts (source, encoding, message, channel, receiver, decoding, feedback, noise), and noise comes in four kinds: physical, physiological, psychological and semantic. Teach-back catches semantic noise.

Three models are three diagnostic questions. Linear (Shannon and Weaver, 1949; Lasswell, 1948): did the signal arrive? Interactive (Schramm): did the fields of experience overlap? Transactional (Barnlund, 1970): what is the relationship saying under the words? Use the smallest model that explains the failure. Five contexts (intrapersonal, interpersonal, small group, public, mediated) differ in planning and feedback speed; ambiguous or emotional messages need rich channels, and lean channels need over-specifying.

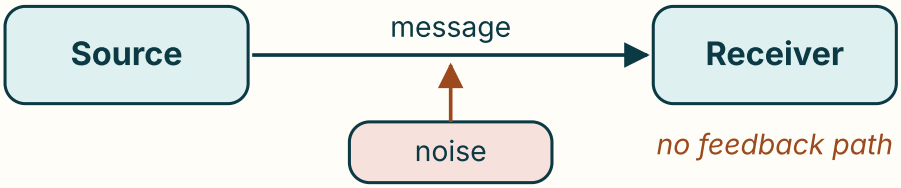
Communication is irreversible and unrepeatable, so repair: name what landed, own it, restate what you meant. Every message has content and relational dimensions (Watzlawick, 1967), and the relational one wins when they conflict. Competence is effectiveness plus appropriateness (Spitzberg and Cupach), judged by others; goals must be observable and countable. The NCA Credo asks for truthful, fairly sourced communication; the "93 percent nonverbal" claim misuses Mehrabian.

LOCK THESE IN

- Communication is a process of generating meaning, and it is measured at the receiver.
- Eight parts: source, encoding, message, channel, receiver, decoding, feedback, noise. Most avoidable failures happen at encoding.
- Four noises: physical, physiological, psychological, semantic. Semantic noise is invisible from the sender's side; teach-back catches it.
- Linear asks whether the signal arrived; interactive asks whether meaning overlapped; transactional asks what the relationship was saying.
- Ambiguous or emotional messages need rich channels; lean channels demand over-specification.
- Irreversible and unrepeatable, so repair: name what landed, own it, restate what you meant.
- When content and relational dimensions conflict, listeners believe the relational one.
- Competence is effectiveness plus appropriateness, judged by others; ethics means naming sources and representing them fairly.

Linear model

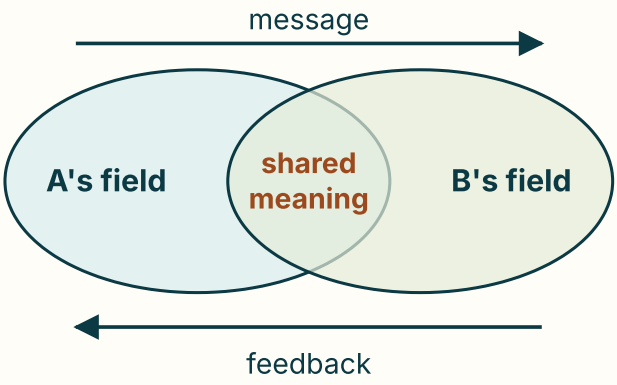
Shannon and Weaver (1949); Lasswell (1948)



Did the signal arrive intact and unambiguous?

Interactive model

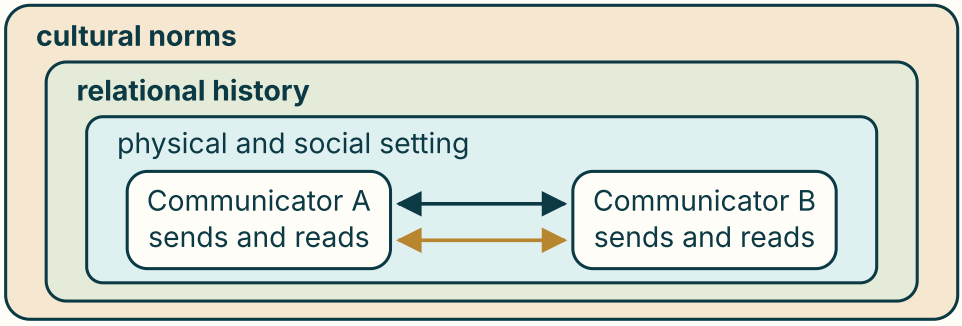
Schramm: feedback and fields of experience



What is inside the overlap, and how do I widen it?

Transactional model

Barnlund (1970): both send and read at once



What is the relationship saying under the words?

Three lenses for one breakdown. Use the smallest model that explains the failure: linear for a sign or alarm, interactive for a stalled thread, transactional when the relationship is part of the problem.

Key terms and comparisons

Term	What it means	Use it for
Source / encoding	Who starts the message; turning an idea into words, tone, gesture	Finding vague or jargon-heavy wording
Channel / receiver	The route the signal travels; the person decoding it	Spotting a channel too thin or a listener already overloaded
Decoding / feedback	Building meaning from the signal; the response that shows how it landed	Checking whether frames matched; reading the reply for meaning
Physical noise	External interference: traffic, bad microphone, crowded slide	Move, close the door, wait for the page to end
Physiological noise	Bodily: fatigue, hearing loss, hunger, pain	Say it: "give me the number twice"
Psychological noise	Preoccupation, bias, the argument in your head	Name it to yourself, or postpone
Semantic noise	Same word, different meanings	Plain words plus teach-back
Field of experience	Everything a person brings to decoding	Define a term, give an instance, ask for a paraphrase
Content / relational	The information / what it implies about status and respect	Revising feedback that is right but wounding
Competence	Effectiveness plus appropriateness	Judging any communicator, including yourself

Worked cases

WORKED CASE 1 · DIAGNOSE A HANDOFF WITH THE EIGHT PARTS

A student worker at a campus help desk tells the evening supervisor, Ines, "The printer thing is kind of weird again." Ines says "Sure" and forgets it. Two hours later forty print jobs are lost. Find the broken part and rebuild the message.

STEP 1 · WALK THE PARTS

Source: a new student worker, so credibility is low. Channel: face to face, in passing. Receiver: a supervisor with other open tasks. Feedback: "Sure," accepted without inspection.

STEP 2 · FIND THE FIRST FAILURE

The idea "jobs are vanishing from the queue" became "kind of weird." That is an **encoding** failure. Everything after it inherits the vagueness.

STEP 3 · REBUILD WITH OBSERVATION, INTERPRETATION, REQUEST

"Twelve jobs vanished from the queue in the last ten minutes. I think the print server is dropping them. Can you check it with me before the 7 p.m. rush?"

STEP 4 · CHECK THE FEEDBACK

Ask for content back, not a yes: "So you'll check it before seven?" A paraphrase or an action is proof; "Sure" is not.

TRAPS PEOPLE FALL INTO

- **Treating "I told them" as proof.** Sending is an act; communicating is an outcome measured at the receiver.
- **Thinking noise means sound.** Physical noise is one of four, and usually the least dangerous because everyone notices it.
- **Calling the transactional model always right.** Use the smallest model that explains the failure; a smoke alarm really is linear.
- **Counting mediated as a separate room.** It is a lens over the other four: a group chat is mediated small group.
- **Assuming lean channels are second rate.** Written channels create a record and are often more accessible; the error is using them for messages that need tone.
- **Repairing by arguing intent.** "You're being too sensitive" adds a second injury. Name, own, restate.

Chapter 1 self-test · six items

1. A professor says, "I posted the rubric, so everyone knows the rules." Which model is she relying on?

A. The relational model
B. The transactional model
C. The linear model
D. The interactive model

C. The linear model She treats transmission as the finish line, with no feedback check. Linear fits signs, not students.

2. Which countermeasure best fits physiological noise?

A. Asking for a teach-back of the plan
B. Closing the door to cut down the hallway noise
C. Saying, "Long shift, so give me the number twice"
D. Postponing the talk until you feel calm again

C. Saying, "Long shift, so give me the number twice" Physiological noise is bodily (fatigue, pain, hearing loss). Naming it out loud gets the sender to compensate.

3. Which context is described as a lens over the other four rather than a separate room?

A. Intrapersonal
B. Mediated
C. Small group
D. Public

B. Mediated A text is mediated interpersonal; a group chat is mediated small group.

4. Why does a lean channel call for over-specifying?

A. Lean channels are always slower to arrive
B. It deletes tone, timing and face, so words must replace them
C. It costs more to send, so every word has to count double
D. Receivers read lean messages faster than they read rich ones

B. It deletes tone, timing and face, so words must replace them Length is not the goal; explicitness is. Put back in words what the channel took out.

5. A pleasant classmate never states a position in group work. By the competence model she is:

A. Fully competent in this setting
B. Effective but not appropriate
C. Neither appropriate nor ethical
D. Appropriate but not effective

D. Appropriate but not effective Competence requires both axes; she honors the rules but never reaches a goal.

6. What is the best response to a speaker who claims "93 percent of communication is nonverbal"?

A. The figure misapplies narrow studies of single words
B. It was disproved because Mehrabian used no data
C. It is accurate, but only in health care settings
D. It is accurate for public speaking but not for writing

A. The figure misapplies narrow studies of single words Mehrabian studied single words with conflicting cues and judgments of feeling; it was never a measure of all communication.

Listening

Read it in full: **Chapter 2 in the textbook**. Practice it in the lab: **Where Did the Message Die?** and **Ten Words From Better**.

What to know

Hearing is involuntary physiology; listening is the active process of receiving, attending, understanding, remembering, evaluating and responding. Brownell's HURIER model and the book's six-stage version exist to locate a failure. "Got it" reports a feeling, not understanding; say the content back. The old "we keep 25 percent" figure (Nichols) deserves an asterisk: recall of detail drops fast and listeners overestimate it.

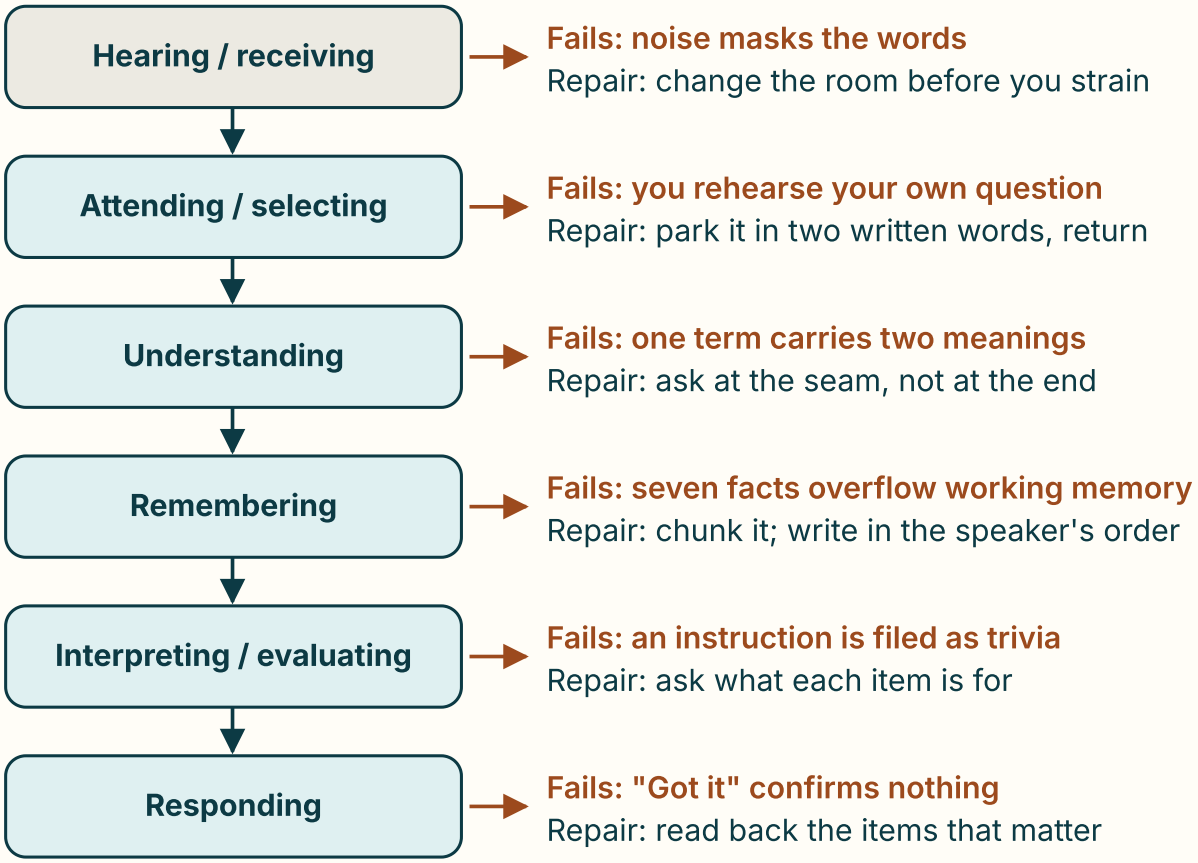
Pick a purpose before a technique: informational, critical, empathic or appreciative. Most injuries are purpose mismatches; ask "vent, or figure it out?" Pseudolistening comes in species: stage-hogging, selective, defensive, ambush, insulated and glazing over. Divided attention is switching, and language tasks compete with listening. Spend the speech-thought differential on predicting, summarizing, noticing gaps and watching nonverbals.

The moves: attend (the principle behind SOLER, not the rigid posture), paraphrase (re-encode, not parrot), reflect feeling tentatively, probe with open questions, confirm, and restrain. Working memory holds about four items, so take generative notes. Give criterion-referenced feedback: evidence, effect, one change. Verify with teach-back (testing the explainer) and closed-loop read-back, and let people finish their opening statement.

LOCK THESE IN

- Hearing is automatic; listening is a decision you keep making.
- Every failure has a stage: receiving, attending, understanding, remembering, interpreting and evaluating, or responding.
- "Got it" reports a feeling. Confirmation needs content.
- Four purposes: informational, critical, empathic, appreciative. Most injuries are mismatches; ask which one is wanted.
- Pseudolistening species: stage-hogging, selective, defensive, ambush, insulated, glazing over.
- Spend the speech-thought surplus on predicting, summarizing, noticing gaps and watching nonverbals.
- Paraphrase re-encodes; parroting repeats. Open probes cannot be answered yes or no.
- Feedback: evidence, effect, one change. Verify with teach-back and closed-loop read-back.

Hearing happens to you. The next five stages are choices.



Name the stage before you name the person. Brownell's HURIER model and this six-stage version both exist to locate a failure. Each stage has its own repair, and "try harder" is none of them.

Key terms and comparisons

Term	What it means	Use it for
Hearing	Involuntary reception of sound by the ear	Separating physiology from effort
Listening	Receiving, attending, understanding, remembering, evaluating, responding	Locating a breakdown by stage
HURIER	Brownell: hearing, understanding, remembering, interpreting, evaluating, responding	A stage checklist
Speech-thought differential	Speaking is slower than thinking, leaving spare capacity	Predict, summarize, notice gaps
Paraphrase	Content restated in your own words, inviting correction	Proving you understood
Reflection of feeling	Naming the emotion you think you heard, tentatively	Empathic listening
Open probe	A question that cannot be answered yes or no	Inviting elaboration on their topic
Teach-back	Listener explains it back; framed as a check on the speaker	Instructions, education, discharge
Closed-loop	Verbatim read-back, then sender confirms	Orders and handoffs
Criterion-referenced feedback	Evidence, effect, one change	Peer speech feedback

Worked cases

WORKED CASE 1 · LOCATE A LISTENING FAILURE BY STAGE

During a lab briefing, the instructor says: "Goggles on before you open the acid cabinet, rinse spills for fifteen minutes, and log every bottle you take." A student, Kenji, is drafting a text about lunch. Later he cannot remember the logging rule, though he says he "heard everything."

STEP 1 · HEARING

The room was quiet and he heard the words. Receiving worked.

STEP 2 · ATTENDING

He was composing a text, a language task that competes with comprehension. Attention was split, so the message was sampled, not processed.

STEP 3 · NAME THE STAGE

The failure is at **attending**, with remembering inheriting the loss. The repair is structural: phone away during briefings.

STEP 4 · ADD CONFIRMATION

He reads back the items that matter: "Goggles first, rinse fifteen minutes, log every bottle." Now the instructor can catch a gap.

TRAPS PEOPLE FALL INTO

- **Treating hearing and listening as the same.** You can hear perfectly and understand nothing.
- **Accepting "Got it."** It reports a feeling of understanding, which predicts real understanding poorly.
- **Quoting "we keep 25 percent" as fact.** Keep the direction, drop the precision: recall of detail drops fast and we overestimate it.
- **Bringing critical listening to an empathic moment.** Advice before it is asked is heard as a verdict.
- **Calling listening styles a validated personality type.** The evidence supports stable preferences, not any one four-box scheme.
- **Believing you can listen while writing email.** Language tasks compete; it is switching, not multitasking.

Chapter 2 self-test · six items

1. A student heard every word of a briefing but was rehearsing her own question the whole time. Which stage failed?

A. Responding
B. Remembering
C. Hearing
D. Attending

D. Attending She received the sound but selected something else. Park the question in two written words and return.

2. Which listening purpose allows drifting?

A. Critical
B. Appreciative
C. Empathic
D. Informational

B. Appreciative Appreciative listening is for enjoyment and craft; the other three need sustained attention.

3. A listener hears "the report came in Thursday" as "you were late." This is:

A. Stage-hogging
B. Selective listening
C. Defensive listening
D. Insulated listening

C. Defensive listening Threat appraisal fires before comprehension. Paraphrase the literal content first.

4. Which second task interferes least with listening?

A. Scanning a chart for numbers
B. Reading a text message
C. Doodling on a notepad
D. Drafting an email reply

C. Doodling on a notepad Automatic, non-language tasks interfere little; anything with words competes for the same system.

5. Which is an open probe?

A. "Were you surprised by her answer?"
B. "Did what she said make you feel really angry at her?"
C. "So you were upset by it, right?"
D. "What went through your head when she said that?"

D. "What went through your head when she said that?" An open probe cannot be answered yes or no. The others are closed or supply the emotion.

6. What did Rubin's photograph study suggest?

A. Expectations about a speaker can lower comprehension
B. Comprehension depends only on the audio
C. Photos help listeners understand any accent
D. Accents always reduce comprehension by the same amount

A. Expectations about a speaker can lower comprehension Identical audio was rated more accented and understood less with an Asian instructor's photo. Expectation is adjustable.

Verbal and Nonverbal Communication

Read it in full: **Chapter 3 in the textbook**. Practice it in the lab: **The Meaning Gap Lab** and **The Sentence Repair Bench**.

What to know

Words are arbitrary symbols; the triangle of meaning (Ogden and Richards, 1923) shows symbol and referent linked only through a mind, so meanings are in people. Bypassing is the same word with different meanings, unnoticed; trade vague words for numbers. Denotation is the dictionary; connotation is the temperature. Climb Hayakawa's abstraction ladder down for evidence and up for the point.

Name the traps (allness, static evaluation, polarization, euphemism) and repair with indexing and dating. I-language is behavior, effect and request. Hedges cost credibility in evaluative settings but are not always weak; cut them from core and safety claims. Nonverbal communication is eight channels: kinesics, oculesics, vocalics, haptics, proxemics, chronemics, artifacts and environment, several settled before you speak.

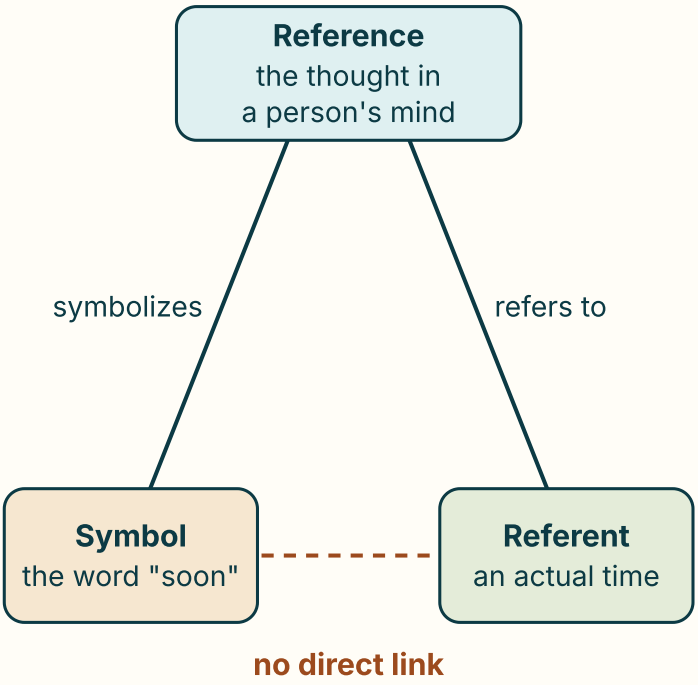
Nonverbal behavior repeats, substitutes, complements, accents, regulates or contradicts the words; in a mixed message, the audience believes the body. The 7, 38, 55 figure misreads two narrow 1967 studies. Facial universality is contested, and lie detection runs about 54 percent. Immediacy behaviors are linked to rated teaching effectiveness. Adapt by observing, not categorizing, and rehearse one channel at a time in four passes.

LOCK THESE IN

- Words are arbitrary; meaning is in people. The triangle's base is broken.
- Bypassing: same word, different meanings, nobody notices. Replace vague words with numbers or times.
- Use both ends of the abstraction ladder on purpose: down for evidence, up for the point.
- Allness, static evaluation, polarization: repair with indexing and dating.
- I-language = behavior + effect + request. "I feel that you..." is an accusation.
- Eight channels; six functions. When the codes conflict, the audience believes the body.
- 7, 38, 55 is a misreading of two narrow 1967 studies of liking. Lie detection runs about 54 percent.
- Rehearse one channel at a time; aim for congruence, not polish.

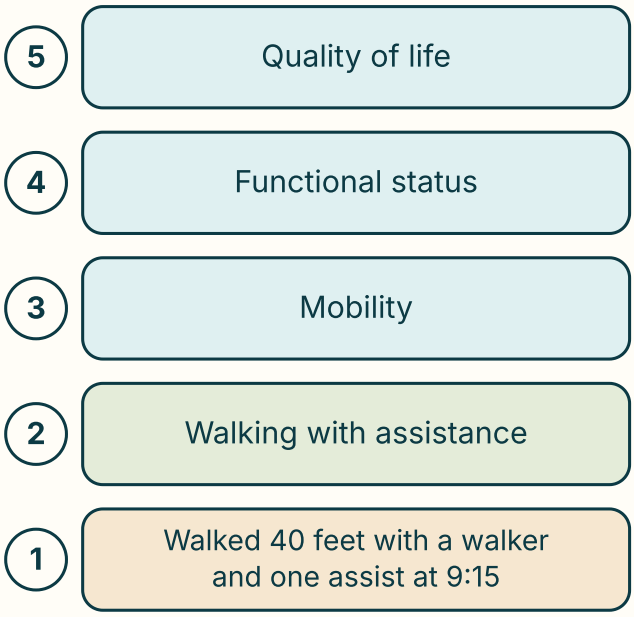
Triangle of meaning

Ogden and Richards, 1923



Abstraction ladder

Hayakawa



High rungs: name a value or a thesis.
Low rungs: prove it, act on it, hand it over.

Meaning lives in people, and you choose the rung. A word touches a thing only through someone's mind, which is why "soon" can mean noon to one person and end of shift to another. Climb down the ladder for evidence and up for your point.

Key terms and comparisons

Term	What it means	Repair or use
Bypassing	Same word, different meanings (or the reverse), unnoticed	Trade the vague word for a number or time
Denotation / connotation	Dictionary meaning / emotional temperature	Ask if the heat carries information
Allness	Speaking as if one statement covers all cases	Indexing; qualify the scope
Static evaluation	A person frozen into a permanent trait	Dating: "in his first month"
Polarization	A range collapsed to two poles	Name the middle
Euphemism / doublespeak	Softened term; sentence that hides who decided	Name the event and the actor
I-language	Behavior, effect, request	Replaces accusing you-language
Hedge	"Sort of," "maybe," disclaimers, tags	Cut from core and safety claims
Mixed message	Verbal and nonverbal disagree	Listeners trust the nonverbal; build congruence
Immediacy	Behaviors that shrink psychological distance	Names, we and us, lean in, open gestures

Worked cases

WORKED CASE 1 · CLIMB THE ABSTRACTION LADDER BOTH WAYS

A student, Leila, drafts a thesis: "Our campus has a wellness problem." Turn it into something a stranger could witness, then back into a usable claim.

STEP 1 · RATE THE RUNG

"Wellness" sits at the top rung. Listeners can nod at it and change nothing.

STEP 2 · CLIMB DOWN

Wellness, then sleep, then short sleep before exams, then "In our survey of one residence floor, 19 of 30 students reported under five hours of sleep the night before their last exam."

STEP 3 · CLIMB BACK UP

From the details, find the sentence they add up to: "Exam-week sleep loss on this campus is common enough to change how we schedule review sessions."

STEP 4 · CHECK THE ROUND TRIP

The claim sits at rung 3; the evidence at rung 1. A report alone stays low; a slogan stays high.

TRAPS PEOPLE FALL INTO

- **Believing a word has one true meaning.** Meanings are in people; insisting harder does not fix bypassing.
- **Thinking low rungs are always better.** You need high rungs for the thesis and low rungs for proof.
- **Treating "I feel that you..." as I-language.** If the word after feel is that, it is an accusation.
- **Cutting every hedge.** Keep hedges where uncertainty is real; cut them from core and safety claims.
- **Quoting 7, 38, 55 percent.** Two small studies of liking with conflicting cues; Mehrabian says it is misapplied.
- **Calling facial expressions settled as universal.** It is a live debate, not a fact.

Chapter 3 self-test · six items

1. "Restock when it gets low" leads to two different restocking points. The fix is to:

A. Replace "low" with a specific count
B. Repeat "low" more firmly next time
C. Add a gesture when saying "low"
D. Write "low" on a sign in the room

A. Replace "low" with a specific count This is bypassing. You cannot fix a shared word by insisting on it; trade it for a number.

2. "He's a slow learner" based on two shifts in September is mainly:

A. Euphemism
B. Static evaluation
C. Bypassing
D. Polarization into two poles

B. Static evaluation It freezes a person into a trait from dated episodes. Dating repairs it.

3. Which nonverbal channel covers punctuality and how long someone may speak?

A. Haptics
B. Kinesics
C. Proxemics
D. Chronemics

D. Chronemics Chronemics is the communicative use of time, a quiet status signal.

4. A shrug used instead of saying "I have no idea" is which function?

A. Accenting
B. Repeating
C. Substituting
D. Complementing

C. Substituting It replaces the words entirely. Repeating would say the words and add the gesture.

5. Across hundreds of studies, people detect lies at about what rate?

A. 54 percent
B. 90 percent
C. 75 percent
D. 25 percent

A. 54 percent Barely above chance, for experts nearly as much as for students.

6. Why does the rehearsal protocol include a pass with the video muted?

A. It is the only reliable way to count your filler words
B. Muted video shows your speaking rate more clearly
C. It tests whether the slides make sense alone
D. With the sound off, you see the body, not the content

D. With the sound off, you see the body, not the content Adaptors, weight shifts and dead eye contact become impossible to miss.

CHAPTER 4

Self, Perception and Communication Confidence

Read it in full: **Chapter 4 in the textbook**. Practice it in the lab: **The Perception Check Builder** and **Apprehension Triage**.

What to know

Self-concept describes, self-esteem evaluates, and self-efficacy (Bandura) predicts one task; only self-efficacy moves fast. Its sources are mastery (strongest), vicarious experience (similarity matters), verbal persuasion and physiological states. Self-concept forms through reflected appraisal (Cooley's looking-glass self) and social comparison (Festinger), and the self-fulfilling prophecy (Merton) can lock it in.

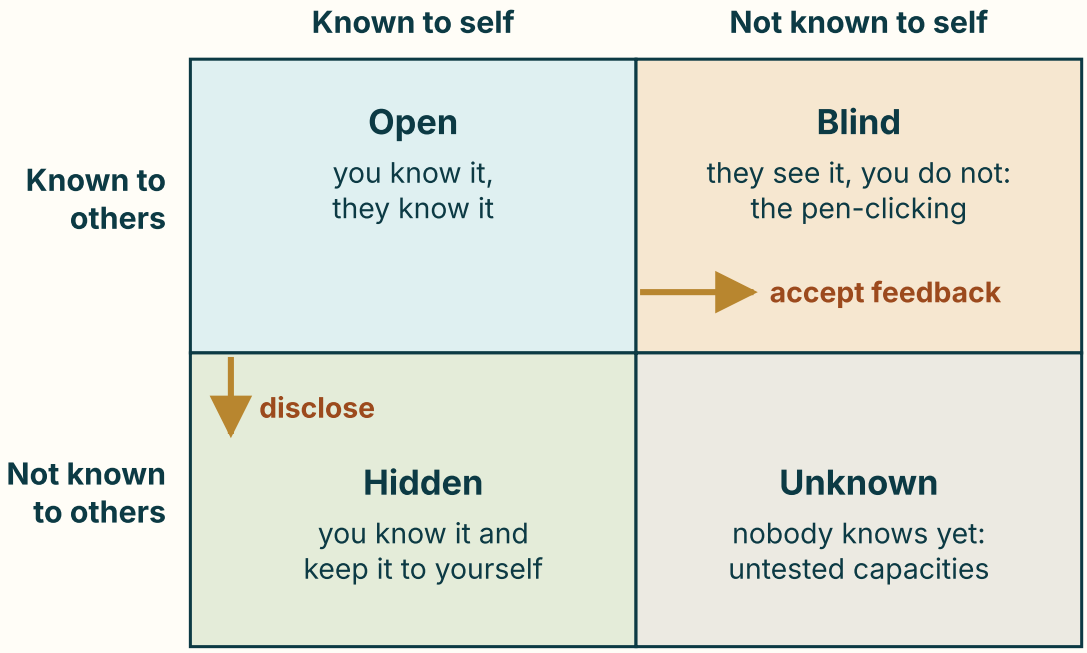
Perception runs selection, organization (schemas, punctuation) and interpretation. Attribution errors include the fundamental attribution error (Ross, 1977; weaker in some cultures), self-serving bias, halo and horn, primacy and recency, stereotyping and confirmation bias. A perception check describes behavior, offers two interpretations you would accept, and asks. Goffman's front and back stage, face and facework, and the Johari Window (feedback shrinks blind; disclosure shrinks hidden) guide self-presentation.

Calibrate disclosure by relevance, reciprocity, risk and role. McCroskey's communication apprehension comes in four types (traitlike, context-based, audience-based, situational), each with a matched tool. The illusion of transparency means you look calmer than you feel. Restructure hot thoughts with evidence and a behavioral test, climb a graded practice ladder, and ask for feedback that names a behavior, a criterion and a next action.

LOCK THESE IN

- Self-concept describes, self-esteem evaluates, self-efficacy predicts one task. Only self-efficacy moves fast.
- Bandura's sources: mastery, vicarious, verbal persuasion, physiological states. Mastery is strongest.
- Perception: selection, organization, interpretation. Diagnose the stage to choose the fix.
- Fundamental attribution error: others by character; self-serving bias: our losses by circumstance.
- Perception check: behavior + two interpretations you would accept + a genuine question.
- Johari: feedback shrinks blind; disclosure shrinks hidden. Test disclosure for relevance, reciprocity, risk, role.
- Apprehension has four types; match the tool to the type. You look far less nervous than you feel.
- Restructure thoughts with evidence and a behavioral test; climb a ladder and keep a log.

Johari Window Luft and Ingham, 1955



Both moves enlarge the open pane, but they take different kinds of courage.

Two levers, two kinds of courage. Accepting feedback shrinks the blind pane; disclosing shrinks the hidden pane. Most people are comfortable with one and avoid the other.

Key terms and comparisons

Term	What it means	What moves it or fixes it
Self-concept	Descriptive inventory: "I am..."	New roles and new evidence
Self-esteem	Global evaluation of worth	Slowly; accumulated competence
Self-efficacy	Task-specific belief you can do it	Mastery first, then vicarious, persuasion, reappraisal
Reflected appraisal	Seeing yourself through others' reactions	Weigh more than one mirror
Social comparison	Judging self against others (Festinger)	Compare repetitions, not talent
Schema	Template that fills in unseen details	Question the category
Punctuation	Where each person starts the story	Describe the loop, not the origin
Halo / horn effect	One trait colors all judgments	Score criteria one at a time, in writing
Face / facework	Claimed public self-image / protecting it	Correct the fact privately or as a question
Illusion of transparency	Overestimating how visible nerves are	Know it; ask peers to rate you

Worked cases

WORKED CASE 1 · BUILD A PERCEPTION CHECK

A study partner, Ahmed, has not answered three messages in two days and skipped the review session. Write a perception check and test its tone.

STEP 1 · DESCRIBE BEHAVIOR

"You haven't answered the last three messages, and you missed Wednesday's review."

STEP 2 · OFFER TWO INTERPRETATIONS YOU WOULD ACCEPT

"Either work got heavy this week, or you've decided to study for this one on your own."

STEP 3 · ASK AND STOP

"Which is it?" Then wait.

STEP 4 · RUN THE TONE TEST

Would you genuinely accept either answer? If one option was "or you just don't care," it would be prosecution, not a check.

TRAPS PEOPLE FALL INTO

- **Using confidence as one word.** Self-concept, self-esteem and self-efficacy behave differently.
- **Prescribing general encouragement.** Global affirmations can backfire; specific evidence works.
- **Watching experts for vicarious experience.** Similarity matters more than excellence.
- **Offering one interpretation in a perception check.** One option is an accusation; give two you would accept.
- **Calling the fundamental attribution error universal.** It is weaker in some cultural contexts.
- **Mixing up the Johari levers.** Feedback shrinks blind; disclosure shrinks hidden.

Chapter 4 self-test · six items

1. Which statement reflects self-efficacy rather than self-esteem?

A. "I can give a three-minute huddle report."
B. "I just feel bad about myself lately."
C. "I'm honestly not good at anything social."
D. "I'm a second-career student and a parent."

A. "I can give a three-minute huddle report." Self-efficacy is task specific. The others are global evaluation or self-concept.

2. You fixate on the frown and miss the dim screen the person was squinting at. The error began at:

A. Interpretation
B. Selection
C. Attribution
D. Organization

B. Selection You sampled one cue and missed another. Gather more data before concluding.

3. "I aced it because I'm smart; I bombed because the rubric was unfair" shows:

A. Self-serving bias
B. Punctuation
C. The halo effect
D. Reflected appraisal

A. Self-serving bias Wins credited internally, losses externally.

4. Which Johari pane holds a habit others notice but you do not?

A. Open
B. Hidden
C. Blind
D. Unknown

C. Blind Accepting feedback shrinks the blind pane.

5. Which disclosure test asks whether this information serves the listener's purpose right now?

A. Reciprocity
B. Relevance
C. Role
D. Risk

B. Relevance Reciprocity asks about matched depth; risk about repetition; role about burden on the listener.

6. In cognitive restructuring, which step do people most often skip?

A. Naming the distortion in the thought
B. Listing the evidence for and against
C. Writing the hot thought in exact words
D. Designing a behavioral test of the thought

D. Designing a behavioral test of the thought The test that could disconfirm the original thought is what makes it evidence work.

CHAPTER 5

Audience Analysis

Read it in full: **Chapter 5 in the textbook**. Practice it in the lab: **The Three-Lens Scope** and **Calibrate the Ask**.

What to know

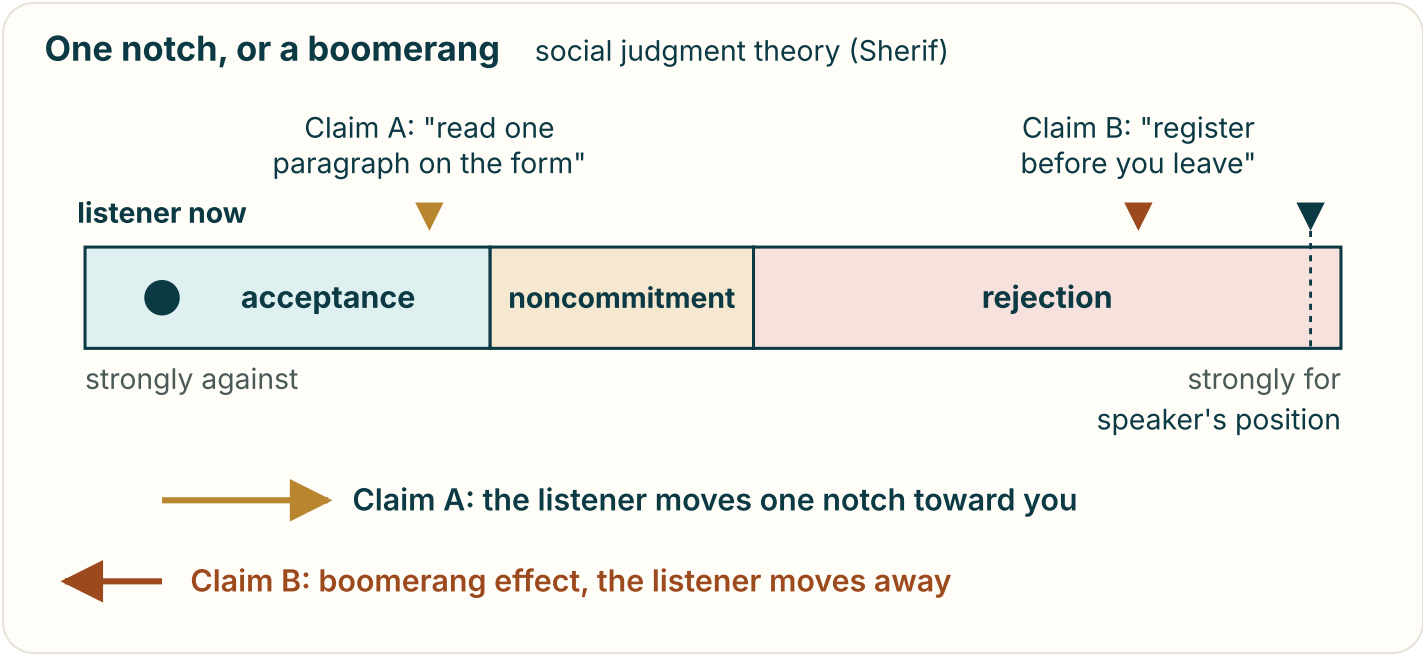
An audience-centered speech selects, orders and words the same facts around what a specific room must do next; egocentrism, not arrogance, buries the useful part. Adaptation changes the route; pandering changes the destination (the two-room test). Analyze before, during and after through three lenses: demographic (questions, not conclusions), psychographic (values, beliefs, attitudes) and situational (including captive audiences).

Keep to inferences: a stated basis, an honest hedge and an adaptation that helps everyone. Gather data from your contact, short unbiased surveys (fixed-alternative, scale, open-ended; no leading or double-barreled items) and observation, and admit small samples. Size claims to disposition; social judgment theory warns that asks in the latitude of rejection can boomerang.

Define jargon once and keep it; cut buzzwords. Build identification (Burke) with specifics and watch for ethnocentrism. Read live cues as patterns and answer with four rehearsed moves: compress, concretize, check, reframe. For hostile questions, restate, concede, answer, stop. Afterward, record what they asked and repeated back, not just the applause.

LOCK THESE IN

- Audience-centered: same facts, selected and ordered for what this room must do next.
- Adaptation changes the route; pandering changes the destination. Run the two-room test.
- Three lenses: demographic (who), psychographic (values, beliefs, attitudes), situational (this occasion).
- Demographics are questions to verify. Inferences have a basis and a hedge; stereotypes do not.
- Survey items: fixed-alternative, scale, open-ended. Never leading, never double-barreled.
- Size the claim to the disposition; with resistant rooms ask for one notch to avoid a boomerang.
- Define jargon once and keep it; cut buzzwords. Build common ground with specifics.
- Live moves: compress, concretize, check, reframe. Hostile question: restate, concede, answer, stop.



Ask for the movement the room can give. A claim inside the latitude of acceptance can move a resistant listener one notch. A claim in the latitude of rejection can push them further away than where they started.

Key terms and comparisons

Term	What it means	Use it for
Egocentrism	Difficulty modeling a mind that lacks what yours holds	Explaining why useful parts get buried
Values	Enduring judgments of what is worth pursuing	Share them; do not attack them
Beliefs	What a listener holds as true	The usual target for evidence
Attitudes	Specific favorable or unfavorable orientations	The most movable layer
Captive audience	Required to attend	Acknowledge once; lead with utility
Inference / stereotype	Hedged, testable / fixed, by category	Keeping analysis honest
Leading question	Wording encodes the answer	Strip loaded words; offer honest options
Double-barreled item	Two questions, one answer	Split into two items
Curse of knowledge	Experts forget what not knowing was like	Define, then keep the term
Identification	Burke: recognized shared interests or values	Common ground from specifics

Worked cases

WORKED CASE 1 · CALIBRATE A CLAIM TO A RESISTANT ROOM

You favor a campus-wide ban on single-use water bottles. Your survey shows the room is opposed but open: most say refill stations are too far apart. You have six minutes.

STEP 1 · NAME THE DISPOSITION

Opposed but open. The realistic goal is to name their objection accurately and move them one notch.

STEP 2 · AVOID THE BOOMERANG

"Support the ban today" lands in their latitude of rejection and may push them further away.

STEP 3 · SIZE THE ASK

"I'm not asking you to back a ban today. I'm asking you to vote for four new refill stations, which answers the objection most of you raised."

STEP 4 · CHECK FOR PANDERING

Run the two-room test: your claim about bottle waste stays the same for supporters and skeptics. Only the size of the request changed.

TRAPS PEOPLE FALL INTO

- **Analyzing only for persuasion.** Unwanted information is ignored as reliably as unwanted arguments.
- **Confusing adaptation with pandering.** Change the examples and the size of the ask, never the facts.
- **Turning a demographic fact into a conclusion.** It is a question to verify.
- **Mixing up values, beliefs and attitudes.** Values are the most stable; attitudes the most movable; beliefs are where evidence works.
- **Trusting a leading survey.** It produces confident bad data, which is worse than none.
- **Asking a resistant room for full conversion.** Overshooting into the latitude of rejection can backfire.

Chapter 5 self-test · six items

1. Which is a situational fact about an audience?

A. The talk is the last session before lunch
B. Most believe the policy ignored their input
C. Most trained before the guideline changed
D. Most attendees are respiratory therapists

A. The talk is the last session before lunch Situational analysis covers the occasion. The others are demographic or psychographic.

2. Which layer of psychographics is most movable in one speech?

A. Beliefs about identity
B. Values
C. Group membership
D. Attitudes

D. Attitudes Values are most stable; specific attitudes move most.

3. A survey item asks, "Do you support the obviously overdue update?" The flaw is that it is:

A. A scale item
B. A leading item
C. Open-ended
D. Double-barreled

B. A leading item Loaded adjectives guarantee agreement and produce confident bad data.

4. What is the boomerang effect?

A. Listeners return for a second talk on the topic
B. Listeners move away from a claim that overshoots
C. Listeners copy your examples into their own work
D. Listeners repeat your point back to you later

B. Listeners move away from a claim that overshoots A claim landing in the latitude of rejection can push people further from you.

5. Which line builds identification most effectively?

A. "I respect everyone in this room very much."
B. "I know just how hard all of your jobs truly are, every single day."
C. "I've stood at that med cart at 3 a.m. with two call lights on."
D. "We are all on the same team here today."

C. "I've stood at that med cart at 3 a.m. with two call lights on." Common ground is built from specific evidence, not declarations.

6. Heavy note-taking suddenly stops across the room. A good live move is:

A. Ask the note-takers to keep writing
B. Repeat the last point more slowly
C. "Quick check: is this review for most of you?"
D. Speed up so you can reach the new material sooner

C. "Quick check: is this review for most of you?" It might mean they already know it. Check turns an ambiguous cue into data.

CHAPTER 6

Topic, Purpose and Thesis

Read it in full: **Chapter 6 in the textbook**. Practice it in the lab: **Build a Specific Purpose Statement** and **The Scope Ladder and the Clock**.

What to know

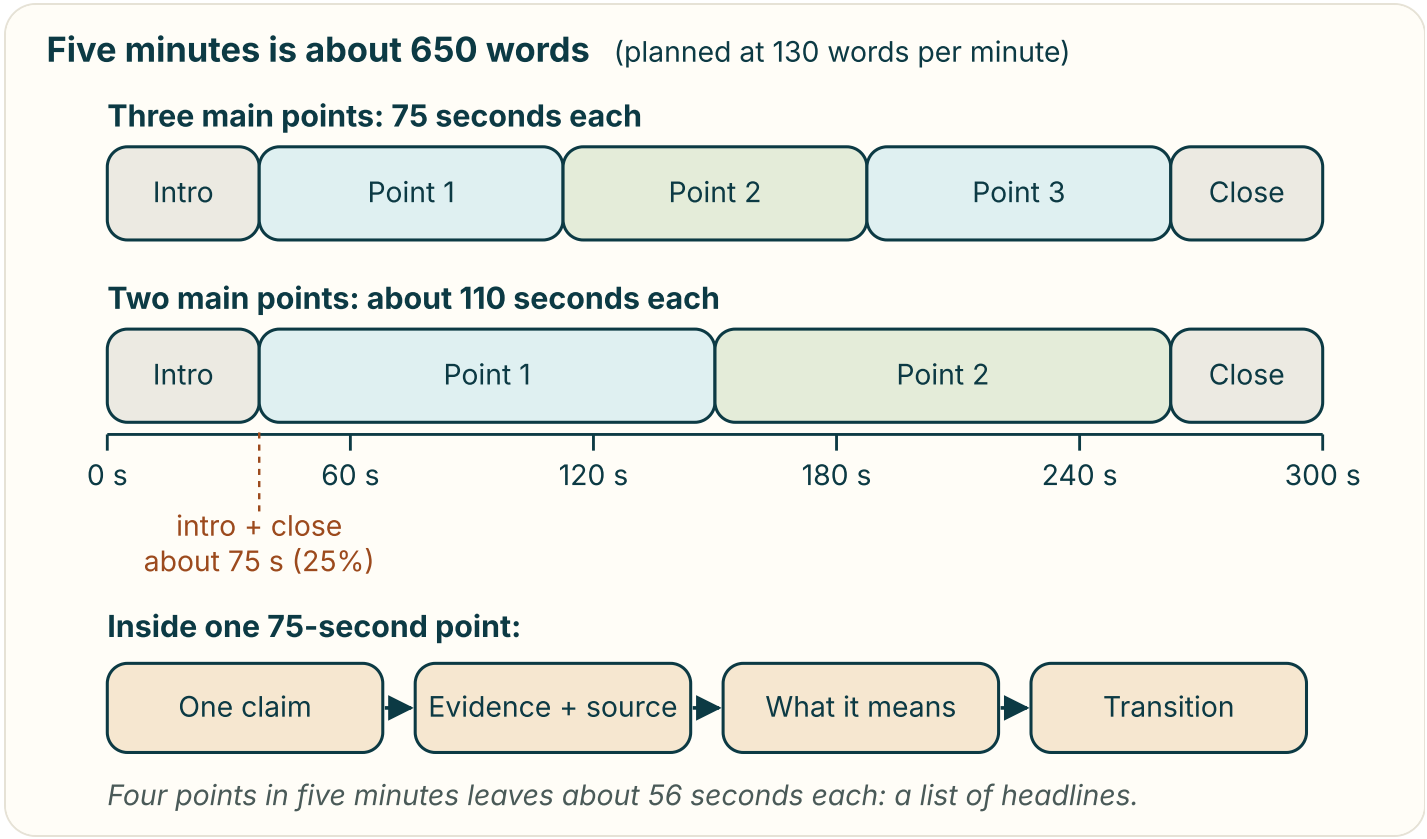
Find topics in a three-column inventory (roles and routines, arguments, things you explained), brainstorm at least twelve, then filter by investment, audience need and supportability; any 1 or 2 disqualifies. The general purpose (inform, persuade, entertain, commemorate) is chosen for its observable success test.

Write the specific purpose as To + verb + my audience + outcome, following six rules, with an outcome verb you could observe. Narrow down the scope ladder and do the time math: five minutes at about 130 words per minute is about 650 words, and after 20 to 25 percent for the frame you have room for two or three developed points. Cut a main point, not the evidence.

The thesis is one declarative sentence the audience hears: the purpose is the plan, the thesis is the promise. Informative theses still assert. Persuasive theses must be deniable: fact needs evidence, value needs a criterion, policy needs problem, plan, workability and net benefit. Pair the thesis with a preview, then run the five-check audit (purpose, scale, audience, evidence, preview) and revise the thesis when research moves.

LOCK THESE IN

- Topics come from what you do, argue about and explain; brainstorm at least twelve before judging.
- Filter: investment, audience need, supportability. Any 1 or 2 disqualifies.
- Four general purposes, each with a success test you could observe.
- Specific purpose: To + verb + my audience + outcome. One infinitive, observable verb.
- Five minutes at about 130 wpm is about 650 words: room for two or three developed points.
- Purpose is the plan; thesis is the promise. Informative theses still assert.
- Fact needs evidence; value needs a stated standard; policy needs problem, plan, workability, net benefit.
- Audit five matches: purpose, scale, audience, evidence, preview. Revise the thesis, never stretch sources.



Do the arithmetic before you draft. Drawn to scale at 2 pixels per second. After the introduction and conclusion, a five-minute speech has about 225 seconds of body, which is room for two or three developed points and no more.

Key terms and comparisons

Term	What it means	Use it for
Topic inventory	Roles and routines; arguments; things you have explained	Topics nobody else has
Clustering / laddering	Branch from a center word / ask "so what?"	Finding a speech-sized idea with an audience
Supportability	Credible evidence is findable in the time you have	Filtering out wishes
Specific purpose	To + verb + my audience + outcome; for the speaker	Gatekeeping every fact and slide
Outcome verb	Observable: describe, compare, register	Replacing understand and appreciate
Scope ladder	Subject, area, topic, angle, speech-sized claim	Narrowing one rung at a time
Thesis (central idea)	One declarative sentence the audience hears	The promise of the speech
Preview statement	Forecasts main points in order	Proving the thesis is one idea
Denial test	The sentence an opponent would say back	Checking a persuasive thesis is a position
Residual message	What a listener still has a week later	The target a thesis aims to become

Worked cases

WORKED CASE 1 · DO THE TIME MATH

A student plans "the causes, effects, treatment and prevention of seasonal flu" for a five-minute informative speech. Check the plan at 130 words per minute with 25 percent for the introduction and conclusion.

STEP 1 · TOTAL WORDS

$5 \times 130 =$ **650 words**.

STEP 2 · BODY TIME

25 percent of 300 seconds is 75 seconds, leaving 300 − 75 = **225 seconds** of body.

STEP 3 · PER POINT

Four points: 225 ÷ 4 = about 56 seconds each, not enough to develop anything. Three points: 75 seconds each.

STEP 4 · NARROW INSTEAD

Climb down the ladder: "three habits that cut your chance of catching flu in a dorm," with 75 seconds of claim, evidence, meaning and transition per habit.

TRAPS PEOPLE FALL INTO

- **Scrolling topic lists.** They return topics that belong to nobody; use your inventory.
- **Letting the total decide.** A single 1 or 2 in investment, need or supportability disqualifies.
- **Writing "to inform and persuade."** One infinitive per speech.
- **Using understand, know or appreciate.** Nobody can observe them.
- **Stopping at rung three.** "How resistant organisms spread" is still a chapter.
- **Cutting evidence to save time.** Cut a whole main point instead.

Chapter 6 self-test · six items

1. What does laddering ask, again and again?

A. "When was it?"

B. "Who said it?"

C. "So what?" each time

D. "How long is it?"

C. "So what?" each time Asking "so what?" pushes a candidate topic until it touches the actual audience.

2. Which general purpose has the success test "they can state your position and one reason"?

A. To entertain
B. To inform
C. To commemorate
D. To persuade

D. To persuade Informing is tested by explaining the main idea to someone else.

3. Which is the rung-five, speech-sized claim on a scope ladder?

A. Loan repayment options for students after graduation
B. Three numbers to check before choosing a repayment plan
C. Paying for a nursing program, start to finish
D. Financial aid and how students pay for school

B. Three numbers to check before choosing a repayment plan Subject, area, topic, angle, then a speech-sized claim you can develop in five minutes.

4. "Why is nurse burnout rising?" fails as a thesis because it is:

A. Longer than twenty-five words
B. A claim of value, not fact
C. A question, not a statement
D. Too specific for a speech

C. A question, not a statement A thesis is a declarative sentence. A question can be a title.

5. "Twelve-hour shifts increase medication errors in the final two hours" is a claim of:

A. Fact
B. Policy
C. Value
D. Definition

A. Fact It asserts something is true; its burden is evidence.

6. You cannot state your thesis without the word "also." This symptom signals:

A. A buried thesis
B. Purpose match
C. Thesis drift
D. Topic creep

D. Topic creep Related extra material has crept in. Decide: inside the thesis or out of the speech.

CHAPTER 7

Research and Supporting Material

Read it in full: **Chapter 7 in the textbook**. Practice it in the lab: **The Ninety-Second Source Check** and **Make the Number Land**.

What to know

Plan before searching: list what you know, assume and must prove; rank claims into an evidence budget; and write research questions with a population, comparison, outcome and period. Build a keyword ladder, then search library databases with AND, OR, quotation marks, truncation, field limits and subject headings, reading the result count like a gauge and chaining citations backward and forward.

Match source to claim (primary, secondary, tertiary). Judge sources laterally with SIFT: Stop, Investigate, Find better coverage, Trace. Peer review is a floor. Check that the design and sample support your exact sentence, say "associated with" for observational data, and give absolute numbers behind any relative risk reduction.

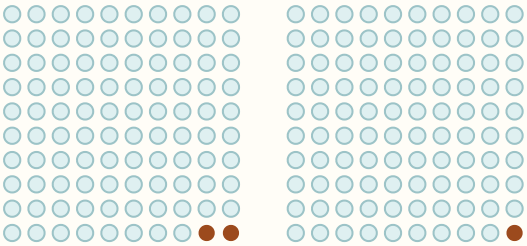
Choose support by its job: statistics prove, examples clarify, stories make people care; label hypotheticals and remember figurative analogies prove nothing. Make numbers land (round, one per sentence, denominator, human scale, source first). Frame every piece with the support sandwich, give oral citations with source, authority and date before the claim, tag notes Q, P and M, and avoid patchwriting.

LOCK THESE IN

- Inventory: know, assume, must prove. Rank claims free, cheap or expensive: the evidence budget.
- A research question names a population, a comparison, an outcome and a period.
- Primary is the original; secondary analyzes it; tertiary summarizes (orient, do not cite).
- AND narrows, OR widens, quotes lock phrases, asterisk truncates, subject headings catch synonyms.
- SIFT: Stop, Investigate, Find better coverage, Trace to the original. Read laterally.
- Peer review is a floor. Say "associated with" for observational data. Give absolute and relative risk.
- Support sandwich: claim, citation, evidence, translation, link.
- Oral citation: source, authority, date, before the claim. Tag notes Q, P, M; patchwriting is plagiarism.

"Cuts risk in half" can mean two very different things

Low baseline

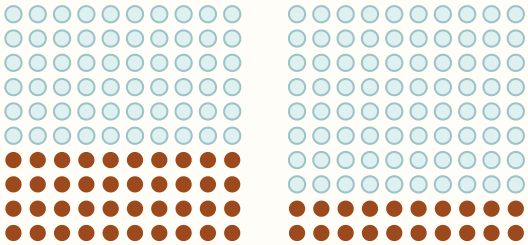


Before: 2 in 100 **After: 1 in 100**

Relative: 50% lower

Absolute: 1 fewer per 100

High baseline



Before: 40 in 100 **After: 20 in 100**

Relative: 50% lower

Absolute: 20 fewer per 100

Say both: "about half, from roughly two people in a hundred to one."

Find the counts behind the percent. Each grid is 100 people drawn to scale. Both changes are a 50 percent relative reduction, but one spares 1 person per 100 and the other spares 20.

Key terms and comparisons

Term	What it means	Use it for
Evidence budget	Claims ranked by how much proof the room will demand	Spending research hours wisely
Keyword ladder	Synonyms, narrower, broader and outcome terms	Finding work filed under other words
Controlled vocabulary	Indexer-assigned subject terms (MeSH)	Catching articles that never use your word
Citation chaining	References backward; "cited by" forward	Doubling the yield of one good article
Lateral reading	Leaving the page to learn about the source	Judging unfamiliar sites fast
Peer review	Expert review before publication	A floor, not a guarantee
Preprint	Posted before peer review	Cite, and say so aloud
Absolute / relative risk	Rate with denominator / ratio or proportion of change	Saying percentages honestly
Oral citation	Spoken source, authority, date before the claim	Credibility the room actually hears
Patchwriting	Source structure kept, synonyms swapped	Recognizing accidental plagiarism

Worked cases

WORKED CASE 1 · SAY A PERCENTAGE HONESTLY

A news story says a new reminder app "cut missed appointments by 50 percent." Tracing to the study, you find missed visits fell from 8 in 100 to 4 in 100 at one clinic, in a before-and-after design.

STEP 1 · COMPUTE THE RELATIVE CHANGE

$(8 - 4) \div 8 = 0.5$, a **50 percent** relative reduction. The headline is accurate as far as it goes.

STEP 2 · COMPUTE THE ABSOLUTE CHANGE

8 − 4 = **4 fewer missed visits per 100** appointments.

STEP 3 · CHECK THE DESIGN

Before-and-after at one clinic shows association, not proof of cause.

STEP 4 · WRITE THE SPOKEN SENTENCE

"At one clinic studied, missed appointments fell by half after the app arrived: from about 8 in 100 to 4."

TRAPS PEOPLE FALL INTO

- **Collecting more sources than you can cite aloud.** Depth is what the audience hears.
- **Asking "does it work?" with no comparison.** Better than what?
- **Searching only your own words.** The field may use different vocabulary; build the ladder.
- **Citing Wikipedia as authority.** Use it to orient and to reach the references at the bottom.
- **Reading a site more closely to judge it.** Leave it; surface features are easy to fake.
- **Treating peer review as proof.** It is a floor; papers are retracted every year.

Chapter 7 self-test · six items

1. A claim your audience will grant without proof belongs in which evidence-budget category?

A. Tertiary

B. Cheap

C. Expensive

D. Free

D. Free Spending a source on an undisputed claim wastes airtime.

2. A systematic review is often the strongest single citation for:

A. A general claim about what the evidence shows
B. Last week's local news event in your own town
C. A quotation you want to read aloud
D. A vivid human detail about one patient

A. A general claim about what the evidence shows It synthesizes many studies; just check its date.

3. Which SIFT move means searching the claim itself to see if established outlets agree?

A. Trace to the original
B. Find better coverage
C. Stop
D. Investigate the source

B. Find better coverage Investigate looks at the publisher; Trace follows the chain back to the study.

4. A before-and-after study found infections fell after a protocol began. The accurate phrasing is:

A. "The protocol proved infections can be stopped"
B. "The protocol eliminates infection risk"
C. "Infections fell after the protocol was introduced"
D. "The protocol caused infections to fall"

C. "Infections fell after the protocol was introduced" Observational and before-and-after designs show association, not proof of cause.

5. Which form of support is described as clarifying fast but proving nothing?

A. Definition
B. Expert testimony
C. Statistic
D. Figurative analogy

D. Figurative analogy A figurative analogy illustrates a mechanism; it does not support the claim by itself.

6. In the Q, P, M note system, what does P mean?

A. A paraphrase written after closing the source
B. A personal opinion about the topic
C. A page number from the original source
D. A primary source, such as the original study itself

A. A paraphrase written after closing the source Q is quotation, P paraphrase, M my own idea; tags prevent accidental plagiarism.

CHAPTER 8

Organizing and Outlining

Read it in full: **Chapter 8 in the textbook**. Practice it in the lab: **The Main-Point Audit Bench** and **The Outline Doctor**.

What to know

Listeners get one pass, so organize into two to four main points (Miller's seven and Cowan's four both favor fewer, bigger chunks). A specific thesis hands you its points; audit them for weight, overlap, sufficiency and count, demoting extras to support.

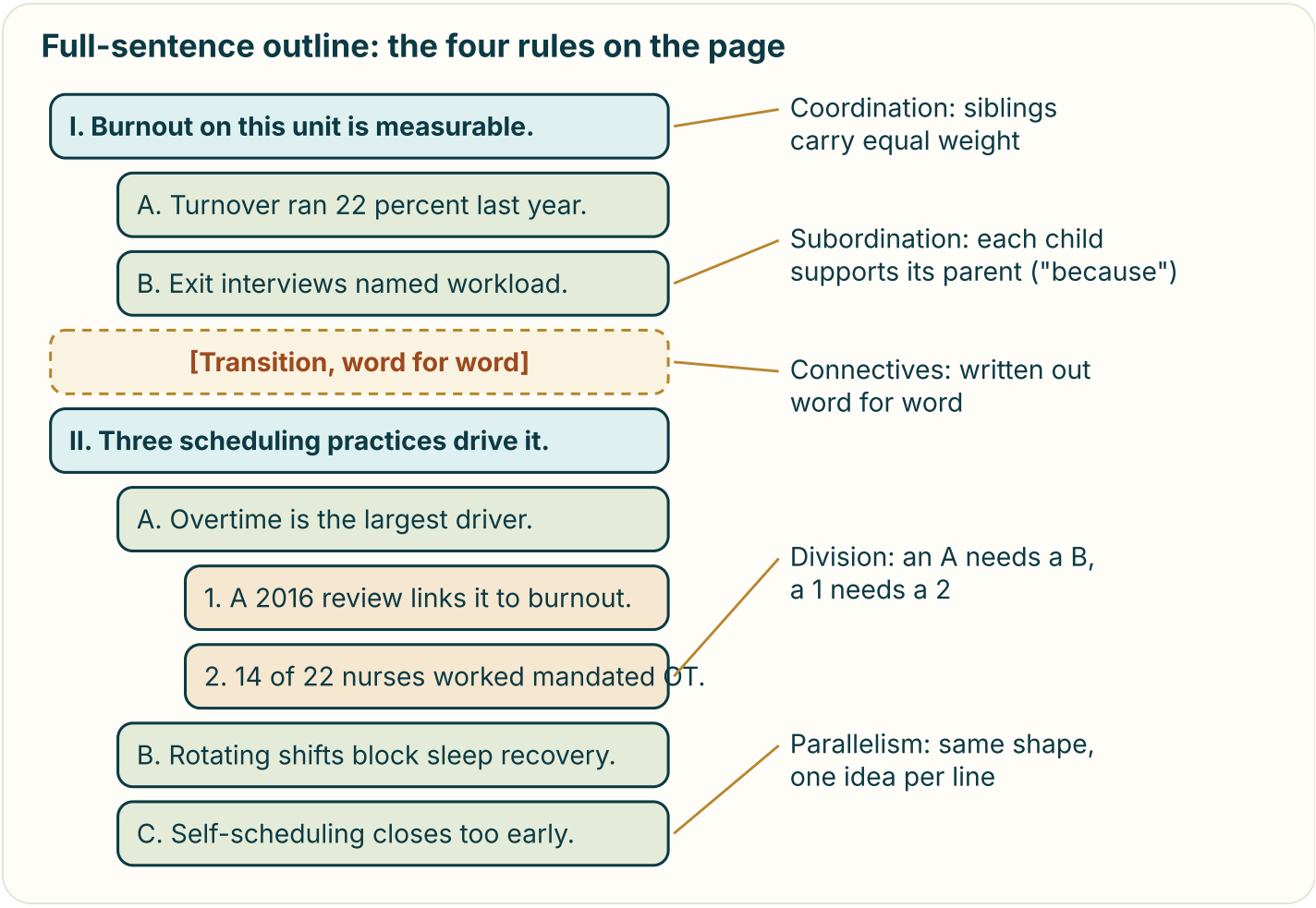
Choose a pattern for the audience, not the topic: chronological, spatial, topical, causal, comparison-contrast or problem-solution, expanding the problem step when a room doubts it.

Monroe's motivated sequence (attention, need, satisfaction, visualization, action) moves people to act; speakers skip visualization and botch action.

Make structure audible with transitions at every seam (written word for word), signposts, internal previews and internal summaries. The full-sentence outline tests the logic with coordination, subordination, division and parallelism; the speaking outline is keywords plus verbatim quotations and first and last sentences. When long, cut leaves, not branches.

LOCK THESE IN

- Two to four main points; fewer, bigger, labeled chunks.
- Four tests: weight, overlap, sufficiency, count.
- Six patterns: chronological, spatial, topical, causal, comparison-contrast, problem-solution. Choose for the audience.
- Monroe: attention, need, satisfaction, visualization, action. Visualization is skipped; action is botched.
- Transitions at every seam, written word for word; previews and summaries for dense points.
- Outline rules: coordination, subordination, division, parallelism. No lone A, no lone 1.
- Speaking outline: keywords, except quotations and the first and last sentences.
- Running long: cut support, not structure.



An outline you can audit at a glance. Symbols and indentation show rank. Scan for any lone A or lone 1: each one marks a place where the thinking stopped early.

Key terms and comparisons

Term	What it means	Use it for
Main point	One of two to four top-level claims	Delivering the thesis
Chunking	Grouping items into a few labeled units	Fitting limited working memory
Transition	Bridge sentence naming both points	Every seam
Signpost	Short positional or emphasis marker	Keeping count inside a point
Internal preview	Forecasts the parts of a section	Points with three or more subpoints
Internal summary	Restates what a section established	Points with numbers or mechanisms
Coordination	Same-level items carry equal weight	Spotting a child posing as a sibling
Subordination	Each indented item supports its parent	The "because" test
Rule of division	An A needs a B; a 1 needs a 2	Finding stopped thinking
Parallelism	Same shape, one idea per line	Points easy to hear and remember

Worked cases

WORKED CASE 1 · AUDIT SEVEN POINTS DOWN TO THREE

A student, Omar, brings seven main points to a six-minute speech on dorm noise: (1) residents report noise most nights, (2) most complaints are after midnight, (3) sleep suffers, (4) grades drop, (5) students skip class, (6) quiet hours exist but are not enforced, (7) peer mediators could help.

STEP 1 · RUN THE WEIGHT TEST

Items 3, 4 and 5 are consequences of the noise, not siblings of it. Items 6 and 7 are both about remedies.

STEP 2 · GROUP

I. The noise is frequent and late (support: 1 and 2). II. It costs sleep and grades (support: 3, 4, 5). III. Two fixes already exist (support: enforce quiet hours; peer mediators).

STEP 3 · CHECK SUFFICIENCY AND OVERLAP

If listeners believed I, II and III, the thesis is delivered; each point can be said without needing the next.

STEP 4 · CHECK THE COUNT AND TIME

Three points in about 285 seconds of body is about 95 seconds each: room for a claim, evidence, a source and an example.

TRAPS PEOPLE FALL INTO

- **Thinking more points means more content.** It means less time per point; demote extras to support.
- **Picking a pattern from the topic.** Pick it from the audience's beliefs and the action you need.
- **Running problem-solution on a doubting room.** Expand the problem and add a cause step first.
- **Skipping visualization.** Explaining is not picturing; people act on pictures.
- **Writing "think about it" as the action step.** Name a behavior, a time and a place.
- **Improvising transitions.** Write them word for word; they are where fillers live.

Chapter 8 self-test · six items

1. Two candidate points keep forcing you to explain each other. Which test fails?

A. Overlap
B. Weight
C. Count
D. Sufficiency

A. Overlap If each point cannot be said without wandering into the next, they are one point wearing two hats.

2. Which pattern fits a talk on staging pressure injuries from intact skin down to bone?

A. Chronological
B. Causal
C. Comparison-contrast
D. Spatial

D. Spatial Spatial covers location, direction or depth.

3. Which Monroe step presents the solution concretely enough to picture?

A. Visualization
B. Need
C. Satisfaction
D. Attention

C. Satisfaction Visualization then shows the future with or without it.

4. "Second, and this is the one that surprised me..." is a:

A. Signpost
B. Internal preview
C. Internal summary
D. Transition

A. Signpost A short marker of position or emphasis inside a point.

5. An outline line reads "A. Overtime is bad and causes errors and people quit." Which rule does it break?

A. Subordination (supports the parent)
B. Singularity (one idea per line)
C. Coordination (equal weight)
D. Division (an A needs a B)

B. Singularity (one idea per line) Three claims in one line means none can be supported properly.

6. Which items stay in full on a speaking outline?

A. The thesis and the reference list
B. Direct quotations and the first and last sentences
C. Every main point and every subpoint, written out in full
D. All transitions and all statistics

B. Direct quotations and the first and last sentences Statistics keep enough of the source to say them accurately; everything else compresses.

CHAPTER 9

Introductions and Conclusions

Read it in full: **Chapter 9 in the textbook**. Practice it in the lab: **The Opener Bench** and **Build the Landing**.

What to know

First impressions form fast and are revisable at a cost. An introduction does five jobs (attention-getter, relevance link, credibility statement, thesis, preview) and then hands off into point one; each skipped job becomes a tax later. Budget 10 to 15 percent for the introduction and 5 to 10 for the conclusion.

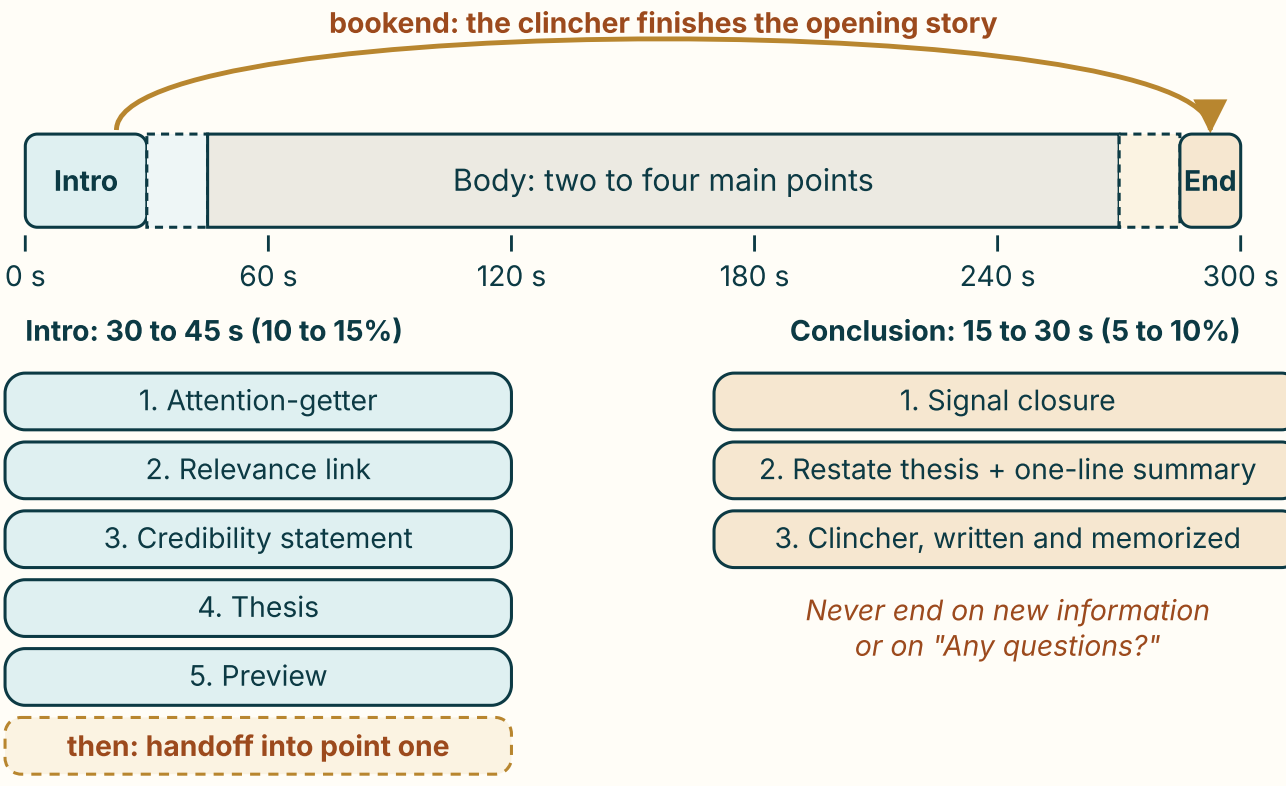
Pick an opener from the menu (story, statistic, question, quotation, object, occasion, contrast, humor) and test it: the next sentence must follow without "anyway." Cut the apology, the name-and-topic label, the dictionary, the empty question and pre-emptive deference. A relevance link names this audience and a concrete stake; credibility draws on Aristotle's good sense, character and goodwill.

A conclusion signals closure, restates the thesis in fresh words with a one-sentence summary, and ends on a written, memorized clincher (bookend, call to action, image, quotation, challenge). Avoid new information, the trail-off, the false ending, the over-thank and "Any questions?" as the last line. Write the frame last, memorize the first and last sentences, and score it on the rubric.

LOCK THESE IN

- Five jobs: attention, relevance, credibility, thesis, preview. Then a handoff into point one.
- Budget: intro 10 to 15 percent, conclusion 5 to 10 percent. Five minutes: 30 to 45 s in, 15 to 30 s out.
- Test an opener: does the next sentence follow without "anyway"?
- Cut the apology, the name-and-topic label, the dictionary, the empty question and pre-emptive deference.
- Relevance link: this audience plus a concrete stake. Ethos: good sense, character, goodwill.
- Preview in the same key words the body will use.
- Conclusion: signal closure, restate and summarize in one sentence, clincher. Then stop.
- Memorize the first and last sentences; bookend when you can.

The frame of a five-minute speech (drawn to scale)



Two short ends carry the speech. Drawn to scale at 2 pixels per second. The introduction finishes five jobs and hands off; the conclusion signals, restates and lands. A bookend lets the last line finish the first story.

The five jobs and the cost of skipping

Job	What it does	Cost of skipping it
1. Attention-getter	Buys the first ten seconds of real listening	Your first point competes with phones
2. Relevance link	Answers "why am I hearing this?"	Topic filed as "for someone else"
3. Credibility statement	Why believe you specifically	Every claim must carry its own proof
4. Thesis	The one sentence the speech exists to deliver	Listeners invent their own thesis
5. Preview	The map of the body	Transitions sound like digressions

Worked cases

WORKED CASE 1 · BUILD ALL FIVE JOBS INSIDE THE BUDGET

Five-minute informative speech to classmates on campus mental health counseling. Budget the introduction and draft each job.

STEP 1 · SET THE BUDGET

10 to 15 percent of 300 s is **30 to 45 seconds**, about 65 to 100 words at 130 words per minute.

STEP 2 · ATTENTION AND RELEVANCE

Story: "Week nine, 2 a.m., a sophomore named Leo stares at a half-written lab report and cannot remember why any of it matters." Relevance: "Week nine is in eleven days for every one of us."

STEP 3 · CREDIBILITY AND THESIS

"I sat in on the counseling center's open session last Thursday and read its last two annual reports." Thesis: "Free counseling here is faster to reach than most of us think, and three steps get you in this week."

STEP 4 · PREVIEW AND HANDOFF

"We'll cover where it is, what the first visit is like, and how to book." Handoff: "Start with where, because it is closer than you think." Time it aloud; trim the story if it runs over.

TRAPS PEOPLE FALL INTO

- **Believing the room judges you in seven seconds forever.** Impressions are fast and sticky, but revisable.
- **Crediting Aristotle with "tell them what you'll tell them."** It is folklore.
- **Letting the introduction outgrow its budget.** Seventy seconds in a five-minute speech is nearly a quarter of it.
- **Choosing an opener that needs "anyway."** It belongs to a different speech.
- **Writing a relevance link for humanity.** Name this audience and a concrete stake.
- **Dropping credibility because you have no degree.** Research and goodwill count.

Chapter 9 self-test · six items

1. For a two-minute speech, about how long should the introduction run?

A. 45 to 60 seconds
B. 12 to 18 seconds
C. Under 5 seconds
D. 30 to 45 seconds

B. 12 to 18 seconds 10 to 15 percent of 120 seconds is 12 to 18 seconds.

2. "There is a defibrillator forty feet from where you are sitting" is which opener?

A. Reference to the occasion
B. Startling statistic
C. A contrast between two facts
D. A short quotation

A. Reference to the occasion It requires noticing something real about this room; verify it before you say it.

3. Which opener reliably costs credibility?

A. A question answered by a show of hands
B. A surprising statistic with its source
C. "Webster's defines resuscitation as..."
D. A short story about one named person

C. "Webster's defines resuscitation as..." The dictionary opener signals you found nothing more interesting.

4. Which ethos source is "I spent last week with the guidelines and two EMS interviews"?

A. Goodwill
B. Experience
C. Borrowed
D. Research

D. Research Research effort is an honest credibility source when you have no formal credentials.

5. A speaker says "in conclusion" and then talks for two more minutes. This is a:

A. Trail-off
B. Bookend callback
C. False ending
D. Clincher

C. False ending It trains the audience to stop listening at the phrase.

6. Why does a bookend make a strong ending?

A. It lets the speaker skip the summary sentence
B. The clincher resolves the story the opener left open
C. It repeats the thesis word for word at the end
D. It adds new evidence the audience has not heard

B. The clincher resolves the story the opener left open Opening a story and finishing it at the close gives a built-in sense of arrival.

CHAPTER 10

Language and Style for the Ear

Read it in full: **Chapter 10 in the textbook**. Practice it in the lab: **Paper to Podium** and **The Analogy Forge**.

What to know

A speech is heard once, so oral style uses short, front-loaded sentences, familiar words, verbatim repetition of key terms (planned redundancy), spoken structure cues and rounded, anchored numbers. Simplifying syntax never licenses strengthening a claim.

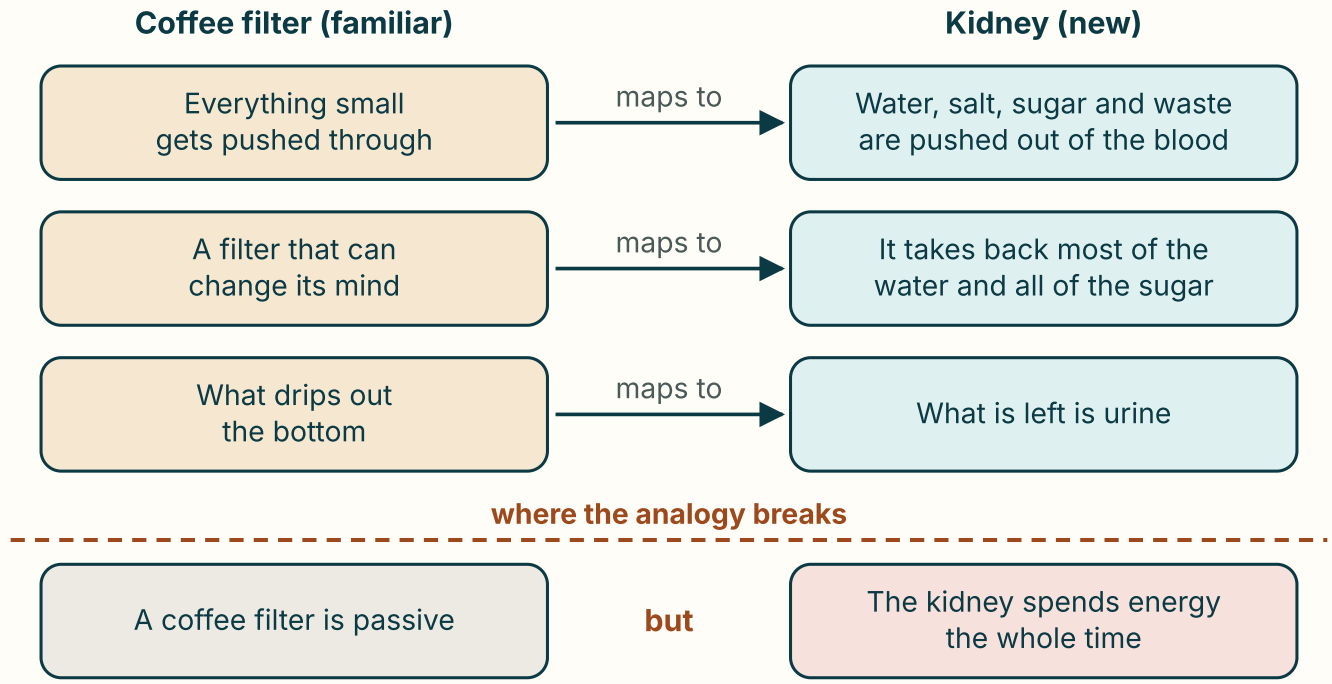
Clarity is word choice: climb down Hayakawa's ladder, run the picture test, keep jargon with a term-gloss-instance, and replace intensifiers with numbers. Fix nominalizations and agentless passives, vary sentence length, and use parallelism, the rule of three, anaphora and antithesis on the lines you want remembered. Read aloud in three passes: breath, picture, stranger.

Imagery borrows a structure the audience owns: map the analogy and name where it breaks; avoid mixed and dead metaphors and label hypotheticals. Appropriate language mentions attributes only when relevant, follows self-description (person-first or identity-first), fits the register, glosses idioms, refuses doublespeak and keeps honest qualifiers while cutting reflexive apologies.

LOCK THESE IN

- One pass, at your pace: short, front-loaded, concrete sentences.
- Repeat key terms verbatim; planned redundancy is the spoken heading.
- Picture test: pair every unphotographable noun with something concrete.
- Jargon: term, gloss, instance. Round numbers and anchor them.
- Fix nominalizations and agentless passives; vary sentence length.
- Parallelism, rule of three, anaphora and antithesis for the lines you want remembered.
- Map the analogy and name where it breaks; avoid mixed and dead metaphors.
- Follow people's own terms; fit the register; no doublespeak, no self-erasing apology.

Analogy: borrow a structure the audience already owns



Say the limit: that is why kidneys are vulnerable when blood pressure drops.

Map the parts, then name the break. An analogy lends a familiar structure to a new one. Saying where it stops being true keeps the audience from remembering the wrong mapping.

Built for the eye versus built for the ear

Feature	Paper	Speech
Sentence length	25 to 40 words, many clauses	Mostly 8 to 20 words, some short for emphasis
Subject placement	Delayed behind qualifiers	Subject and verb in the first six words
Repetition	Avoided; synonyms	Welcomed; key term verbatim
Citations	Parenthetical, silent	Spoken frame: who, where, when, why
Numbers	Exact to the decimal	Rounded, then anchored
Structure cues	Headings, bullets, white space	Signposts, transitions, summaries, pauses
Person	Third person	You and I, we, direct questions

Worked cases

WORKED CASE 1 · CONVERT A WRITTEN SENTENCE FOR THE EAR

Written: "Subsequent to the introduction of the revised tutoring schedule, a substantial increase in student utilization of evening sessions was observed by center staff." Convert it without strengthening the claim.

STEP 1 · FIND THE PROBLEMS

26 words, subject buried, nominalizations (introduction, utilization), agentless observation, and "substantial" with no number.

STEP 2 · FRONT-LOAD AN ACTOR AND VERB

"We moved tutoring to the evening."

STEP 3 · ADD THE NUMBER AND ANCHOR IT

If the center's log shows visits rose from 40 to 90 a week: "Evening visits more than doubled, from about 40 a week to about 90."

STEP 4 · KEEP THE CLAIM HONEST

The staff observed a rise after the change; they did not prove the change caused it. Say "after we moved it," not "because we moved it."

TRAPS PEOPLE FALL INTO

- **Reading a paper aloud.** Built for the eye, it fails the ear.
- **Thinking oral style means dumbing down.** Plain containers carry demanding ideas.
- **Upgrading a claim while simplifying.** "A contributing factor" is not "the cause."
- **Swapping in elegant synonyms.** Listeners think a new word is a new thing.
- **Deleting all jargon.** Keep it and gloss it.
- **Calling "significant" big.** Statistically significant is not the same as important.

Chapter 10 self-test · six items

1. Where should the subject and verb of a spoken sentence usually appear?

A. At the very end of the sentence
B. In the first six words
C. Only in the second sentence
D. After all of the qualifiers

B. In the first six words Front-loading lets the ear find who is doing what before the qualifications arrive.

2. Which is the term-gloss-instance pattern?

A. "Hypoglycemia is a very serious condition that we see every day."
B. "Hypoglycemia (see the handout) matters."
C. "Hypoglycemia, which I'll skip, is complex."
D. "Hypoglycemia, blood sugar that has dropped too low, is why..."

D. "Hypoglycemia, blood sugar that has dropped too low, is why..." The technical word, a plain gloss, then a concrete instance.

3. "Mistakes were made" is an example of:

A. A nominalization
B. Anaphora for emphasis
C. The agentless passive
D. A dead metaphor

C. The agentless passive The actor is hidden. Name them unless unknown, irrelevant or deliberately protected.

4. "We are not short on data. We are short on time." uses:

A. Personification
B. Anaphora
C. Alliteration
D. Antithesis

D. Antithesis Balanced opposites make the contrast audible.

5. "At the end of the day, this is low-hanging fruit" mainly suffers from:

A. Dead metaphors
B. A gloss
C. Planned redundancy
D. Antithesis

A. Dead metaphors Worn images produce no picture; replace them with something specific.

6. Which replacement follows current inclusive guidance?

A. "The diabetic" instead of "the patient"
B. "Normal people" instead of "people without it"
C. "Uses a wheelchair" instead of "wheelchair-bound"
D. "Manpower" instead of "staffing"

C. "Uses a wheelchair" instead of "wheelchair-bound" A wheelchair enables movement; it does not restrain.

CHAPTER 11

Delivery and Managing Speech Anxiety

Read it in full: **Chapter 11 in the textbook**. Practice it in the lab: **The Pace & Pause Studio** and **The Anxiety Stack**.

What to know

Choose a delivery mode on purpose: extemporaneous (the default), manuscript (exact wording matters), memorized (short ceremonial pieces) or impromptu (Point, Reason, Example, Point). Build key-word cards with bracketed cues and write in full only the first line, last line and exact figures; memorize the first two and last two sentences.

Work the voice through contrast: rate (about 120 to 160 wpm cited, but variation matters more), rhetorical pauses, supported projection, falling pitch on claims, crisp articulation and correct pronunciation; start sentences a beat later to thin fillers. Work the body: one thought per person, home position, illustrators instead of adaptors, movement on transitions, and deliberate adjustments for microphones and cameras.

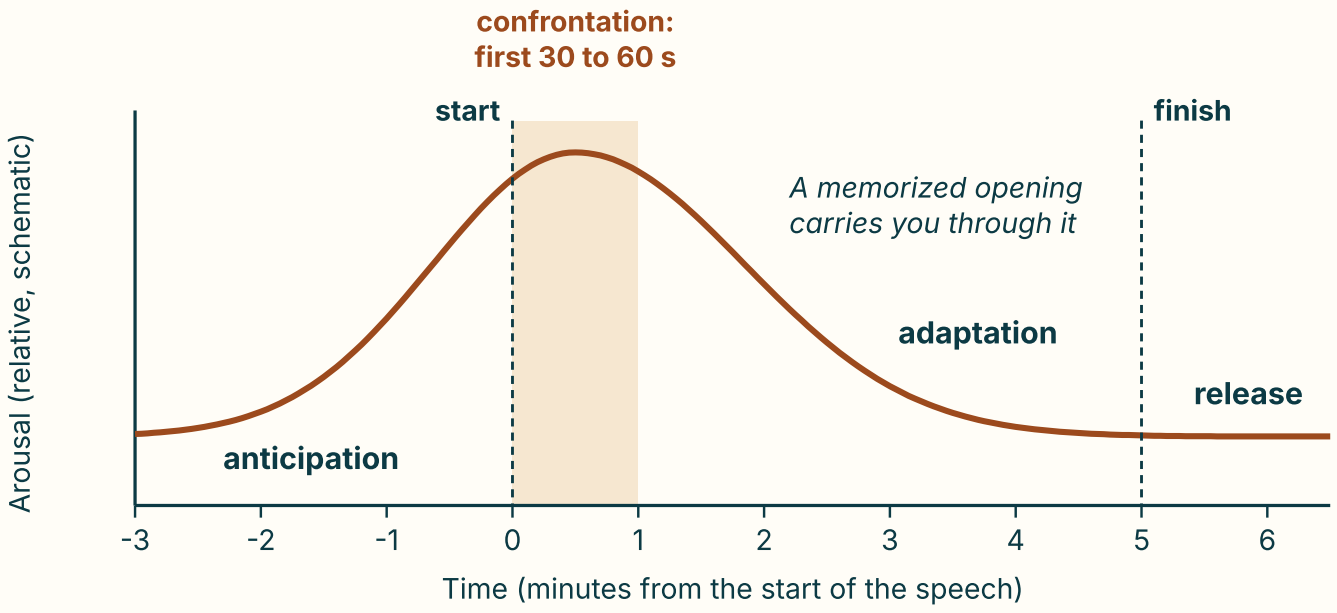
Anxiety is ordinary arousal that climbs (anticipation), peaks in the first 30 to 60 seconds (confrontation), then falls (adaptation). You look calmer than you feel (illusion of transparency). Desensitization, restructuring, skills training and exposure all help; reappraisal and long exhales

are low-cost tools. Rehearse in six spaced, standing passes, script the first thirty seconds and practice a recovery.

LOCK THESE IN

- Extemporaneous is the default; manuscript when exact wording matters; impromptu uses Point, Reason, Example, Point.
- Key-word cards with bracketed cues; full text only for the first line, last line and exact figures.
- Contrast in rate, pitch and volume beats any target number; pause on purpose.
- Articulation is crispness; pronunciation is the accepted sound and stress.
- One thought, one person. Illustrators yes, adaptors no; give the hands a home.
- Anticipation, confrontation (first 30 to 60 s), adaptation, release. You look calmer than you feel.
- Desensitization, restructuring, skills and exposure all help; combine them. Reappraise, breathe out long.
- Six spaced passes; script the first thirty seconds; rehearse a recovery.

The anxiety curve: worst at the front, and brief



You only have to outlast about a minute. Schematic shape described in the chapter: anticipation, confrontation in the first 30 to 60 seconds, adaptation, then release. The worst moment is at the front, which is why the opening is worth memorizing.

Four delivery modes

Mode	Choose it when	What it costs
Impromptu	You must respond now; moderate stakes	Structure; use Point, Reason, Example, Point
Manuscript	Exact wording matters legally, clinically, diplomatically	Eye contact and vocal variety unless formatted and rehearsed
Memorized	Short ceremonial pieces	Resilience: one dropped phrase strands you
Extemporaneous	Nearly always	Rehearsal time spread across days

Worked cases

WORKED CASE 1 · RESTRUCTURE A HOT THOUGHT

A student, Ines, thinks: "Everyone will see my hands shaking and know I'm a mess."

STEP 1 · NAME THE ERROR

Mind reading, powered by the illusion of transparency.

STEP 2 · CHECK THE EVIDENCE

She watches last week's recording with the sound off and asks one classmate what was visible. The classmate noticed nothing about her hands.

STEP 3 · WRITE THE REPLACEMENT

"This is loud inside me and quiet outside me. They see a person holding notes."

STEP 4 · ADD A BEHAVIOR AND REHEARSE IT

Hold the cards at waist level, not shoulder height, so tremor is not amplified, and say the replacement line aloud in rehearsal so it is there at 110 beats per minute.

TRAPS PEOPLE FALL INTO

- **Bringing the full-sentence outline to the lectern.** You will read it.
- **Memorizing the whole speech.** One dropped phrase strands you; memorize only the ends.
- **Chasing a target rate.** Contrast and pauses matter more than the number.
- **Trying to say zero "ums."** Start each sentence a beat later instead.

- **Telling a nervous speaker to keep their hands still.** Frozen hands make more adaptors.
- **Scanning like a windshield wiper.** One complete thought to one person.

Chapter 11 self-test · six items

1. Which delivery mode is the default for nearly all class and work presentations?

A. Impromptu speaking
B. Memorized
C. Manuscript
D. Extemporaneous

D. Extemporaneous Fully prepared but built live from brief notes, so eyes stay up and language stays responsive.

2. A single slash in a marked script means:

A. Speed up here
B. Look at the slide
C. A full stop-and-hold
D. A short breath

D. A short breath A double slash marks a full hold.

3. Projection should come from:

A. Supported breath aimed at the back wall
B. Shouting from the throat as hard as you can
C. Raising pitch on every word
D. Leaning toward the front row

A. Supported breath aimed at the back wall Throat shouting makes you hoarse and strident.

4. Why is "just keep your hands still" bad advice?

A. Frozen hands generate more adaptors
B. Gestures are required by every rubric
C. Audiences cannot see still hands
D. Still hands make the voice too quiet

A. Frozen hands generate more adaptors Give the hands a job: a home position and gestures that match the words.

5. Which is an evidence-supported family of anxiety treatment?

A. Avoiding eye contact
B. Systematic desensitization
C. Picturing the audience in underwear
D. Memorizing the whole speech

B. Systematic desensitization Desensitization, restructuring, skills training and exposure all help; the others deserve retirement.

6. Which rehearsal pass tests the clicker, cable and microphone?

A. The timed pass
B. The no-stop recovery pass
C. The hostile-room pass
D. The sense pass

C. The hostile-room pass Rehearse where you will present and test the equipment there.

CHAPTER 12

Presentation Aids

Read it in full: **Chapter 12 in the textbook**. Practice it in the lab: **The Earn-Its-Place Test** and **The Slide Rebuilder**.

What to know

An aid must do one of four jobs (clarify, evidence, retain, persuade) and pass the earn-its-place test: what claim, could a sentence do it faster, can they look and listen at once? Identical text on screen and aloud triggers Mayer's redundancy principle. Choose from the claim: objects for physical reality, models for hidden structure, diagrams for relationships, photographs for evidence and weight.

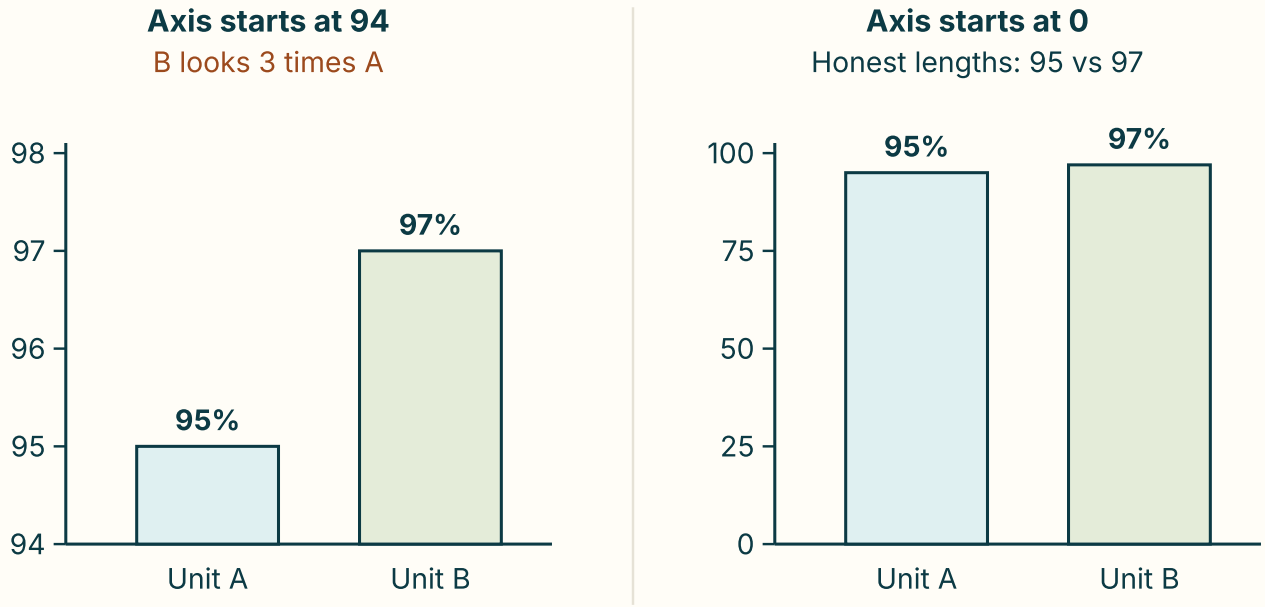
Match graph to claim: bar to compare, line for trend, pie only for 2 to 5 parts of a whole, histogram for spread, flowchart for branches. Bars start at zero. Design for a three-second glance with an assertion title and one piece of evidence (Alley), high signal-to-noise, type of 28 to 30 points for body text, high contrast and one accent color, never color alone.

Handle aids with reveal and conceal (B for a black screen), touch, turn, talk, and a sentence in and out. Build accessibility in (spoken description, alt text, captions, WCAG 4.5 to 1), separate attribution from copyright (fair use, Creative Commons, TASL credits), and carry a contingency plan that works with a dark screen.

LOCK THESE IN

- Four jobs: clarify, evidence, retain, persuade. Name the job or cut the aid.
- Earn-its-place: what claim, could a sentence do it faster, can they look and listen at once?
- Redundancy: identical text and speech overload one channel.
- Bar for comparison, line for trend, pie for 2 to 5 parts of a whole, histogram for spread, flowchart for branching.
- Assertion title plus one piece of evidence; bars start at zero.
- Three-second glance: 28 to 30 point body, high contrast, one accent color, never color alone.
- Reveal and conceal; touch, turn, talk; a sentence in and a sentence out.
- WCAG 4.5 to 1; alt text and captions; TASL credits; a plan for a dark screen.

Bars must start at zero (compliance, percent; drawn to scale)



A bar encodes quantity as length. Truncate a line axis only if you say the range aloud.

Same data, two stories. Drawn to scale. Starting the axis at 94 turns a 2-point gap into a bar three times as tall; starting at zero shows the two units are nearly equal.

Match the aid to the claim

If the claim is about	Use	Not
Two quantities compared now	Bar chart	Pie chart
Change over time	Line graph	Bar chart
Parts of one whole, few categories	Pie or stacked bar	Line graph
A physical procedure	Demonstration or short video	Bulleted steps
Internal structure	Labeled diagram or cutaway model	Photograph
A decision pathway	Flowchart	Paragraph or list
Spread of many values	Histogram or dot plot	A single average
Exact values to copy	Handout afterward	Slide

Worked cases

WORKED CASE 1 · SPOT A TRUNCATED AXIS

A classmate's bar chart shows tutoring use: Center A 95 percent of students satisfied, Center B 97 percent. The y-axis runs from 94 to 98, so B's bar is three times as tall.

STEP 1 · COMPUTE THE DRAWN HEIGHTS

From a 94 baseline: A is 95 − 94 = 1 unit, B is 97 − 94 = 3 units. B looks 3 ÷ 1 = **3 times** A.

STEP 2 · COMPUTE THE REAL RATIO

97 ÷ 95 = about 1.02. The real difference is 2 percentage points.

STEP 3 · FIX IT

Start the bars at zero. If the small gap is the point, say it plainly: "Both centers are near 95 percent; B is two points higher."

STEP 4 · KNOW THE DEBATE

For a line graph of a trend, zooming in can be defensible if you say the range aloud. For bars, never.

TRAPS PEOPLE FALL INTO

- **Opening a deck before deciding what the speech is about.** Build the speech first.
- **Putting your script on screen.** The redundancy principle mutes you.
- **Using "one slide per minute."** Count visual moments, not minutes.
- **Using a pie to compare categories.** Eyes judge lengths better than angles.
- **Starting bars above zero.** Bar length is the encoding.
- **Treating six-by-six as a goal.** It is a ceiling.

Chapter 12 self-test · six items

1. A diagram of the heart's four chambers mainly does which job?

A. Clarifying
B. Persuading
C. Evidencing
D. Decorating

A. Clarifying It makes a structural relationship visible faster than words.

2. Which aid is best for showing internal structure?

A. A pie chart of the components
B. A labeled diagram or cutaway model
C. A photograph of the real thing
D. A bulleted list of the parts

B. A labeled diagram or cutaway model The diagram deletes the visual noise a photo cannot.

3. Mayer's contiguity principle says to:

A. Delete decorative images from each slide
B. Use one accent color for the single key element on a slide
C. Never read slide text aloud word for word
D. Label data directly instead of using a distant legend

D. Label data directly instead of using a distant legend Related words and images belong together in space and time.

4. Which is the best slide title?

A. "Triage Wait Times: Data and Overview"
B. "Our Triage Results"
C. "The new triage script cut wait times by nineteen minutes"
D. "Results From the New Triage Script Pilot, Spring and Fall"

C. "The new triage script cut wait times by nineteen minutes" An assertion title states the takeaway.

5. What is TASL?

A. Text, alt text, size, layout
B. Title, author, source, license
C. Type, axis, scale, label
D. Touch, aim, speak, listen

B. Title, author, source, license The standard order for crediting an openly licensed work.

6. Which is part of the four-layer contingency plan?

A. A printed page of the key numbers
B. A spare set of animations
C. A second, longer version of the deck
D. A backup speaker on standby

A. A printed page of the key numbers PDF export, multiple copies, embedded media and printed key numbers.

CHAPTER 13

Informative and Persuasive Speaking

Read it in full: **Chapter 13 in the textbook**. Practice it in the lab: **The Warrant X-Ray** and **Proposition & Latitude Lab**.

What to know

Informing changes what an audience knows; persuading changes what it does. Start informative speeches with a learning objective and an observable verb; teach concepts with a plain definition, a structural analogy with its limit named, one specific case and one boundary case; chunk, signpost and repeat key words; and hunt "should" sentences that signal persuasion drift.

A persuasive speech needs one arguable proposition: fact (evidence), value (a defended criterion) or policy (harm, cause, cure, cost). Sort the room into hostile, neutral and agreeable, and ask for the edge of their latitude of acceptance. Use problem-cause-solution, comparative advantage or Monroe's sequence, and prefer two-sided messages with refutation.

Toulmin's model (claim, grounds, warrant, backing, qualifier, rebuttal) exposes the unstated warrant. Test each reasoning type, avoid the named fallacies, and pick specific, recent, independent evidence cited aloud. Build ethos with detail and concession, write fear appeals as severity, susceptibility, response efficacy and self-efficacy, refute fairly, inoculate, and end with a concrete ask.

LOCK THESE IN

- Inform changes what they know; persuade changes what they do. Write an objective with an observable verb.
- Concepts: plain definition, analogy with its limit, one case, one boundary case.
- Hunt "should," "best" and "obviously" to catch persuasion drift.
- Fact needs evidence; value needs a criterion; policy needs harm, cause, cure, cost.
- Ask for the edge of the audience's latitude, not the center of yours.
- Toulmin: claim, grounds, warrant; plus backing, qualifier, rebuttal. Say the warrant aloud.
- Two-sided with refutation beats one-sided. Pair a statistic with a story; cite aloud.
- Fear appeal: severity, susceptibility, response efficacy, self-efficacy. End with a doable ask.

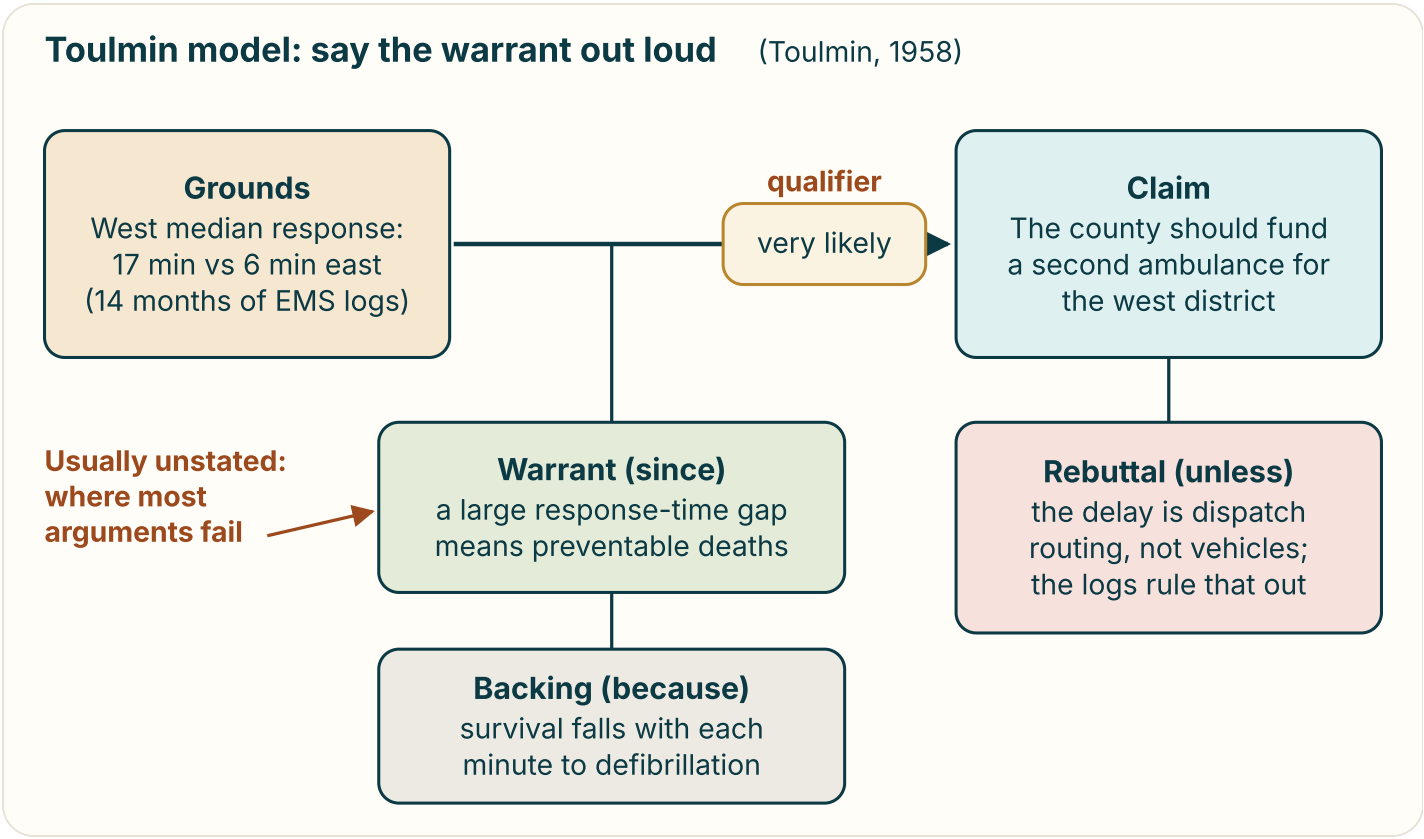


Diagram your own argument before a skeptic does. Claim, grounds and warrant are always present; backing, qualifier and rebuttal finish the model. The warrant is usually left unsaid, which is exactly where an opponent pushes.

Propositions and what you must prove

Type	Example	Burden
Fact	"Heavy social-media use is a contributing cause of rising teen anxiety."	Association, time order, mechanism; alternatives addressed
Value	"Unpaid internships in health administration are unfair because they ration access by family wealth."	A stated, defended criterion; evidence the case violates it
Policy	"This campus should make the north lot permit-free after 4 p.m."	Stock issues: harm, cause, cure, cost

Worked cases

WORKED CASE 1 · DIAGRAM AND REPAIR A WARRANT

Argument: "A peer campus cut freshman dropout with a mentoring program, so we should adopt it."

STEP 1 · LABEL THE PARTS

Claim: we should adopt mentoring. Grounds: the peer campus cut dropout. Warrant (unstated): our campus is similar enough for the result to transfer.

STEP 2 · FIND THE ATTACK

Said aloud, the warrant invites: "They are residential; we are mostly commuters."

STEP 3 · ADD BACKING AND A QUALIFIER

Backing: two commuter campuses ran the same program with similar results. Qualifier: "likely to reduce dropout among first-year students."

STEP 4 · STATE A REBUTTAL

"Unless mentors can't meet students on campus; the evening-hours design answers that." Naming it signals you have looked.

TRAPS PEOPLE FALL INTO

- **Writing "to inform about" a topic.** Write what listeners will be able to do.
- **Letting "should" into an informative close.** Attribute the recommendation instead.
- **Choosing an analogy for its mood.** It must share the mechanism, and you must name where it breaks.
- **Varying your key terms.** Listeners hear three lists instead of one.
- **Arguing "fair" without a criterion.** Value claims live or die at the standard.
- **Asking a hostile room for conversion.** A contrast effect pushes them away.

Chapter 13 self-test · six items

1. An informative speech about a process most often fails by:

A. Narrating the events without ever explaining why

B. Becoming a catalog of parts

C. Having more steps than an audience can hold

D. Having no natural order at all

C. Having more steps than an audience can hold Group eleven steps into three named phases.

2. "Sepsis is not an infection; it is the body's response to one" is an example of:

A. A case of persuasion drift
B. A proposition of value
C. Contrasting a concept with its neighbor
D. An inoculation message for the room

C. Contrasting a concept with its neighbor Two-column contrast is the most efficient explanatory move.

3. Which stock issue asks whether the present system causes the harm?

A. Cure: will the plan fix it?
B. Blame: does the system cause it?
C. Cost: does it avoid worse problems?
D. Ill: is there a real harm?

B. Blame: does the system cause it? Harm, cause, cure and cost are the four questions every policy claim must answer.

4. A neutral audience that is simply uninformed most needs:

A. Clear information plus relevance
B. Your strongest evidence and refutation
C. Inoculation against counterarguments
D. A request to act right away

A. Clear information plus relevance Undecided listeners need strong evidence; uninformed ones need explanation first.

5. "That study was industry funded, so it is worthless" is:

A. False dilemma
B. Ad hominem
C. Bandwagon
D. Post hoc

B. Ad hominem Funding is a reason to scrutinize the design, not a refutation.

6. In the elaboration likelihood model, which route produces change that lasts?

A. The authority route
B. The emotional route
C. The peripheral route
D. The central route

D. The central route Peripheral cues decay fast and do not survive counterattack.

CHAPTER 14

Interpersonal, Group and Workplace Communication

Read it in full: **Chapter 14 in the textbook**. Practice it in the lab: **The Hard-Thing Bench** and **The Agenda Forge**.

What to know

Fights are usually about the relational dimension, not the content; metacommunication can defuse them. Confirm people through recognition, acknowledgment and endorsement rather than impervious, tangential or impersonal replies. Gibb's six pairs turn defensive moves into supportive ones, and the XYZ statement plus a request replaces character verdicts.

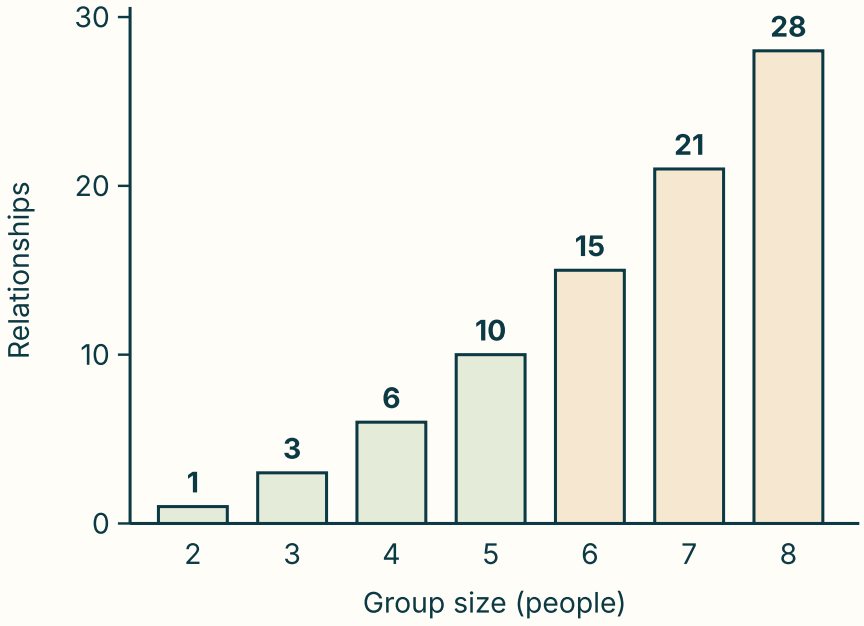
Assertiveness reports facts and ends with a dated, checkable request. DESC feedback names an event, not a category. Watch Gottman's four patterns in yourself, use repair attempts with a return time, and apologize completely: behavior, impact, responsibility without excuse, repair.

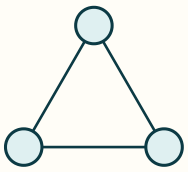
Groups multiply relationships (n(n - 1) / 2), invite social loafing and need written norms, roles named as behaviors, and a decision rule announced first; counter groupthink structurally and brainstorm silently before pooling. Run meetings from question agendas and close with owners and dates. At work, use STAR, SBAR, closed-loop read-backs, graded assertiveness and the two-challenge rule, and write messages with the ask first.

LOCK THESE IN

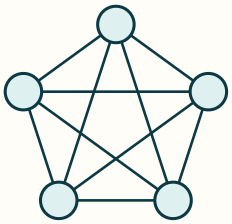
- Fights are usually about the relational dimension, not the content.
- Confirm by recognition, acknowledgment, endorsement; specificity beats reassurance.
- Gibb: description, problem orientation, spontaneity, empathy, equality, provisionalism.
- XYZ plus a request; assertive messages end with a dated, checkable ask.
- DESC feedback; complete apology: behavior, impact, responsibility, repair. No "if," no "but."
- Relationships grow as n(n - 1) / 2; fix loafing with small groups and owned, visible pieces.
- State the decision rule first; write agendas as questions; close with owners and dates.
- STAR, SBAR, closed-loop read-back, graded assertiveness and the two-challenge rule.

Add people, multiply relationships links = n(n - 1) / 2





3 people: 3 links



5 people: 10 links

Past about 5 to 7 members, keeping everyone informed eats the gain.

The arithmetic behind every group project. Bars drawn to scale. Each added member adds a link to everyone already there, so eight people carry 28 relationships. Keep groups small and make each contribution visible.

Gibb's pairs

Defensive	Sounds like	Supportive rewrite
Evaluation	"You're careless with the charting."	Description: "Three of five notes lacked the pain reassessment."
Control	"From now on you'll do intake."	Problem orientation: "How do you want to split it?"
Strategy	"How busy are you Thursday?" (setup)	Spontaneity: "I need Thursday covered. Are you open?"
Neutrality	"That's policy."	Empathy: "It lands hardest on you. Here's what I can move."
Superiority	"When you've been here twelve years..."	Equality: "Tell me if this case is different."
Certainty	"That will never work here."	Provisionalism: "What would it take?"

Worked cases

WORKED CASE 1 · DELIVER AN SBAR AND ESCALATE WITH GRADED ASSERTIVENESS

A student worker in a campus lab notices a gas smell near a fume hood; the supervisor waves it off.

STEP 1 · SITUATION AND BACKGROUND

"This is Rosa in Lab 204. There's a gas smell at hood 3 for the last ten minutes. The hood was serviced yesterday."

STEP 2 · ASSESSMENT AND RECOMMENDATION

"I think the line connection may be loose. I'd like us to shut the gas valve and call facilities now."

STEP 3 · CLIMB THE LADDER

If waved off: "I'm concerned." Then: "I'm uncomfortable keeping students at hood 3." Then: "This is a safety issue. I'm closing the valve and calling facilities."

STEP 4 · APPLY THE TWO-CHALLENGE RULE

Raised twice with no meaningful response, escalating or stopping the activity is expected, not insubordinate. Confirm instructions with a read-back.

TRAPS PEOPLE FALL INTO

- **Defending with "I just asked a simple question."** The relational message is what got answered.
- **Reassuring with a cliche.** "You'll be fine" is impersonal; ask a specific question.
- **"I feel like you..."** That is a judgment, not an I-statement.
- **Complaining with no request.** A complaint without a dated ask is just weather.
- **Trusting the feedback sandwich.** The middle gets discounted; it is not settled science.
- **Apologizing with "if" or "but."** Name behavior, impact, responsibility, repair.

Chapter 14 self-test · six items

1. "Speaking of tomorrow, did you see they moved the deadline?" in reply to a worry is:

A. Acknowledgment
B. Impervious
C. Tangential
D. Endorsement

C. Tangential It hijacks the topic, treating the other person's concern as irrelevant.

2. Which Gibb supportive behavior replaces "That will never work here"?

A. Description
B. Spontaneity
C. Problem orientation
D. Provisionalism

D. Provisionalism "I don't think it would survive nights, but I've been wrong. What would it take?"

3. "Must be nice to have that kind of free time" is which style?

A. Aggressive
B. Assertive and direct
C. Passive
D. Passive-aggressive

D. Passive-aggressive It punishes something unnamed and gives no path to fix it.

4. Social loafing is reduced most by:

A. Adding more members to share the load
B. Making each person's contribution visible and owned
C. Praising the whole group at the end
D. Letting roles form on their own over the first few weeks

B. Making each person's contribution visible and owned Small groups, named pieces with dates, and visible delivery.

5. A leader gathers input, then decides, and says so up front. This decision rule is:

A. Expert decides alone
B. Consensus of all members
C. Authority after discussion
D. Majority vote after debate

C. Authority after discussion Stating it first is honest and prevents people from feeling overruled.

6. In a STAR interview answer, which part do most candidates leave off?

A. Result
B. Action
C. Task
D. Situation

A. Result The action sentences carry the detail, and the result closes the story.

Cram sheet

Every name, number and rule in the course, sorted by exam. Cover the right column and rebuild each row. If a row will not come back, go to that chapter's exam guide.

Chapters 1 and 2: names and dates to know

Who	What	Remember it as
Shannon and Weaver (1949)	Linear model, built for telephone and radio	One arrow, no return
Lasswell (1948)	"Who says what, in which channel, to whom, with what effect"	Same linear shape
Schramm	Interactive model: feedback, fields of experience	Meaning lives in the overlap
Barnlund (1970)	Transactional model	Both send and read at once
Watzlawick and colleagues (1967)	Content and relational dimensions; "one cannot not communicate"	Relational wins
Motley	Communication needs intent to signal	The counter-camp on silence
Hall	High-context and low-context	A question, not a prediction
Spitzberg and Cupach	Competence = effectiveness + appropriateness	Both axes or neither
NCA Credo (1999, revised 2024)	Truthfulness, accuracy, respect for dissent, responsibility	Cite out loud
Mehrabian (1971)	Single words, conflicting cues, judging feelings	Never "93 percent nonverbal"
Brownell	HURIER listening stages	Find the stage
Nichols	The old "25 percent" recall figure	Direction yes, number no
Egan; Stickley	SOLER; SURETY	Principle over posture
Rubin	Photo changed rated accent and comprehension	Expectation is adjustable

Chapters 1 and 2: lists to recite

List	Items
Eight parts	Source, encoding, message, channel, receiver, decoding, feedback, noise
Four noises	Physical, physiological, psychological, semantic
Five contexts	Intrapersonal, interpersonal, small group (3 to 15), public, mediated
Richness ladder	Face to face, video, phone, voice message, email, text, posted notice
Three principles	Irreversible, unrepeatable, learned and rule-governed
Competence rubric	Appropriateness, effectiveness, adaptability, ethics; built on knowledge, skill, motivation
Six listening stages	Hearing, attending, understanding, remembering, interpreting and evaluating, responding
Four purposes	Informational, critical, empathic, appreciative
Styles (original)	People, action, content, time; revised: relational, analytical, task-oriented, critical
Active moves	Attend, paraphrase, reflect, probe, confirm, restrain

Chapters 1 and 2: formulas that are not math

Move	The pattern
Urgent message	Observation + interpretation + request with a deadline
Three-move repair	Name what landed, own it, restate what you meant
Relational revision	Verdict to observation; judgment to your experience; end with a request
Practicable goal	Observable, countable, finishable this week
Useful feedback request	"Where did you lose me?" not "How did I do?"
Criterion feedback	Evidence, effect, one change
Teach-back	"Tell me what you will do so I know I explained it well"
Closed loop	Order, verbatim read-back, "That's correct"
SBAR	Situation, background, assessment, recommendation
Numbers	Talk runs about 125 to 175 words per minute; working memory about four items; eye contact about 70% while listening

Chapters 3 and 4: names and dates to know

Who	What	Remember it as
Ogden and Richards (1923)	Triangle of meaning	Symbol, reference, referent; broken base
Hayakawa	Abstraction ladder	Round trip: down for proof, up for the point
Ekman and Friesen	Emblems, illustrators, affect displays, regulators, adaptors	Adaptors read as nerves
Barrett (2019 review)	Challenge to universal facial expressions	A live debate
Mehrabian (1967)	Liking judged with conflicting cues	Not 7, 38, 55 for speeches
Hall	Proxemic zones; high and low context	Rough map, not law
Bandura	Self-efficacy and its four sources	Mastery first
Cooley; Mead; Sullivan	Looking-glass self; generalized other; significant others	Mirrors
Festinger (1954)	Social comparison	Repetitions gap
Merton (1948)	Self-fulfilling prophecy	Belief causes behavior
Ross (1977)	Fundamental attribution error	Weaker in some cultures (Miller, 1984)
Goffman	Front stage, back stage, impression management	Role competence
Brown and Levinson; Ting-Toomey	Politeness strategies; face negotiation	Facework
Luft and Ingham (1955)	Johari Window	Open, blind, hidden, unknown
Altman and Taylor (1973)	Social penetration	Breadth and depth by reciprocity
Snyder	Self-monitoring	A range, not a score
McCroskey (1970)	Communication apprehension, four types	Match the tool

Who	What	Remember it as
Gilovich and Savitsky	Illusion of transparency	You look calmer than you feel
Wolpe	Systematic desensitization	The practice ladder

Chapters 3 and 4: numbers and lists

Item	Value
Lie detection	About 54 percent; chance is 50
Speaking rate	About 150 wpm in conversation; anxious speakers 190 or more
Hall's zones	Intimate to about 18 in; personal 18 in to 4 ft; social 4 to 12 ft; public 12 ft and beyond
Eye contact in a speech	3 to 5 seconds per person; full sentences
Anxiety time course	Highest in anticipation and the first 30 to 60 seconds
Ladder rule	Repeat a rung until anticipatory anxiety drops about half
Eight channels	Kinesics, oculesics, vocalics, haptics, proxemics, chronemics, artifacts, environment
Six functions	Repeating, substituting, complementing, accenting, regulating, contradicting
Four rehearsal passes	Words aloud; voice recorded; body muted; full run to one listener
Disclosure tests	Relevance, reciprocity, risk, role (plus: serves the patient?)

Chapters 3 and 4: sentence patterns

Move	Pattern
Fix bypassing	Trade the vague word for a number or time, then teach-back
I-language	Behavior, effect, request
Indexing / dating	This case, not the category / this time, not forever
Perception check	Behavior, two interpretations, genuine question
Usable self-statement	Specific, behavioral, honest, forward-looking, testable
Restructuring	Hot thought, distortion, evidence, balanced replacement, behavioral test
Usable feedback	Behavior, criterion, next action

Chapters 5 and 6: audience analysis rules

Topic	The rule
Audience-centered	Select, order and word around what this room must do next
Silent triage	Do I know this? Does it apply? Is it worth the effort?
Adaptation vs pandering	Change the route, never the destination; two-room test
Three passes	Before, during, after
Three lenses	Demographic, psychographic, situational
Values, beliefs, attitudes	Most stable, the evidence target, most movable
Inference	Basis + honest hedge + adaptation that helps everyone
Contact questions	Who must attend; what failed; what they believe; the one takeaway; what not to step on
Survey items	Fixed-alternative, scale, open-ended; no leading, no double-barreled
Dispositions	Favorable, neutral or apathetic, uninformed, opposed but open, committed against
Latitudes (Sherif)	Acceptance, noncommitment, rejection; overshoot risks a boomerang
Jargon	Define once in plain words, then keep the term; cut buzzwords
Identification (Burke)	Common ground from specifics, not declarations
Live moves	Compress, concretize, check, reframe
Hostile question	Restate, concede, answer, stop
Post-speech	What they asked; repeated back; where it went quiet; what to cut

Chapters 5 and 6: topic, purpose and thesis rules

Topic	The rule
Inventory	Roles and routines; arguments; things you explained
Filter	Investment, audience need, supportability; any 1 or 2 disqualifies
General purposes	Inform, persuade, entertain, commemorate
Specific purpose	To + verb + my audience + outcome
Six rules	One infinitive; named audience; one idea; statement; plain words; achievable
Scope ladder	Subject, area, topic, angle, speech-sized claim
Thesis tests	Statement, one sentence, asserts; said aloud for the ear
Claims	Fact: evidence. Value: standard. Policy: problem, plan, workability, net benefit
Audit	Purpose, scale, audience, evidence, preview
Failure patterns	Topic creep, thesis drift, mismatch, two speeches in one, buried thesis

Chapters 5 and 6: numbers

Item	Value	Note
Speaking rate	Roughly 120 to 160 wpm	Plan at about 130
Five minutes	About 650 words	About 2.5 double-spaced pages
Intro + conclusion	20 to 25 percent of the clock	Leaves about 225 s in five minutes
Per point	Two points about 110 s; three points 75 s	Four points about 56 s: headlines
Brainstorm	At least 12 candidates	Eight-minute timer, no judging

Chapters 7 and 8: research rules

Topic	The rule
Inventory	Know; assume; must prove. The third column is the search plan
Evidence budget	Free, cheap, expensive; six to nine pieces of support in five minutes
Research question	Population, comparison, outcome, period (PICO pattern)
Stopping rule	Three credible sources converge, or you can describe how they disagree
Source levels	Primary original; secondary analyzes; tertiary summarizes
Result count	About 4: widen. About 40,000: narrow. About 20 to 200: work it
Chaining	Backward through references; forward through "cited by"
Interview	Six to eight open questions; key one third; permission; read quotes back
SIFT (Caulfield)	Stop, Investigate, Find better coverage, Trace
CRAAP	Currency, relevance, authority, accuracy, purpose; answer from other tabs
Peer review	A floor, not a ceiling; predatory journals mimic real ones
Causation	"Was associated with" for observational designs
WHO checklist (2009)	Deaths 1.5% to 0.8% at eight hospitals, before and after: "fell by roughly half after"
Numbers aloud	Round; one per sentence; denominator; human scale; anchor; source first
Support sandwich	Claim, citation, evidence, translation, link
Oral citation	Source, authority, date, before the claim; never a URL or APA string
Notes	Q quotation, P paraphrase, M my idea; citation recorded at capture

Chapters 7 and 8: organizing rules

Topic	The rule
Main points	Two to four; usually three
Four tests	Weight, overlap, sufficiency, count
Time	Six minutes: about 285 s of body; 3 points about 95 s; 7 points about 40 s
Patterns	Chronological, spatial, topical, causal, comparison-contrast, problem-solution
Monroe	Attention, need, satisfaction, visualization, action
Connectives	Transitions, signposts, internal previews, internal summaries
Transitions	At every seam: four in a three-point speech, word for word
Symbols	I, II; A, B; 1, 2; a, b
Outline rules	Coordination, subordination, division, parallelism and singularity
Speaking outline	Keywords; quotations and first and last sentences in full; 18 to 24 point; numbered
Cutting	Leaves, not branches; about 10% margin

Chapters 9 and 10: introductions and conclusions

Topic	The rule
First impressions	Fast, somewhat sticky, revisable at a cost (Ambady and Rosenthal; Willis and Todorov)
Five jobs	Attention-getter, relevance link, credibility statement, thesis, preview; then a handoff
Budget	Intro 10 to 15%; conclusion 5 to 10%
Two minutes	Intro 12 to 18 s; conclusion 6 to 12 s
Five minutes	Intro 30 to 45 s (about 65 to 100 words); conclusion 15 to 30 s
Eight to ten minutes	Intro 48 to 90 s; conclusion 24 to 60 s
Opener menu	Story, statistic, question, quotation, object, occasion, contrast, humor
Costly openers	Apology, name-and-topic, dictionary, empty question, pre-emptive deference
Ethos (Aristotle)	Phronesis good sense; arete character; eunoia goodwill
Thesis	One sentence, ideally under 25 words
Conclusion jobs	Signal closure; restate and one-sentence summary; clincher
Clinchers	Bookend, call to action, vivid image, quotation, challenge
Leaks	New information, trail-off, false ending, over-thank, "Any questions?"
Memorize	First and last sentences only
Rubric	Ten rows scored 0 to 2; under 15 of 20 is not ready
Tests	Stopwatch, cold-start, stranger

Chapters 9 and 10: language for the ear

Topic	The rule
Oral style	Short, front-loaded, familiar, repeated, direct
Sentence length	Mostly 8 to 20 words; subject and verb in the first six
Ladder (Hayakawa)	One photographable rung for every abstract one
Jargon	Term, gloss, instance
Numbers	Round, then anchor to human scale
Fix	Nominalizations to verbs; name the actor in passives
Rhythm devices	Parallelism, rule of three, anaphora, antithesis
Read-aloud passes	Breath test, picture test, stranger test; appropriateness pass last
Imagery	Simile, metaphor, analogy; name the break; no mixed or dead metaphors
People	Mention attributes only when relevant; follow self-description
Hedging	Lakoff (1975); O'Barr and Atkins (1980) powerless language; keep honest qualifiers
Doublespeak	Lutz (1989); name the thing at its true weight

Chapters 11 and 12: delivery and anxiety

Topic	The rule
Modes	Impromptu, manuscript, memorized, extemporaneous (the default)
Impromptu frame	Point, reason, example, point restated
Cards	Numbered, one side, large, transitions in color, bracketed cues
Write in full	Opening line, closing line, exact statistics and quotations
Manuscript	16 pt or larger, one phrase per line, breath slashes, read-ahead, look up about half the time
Rate	About 120 to 160 wpm cited; contrast matters more; live runs 10 to 20% long
Pause marks	/ short breath; // full hold
Eye contact	One thought, one person, 3 to 5 s; five zones
Hands	Home position; illustrators, not adaptors
Mic	Handheld a fist below the chin; lavalier a hand-span below
Camera	Eye level, grid under lens, front light, mid-chest frame
Anxiety course	Anticipation, confrontation (first 30 to 60 s), adaptation, release
Treatments	Desensitization, restructuring, skills training, exposure; combine
Breathing	In 4, out 6, for 60 to 90 s
Six passes	Sense, no-stop, timed, recorded, hostile room, dress
Spacing	Six 20-minute passes over four days

Chapters 11 and 12: presentation aids

Topic	The rule
Four jobs	Clarify, evidence, retain, persuade or move
Earn-its-place	Claim? Faster as a sentence? Look and listen at once?
Mayer	Redundancy, coherence, signaling, contiguity
Graphs	Bar compare; line trend; pie 2 to 5 parts; histogram spread; flowchart branches
Honesty	Bars from zero; say line ranges aloud; no 3-D pies or fake dual axes
Slides	Three seconds; assertion title; one piece of evidence
Type	Floor 24 pt; body 28 to 30; titles 36 to 44; sans-serif
Color	One accent; never color alone (about 1 in 12 men, 1 in 200 women)
Handling	Reveal and conceal; B for black; touch, turn, talk
Video	20 to 40 s, cued, captioned, framed
WCAG	4.5 to 1 normal; 3 to 1 large
Credit	TASL: title, author, source, license
Contingency	PDF; cloud, drive, email; embedded media; printed key numbers

Chapters 13 and 14: informative and persuasive speaking

Topic	The rule
Objective	"Listeners will be able to" + observable verb
Four types	Objects, processes, events, concepts
Concept pattern	Plain definition, analogy with limit, one case, one boundary case
Drift words	Should, need to, the best, obviously, everyone must, evaluative comparatives
Chunking	Three main points short; five long; same key words every time
Propositions	Fact: evidence. Value: criterion. Policy: harm, cause, cure, cost
Audience	Hostile, neutral (uninformed or undecided), agreeable
Latitude	Sherif and Hovland (1961): ask for the edge, avoid contrast
Structures	Problem-cause-solution; comparative advantage; Monroe
Sidedness	Two-sided with refutation best; two-sided without refutation worst
Toulmin (1958)	Claim, grounds, warrant; backing, qualifier, rebuttal
Reasoning tests	Example: sufficient, representative. Analogy: relevant similarity. Sign: reliability. Cause: correlation, order, mechanism, no third variable. Authority: expert, current, no stake, independent
Credibility	Competence, trustworthiness, goodwill (McCroskey and Teven)
Fear appeal	Severity, susceptibility, response efficacy, self-efficacy (Witte); evidence mixed
Refutation	State fairly, respond, support, impact
ELM	Central route lasts; peripheral decays (Petty and Cacioppo)

Chapters 13 and 14: interpersonal, group and workplace

Topic	The rule
Two dimensions	Content and relational; metacommunication used sparingly
Confirmation	Recognition, acknowledgment, endorsement
Disconfirmation	Impervious, tangential, impersonal
Gibb	Description, problem orientation, spontaneity, empathy, equality, provisionalism
XYZ	When you do X, in situation Y, I feel Z, plus a request
Gottman	Criticism, contempt, defensiveness, stonewalling
Apology	Behavior, impact, responsibility without excuse, repair
Group links	n(n - 1) / 2: 3 people 3; 5 people 10; 8 people 28
Tuckman	Forming, storming, norming, performing, adjourning; a map, not a law
Roles	Task, maintenance, self-centered; behaviors, not personalities
Meetings	Questions, owners, time boxes, decision rule; close with owners and dates
Workplace	STAR; SBAR; closed loop; curious question then CUS; two-challenge rule
Messages	Ask first with a deadline; one request; escalate the channel, not the volume

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