

A STUDY OF SELF PERCEIVED SPEAKING CONFIDENCE:
ITS RELATION TO THE APPLICATION OF
COUNSELING TECHNIQUES WITHIN THE CLASSROOM

by

James H. Polsin
B.S., Wisconsin State University Oshkosh, 1961
M.A., University of Kansas, 1963

Submitted to the Department of Speech
and Drama and the Faculty of the Graduate
School of the University of Kansas in
partial fulfillment of the requirements
for the degree of Doctor of Philosophy.

~~Dissertation Committee~~

Redacted Signature

~~Chairman~~

Redacted Signature

Redacted Signature

ACKNOWLEDGMENTS

The writer wishes to take this opportunity to express his appreciation to the many people who have contributed of their time and energy in the furtherance of this investigation. Particular appreciation is directed at Dr. Kim Giffin, whose guidance, counsel and patience have been indispensable. Further appreciation is directed to Dr. Wil A. Linkugel and Dr. Bobby Patton who provided advice at crucial points in the investigation. The writer is further indebted to any number of colleagues without whose patience this investigation would have been a burden.

J.H.P.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iii
CHAPTER	
I INTRODUCTION TO THE STUDY.....	1
Introduction.....	1
Review of the Literature.....	2
Summary and Statement of Hypotheses.....	13
II PILOT STUDY.....	16
Introduction.....	16
Pre-Study.....	17
Pilot Study.....	19
III MAJOR STUDY PROCEDURES.....	40
Introduction.....	40
Subject Selection.....	41
Teacher Selection and Training.....	42
Experimental Procedure and Definitions.....	43
Data Collection and Analyzation.....	46
Summary of Procedures and Major Hypotheses.....	52
IV RESULTS OF MAJOR STUDY.....	53
Introduction.....	54
Differences Among Groups.....	55
Analysis of Class Interaction.....	61
Summary of Data Analysis.....	66
V CONCLUSIONS AND RECOMMENDATIONS.....	67
Summary.....	67
Conclusions.....	70
Recommendations.....	73
BIBLIOGRAPHY.....	75
APPENDIXES.....	77

LIST OF TABLES

Table	Page
A. Pilot Study:- PRCS Means by Group for Pre-Measurement Means, Post-Measurement Means, and Mean Difference.....	28
B. Pilot Study:- ANOVA of Differences between Pre and Post PRCS Scores for 8:00 Control Group.....	29
C. Pilot Study:- ANOVA of Differences between Pre and Post PRCS Scores for 10:00 Control Group.....	30
D. Pilot Study:- ANOVA of Differences between Pre and Post PRCS Scores for 12:00 Control Group.....	31
E. Pilot Study:- ANOVA of Differences between Pre and Post PRCS Scores for 3:00 Control Group for Teacher A.....	32
F. Pilot Study:- ANOVA of Differences among Pre, Medial, and Post PRCS Scores for 8:00 General Discussion Treatment..	33
G. Pilot Study:- ANOVA of Differences among Pre, Medial, and Post PRCS Scores for 10;00 Stage Fright Treatment.....	34
H. Pilot Study:- ANOVA of Differences among Pre, Medial, and Post PRCS Scores for 12:00 Supportive Discussion Treatment.....	35
I. Pilot Study:- ANOVA of Differences among Pre, Medial, and Post PRCS Scores for 3:00 Control Group for Teacher B...	36
J. Index of Inter-Judge Reliability of Intensity/Direction of Content Analysis of Experimental Group Interaction.....	52
K. Summary of Differences between 1st and 2nd Application of PRCS Used to Measure Confidence Increase Immediately Following Treatment Application in All Groups.....	56
L. Summary of Differences between 2nd and 3rd Application of PRCS Used to Measure Confidence Increase between Treatment Application and Termination of Course in All Three Groups.....	57
M. Summary of Differences between 1st and 3rd Application of PRCS Used to Measure Confidence Increase between Beginning and End of Course in All Three Groups.....	57
N. Summary Table for Control Group Indicating Difference in Confidence Level between Beginning and End of Course.....	58

Table	Page
O. Summary Table for Open Group Indicating Difference in Confidence Level between Beginning and End of Course.....	59
P. Summary Table for Directed Discussion Group Indicating Difference in Confidence Level between Beginning and End of Course.....	59
Q. ANOVA Summary Table of Overall Differences in Category Usage between Experimental Groups.....	62
R. Summary Table of Differences between Experimental Groups in Numbers of Words Used and in Number of Analysis Units Used.....	62
S. Summary of Differences between Mean Category Usage Based on Percentage of Use Per Category.....	64
T. Differences between Direction/Intensity by Category by Group....	65
U. Summary of Category Use and Intensity/Direction of Category....	65

CHAPTER I

INTRODUCTION TO THE STUDY

Introduction.--The possible variables in a communication situation can range from the message itself--through the code used--to the personalities involved in the communication. This study will be concerned with the personalities involved in the communication situation, particularly the attitudes of the communicators. The specific attitude under investigation is the concept of speaker self-confidence.

Support for the idea that apprehension is a dominant factor in the communication situation can be derived from remarks made by students entering a public speaking course for the first time; for example, "How do I keep my knees from wobbling?" or "I will simply forget about giving the speech." The same apprehension is expressed non-verbally in some interpersonal situations by refusal to enter into the communication situation under any circumstances; communication is avoided. Labeling the apprehension is difficult. The most common terms used are stage fright and speech anxiety. Both are "waste basket terms" according to Clevenger.

The problem is that apprehension in the communication situation is a very definite feeling for the individual experiencing it and this feeling in turn has observable behaviors associated with it.

These behaviors range from physiological changes in the body to self expression measurable by pencil and paper tests. This study will look at a method of dealing with this apprehension factor in communication by considering it a lack of confidence. The study will use the introductory speech class as the communication situation, counseling as the technique, and pencil and paper tests as the measurement device.

Review of the Literature

The review of the literature and previous research for this study is designed to support four generalizations.

1. Confidence in the communication situation is related to apprehension in that it is one pole of a "fear to confidence continuum."
2. A pencil and paper measure, Personal Report of the Confidence of a Speaker, has both the potential of a confidence measure and in fact has been used for this purpose.
3. Confidence in the communication situation has the potential for being increased through the use of various methods and/or techniques.
4. The classroom can be used as a research laboratory.

The Concept of Confidence

The examination of the theoretical and empirical literature related to confidence is intended for the following reasons:

1. To postulate the concept of a fear to confidence continuum.
2. To establish the concept of risk as a variable in the confidence concept.

3. To establish the theory that as confidence increases, apprehension--fear--decreases and as risk declines, confidence increases.
4. To establish a rationale for possible choices of methods or techniques for increasing confidence in the communication situation.

Henning presented and tested a rationale for confidence level in dealing with stage fright in the classroom. He maintained that symptoms based on various concomitants of fright as gathered by introspection were "differences in the degree of intensity" and not differences in "kinds."¹ In presenting this he further maintained that:

Stage fright means any condition of upset occasioned by the speech situation to a condition of complete breakdown.

The speaker's level of confidence can be improved through the effective use of certain training procedures.²

The phenomenon of confidence is a continuous non-discrete condition.³

While Henning's study is pertinent to this study only in that he employs relatively early--1934--a fear to confidence continuum and implies that training can alleviate fear and increase confidence, he does not pursue the point to any other advantage. Further support for the postulation of a fear to confidence continuum to be used in

¹James Harold Henning, "A Study of Stage Fright Through the Comparisons of Student's Reactions and Instructor's Observations during the Speech Situation." (Unpublished Thesis, Northwestern University, 1934), 33.

²Henning, 15.

³Henning, 14-15.

this study is derived from two other sources.

A number of interpersonal theoreticians propose theories that demand communicative interaction with two unknowns being present: 1) the person himself; 2) the person related to. Rogers⁴ explains it best when he describes each person as encircled by his individual environment. When two of these environments or circles overlap each other in interaction, then the unknowns stand a chance of becoming known quantities and the result of the communicative act can be predicted. This study would infer that apprehension could be caused by uncertainty in the communication situation and as the uncertainty became lessened so might confidence in the situation increase. In essence there are degrees of environment overlapping ranging from no overlapping to almost complete overlapping, or from much uncertainty to almost complete predictability. While this particular proposition is not stated directly by Rogers, the sense of the main proposition in the work would not preclude this inference.

Secondly, Giffin in a series of working papers proposes an approach to communication problems that revolve around the concept of self-confidence and risk. He maintains that a communication situation imposes certain risk on the part of the communicator and as in any risk situation:

1. A person is relying upon himself.
2. Something is being risked by him.

⁴Carl R. Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Co., 1951).

3. This self-relying person is hoping to achieve some goal by running the risk.
4. The desired goal is perceived by the persons as not certain.

Therefore the concept of degrees of confidence is clearly implied.⁵

The foregoing propositions deal not with the goal itself and the actual thing being risked but with the individual's perception of the importance of the goal and the risk. The risk and consequently the fear associated with the risk is a factor of the perceived risk rather than the risk itself. One fears the chance he is taking because of what he sees the chance to be and not what the chance actually is. Theoretically this approach presents a model that includes the following considerations:

1. Levels of fear ranging from fear to confidence, or at least from less confidence to more confidence.
2. These levels are based on the perception of the individuals rather than on the actualities of the situation.
3. Uncertainty is the cause of the individuals perception.

Speculatively, at least, the inability of predicting the outcome of the communication situation because of the inability of completely knowing the other person or persons involved in the situation seems to be the basis of the fear and risk in the communicative act. In a sense, confidence based on predictability in the communicative situation along with confidence in self is related to trust of the other

⁵Kim Giffin, "A Theory of Self-Confidence in Interpersonal Communication." Working Paper #20 (Communication Research Center, University of Kansas, 1966) 10.

person in the situation. This confidence in turn is confidence in self based on the perceived reliability of the other person present. If this speculation is viable, then it might seem that by demonstrating to the individual that others in the communicative situation are reliable, are predictable, are in fact known quantities confidence will ensue.

Personal Report of the Confidence of a Speaker

An examination of the instrument Personal Report of the Confidence of a Speaker--PRCS, is included here in order:

1. To lend further support for the concept of a confidence continuum.
2. To provide an operational definition of confidence.
3. To provide a rationale for using this instrument as a measurement device in this study.
4. To provide a rationale for an approach for providing treatment to improve confidence in a speaker.

The form referred to in this study, unless otherwise stated, is the short form of the test developed by Dickens, Gibson, and Prall⁶ of Gilkenson's longer form.⁷ The longer form--104 items--was developed by Gilkenson as a measurement device for speech anxiety. The device was so constructed that a score on the test equals a certain point on an anxiety to confidence continuum for the emotion level of a person

⁶Milton Dickens, Francis Gibson, and Caleb Prall, "An Experimental Study of the Overt Manifestations of Stage Fright," Speech Monographs 17, 37-47, (1950).

⁷Howard Gilkenson, "Social Fears as Reported by Students in College Speech Classes," Speech Monographs 9, 141-160, (1942).

in the presence of a classroom audience. In his report on the test Gilkenson mentions that nearly all of the 104 items on the test contributed significantly to the total individual scores⁸ with certain items being of questionable significance and three items definitely providing no discrimination in the reliability of the test.⁹

Further, Gilkenson questioned the validity of the test because he lacked external criteria for comparison. Dickens, Gibson and Prall provided validity ratings and mentioned "the probability of developing a short form of the PRCS requiring fewer than half the present number of items."¹⁰ They then shortened the list to 50 items by choosing those items whose "yes" responses correlated most significantly with the original scores producing an r of $.99 \pm .003$. The short form then is equal to the long form and in fact has the advantage of ease of administration.¹¹

Aside from a description of the test as it was developed, four applications of the test in studies have direct relationship to this study: Garrett's use of the test in 1954;¹² Paulson's use of the

⁸Gilkenson, 159.

⁹Gilkenson, 148.

¹⁰Dickens, Gibson, and Prall, 47.

¹¹See Chapter II of this study for pre-study difficulties in test administration.

¹²Edgar Roy Garrett, "A Study of the Effect of Three Classroom Variables upon Stage Fright in Beginning College Speakers," (Unpublished Dissertation, University of Denver, 1954).

longer form in 1951;¹³ the replication of Paulson's study by Giffin and Bradley, using the short form, in 1967;¹⁴ and Bradley's own study in 1967.¹⁵ In each of these instances confidence is defined as a point on a scale derived from the questionnaire with a low score equaling low confidence and a high score equaling high confidence. Secondly, these studies indicate that confidence in the classroom communication situation, in three out of four cases, can increase when certain conditions intervene between repeated measures of the test on the same subjects, i.e., when an attempt is made to alleviate the low confidence conditions between pre and post confidence measures.

Garrett¹⁶ used the PRCS to measure stage fright in the beginning speech classroom. He used four groups of students: Group "A", using a Psychology of Speech Manual, called attention to stage fright; Group "B", using a General Semantics Manual, stressed the concept of know yourself; Group "C", using a Speech Camp Manual, refused to mention stage fright; Group "D", a control group was not enrolled in the course. Findings indicated that the experimental groups were significantly different in levels of confidence at the end of the course from

¹³Stanley F. Paulson, "Changes in Confidence During a Period of Speech Training: Transfer of Training and Comparison of Improved and Non-Improved Groups on the Bell Adjustment Inventory." Speech Monographs, 18, 260-65.

¹⁴Kim Giffin and Kendall Bradley, "An Exploratory Study of Group Counseling for Speech Anxiety," (Communication Research Center, University of Kansas, 1967).

¹⁵Kendall F. Bradley, "A Study of Self-Perceived Stage Fright: It's Relation to Previous Speaking Experiences, A Course in Fundamentals, and Group Counseling as a Remedial Approach," (Unpublished Thesis, University of Kansas, 1966).

¹⁶Garrett, passim.

the control group. While the study leaves one or two unanswered questions, it does support two ideas:

1. Confidence levels are greater at the end of a beginning speech course than would be expected without the course.
2. The PRCS can be used as it was designed to be used, as a method for measuring confidence in speaking situations.

These two considerations are further supported in Paulson's study of 1951 and a replication of the study by Giffin and Bradley in 1967.

The experimental findings of this study (the replication of Paulson's study) permit the following conclusions: 1) for the population tested, there was a significant difference between mean scores of a pre and post PRCS following a course in Speech I, indicating that these students made significant improvement in their speaking confidence during the semester. The finding supports the results of previous investigation. On the basis of the findings of this study and the results of other previous investigations, it may be stated with confidence that a course in fundamentals of speech contributes to improvement of speaking confidence.¹⁷

It would seem possible then from these studies to make the following assumptions:

1. Confidence can be measured in greater or lesser amounts indicating a continuum from one point to another.
2. Operationally, confidence can be defined as a point on the PRCS scale.
3. The PRCS scale can be used as it was intended to be used as a measure of confidence.
4. Intervening treatment, such as a beginning speech class can be expected to raise the level of confidence in a speaker. It does not seem to be too important when dealing with the idea of a speech class, what type of class it was.

¹⁷Giffin, and Bradley, 4.

A fifth assumption might well be developed from Giffin and Bradley's replication of Paulson's study. This assumption stated generally is that "open and frank discussion between students concerning their problems might help in increasing confidence."

The Manipulation of Confidence

The following discussion is intended to propose a rationale for increasing confidence in a speaker through the use of intervening treatments. As mentioned previously, one treatment may be the experience in a beginning speech course, while another may be concerned with some sort of "open and frank discussion between students." This discussion would amplify this second possibility.

Giffin in a series of papers developed a theory of stage fright relative to an achievement variable.

This conceptualization of stage fright as a lack of self-confidence in interpersonal communication is based on an analysis of personality dimensions and interpersonal relations which appear to be casually related. The personality dimensions that seem to be involved are: 1) the individual's self concept; 2) anxiety tendencies; 3) viability of information.¹⁸

In discussing this conceptualization of stage fright and the three variables mentioned, the authors make specific recommendation with relation to the self-concept variable.

It follows that if the self-concept can be changed for the better, the anxiety in communication situations will decrease as they become less threatening to the individual's perception of himself, and his motive to achieve success in

¹⁸Kim Giffin and Kendall Bradley, "Group Counselling for Speech Students with Low Self-Confidence: An Approach and a Rationale." Working Paper #22. (Communication Research Center, University of Kansas, 1967), 3.

interpersonal relationships will increase and perhaps replace to some extent the motive to avoid failure. Such change may be achieved by manipulating the following interpersonal situation variables.... 1) interpersonal trust, 2) interpersonal goal aspirations and 3) viability of information. The kind of situation that seems to offer necessary reinforcement conditions for manipulation of the above variables is a group counseling situation.¹⁹

The specific program recommended here is a group counselor's technique.

Giffin and Bradley attempted the following group counseling approach.

The group discussion counseling procedure used in this study was based in part on experience in "T-group Training" wherein the objective is to help individuals become more sensitive to the feelings, attitudes and orientations of others, and also in part on experiences in group therapy wherein the objective is improved adjustment to their environment on the part of group members.^{20,21}

The approach used in the study placed emphasis on interpersonal dynamics using non-directive and non-evaluative statements by the counselor. As reported in the study, "the counselor attempted to lead the group in this manner:"

1. Express absolutely no negative evaluations of the verbal contributions of the group no matter how irrational or trivial;
2. Express absolutely no negative attitudes toward members of the group;
3. Encourage participation by any and all members;
4. Be supportive of questions or comments which suggest curiosity or any possible form of motivation;
5. Be patient when nothing of importance seems to be happening;

¹⁹Giffin and Bradley, Working Paper #22, 9.

²⁰Giffin and Bradley, "An Exploratory Study..", 5-6.

²¹Bradley, passim.

6. Be calm when emotional behavior occurs.²²

Using a subject pool of 252 students enrolled in the basic course, 50 students were selected from the pool as having the lowest 50 scores on the PRCS. Scores ranged from 0 to 10 with a score of 50 indicating highest confidence and 0 indicating lowest confidence. The 50 subjects were then randomly divided into two groups of 25 each with one group acting as control. The experimental group was then sub-divided into smaller groups of five members each, with only 14 students actually appearing for six planned counseling sessions. Attendance at the sessions was complete--14 students--for the first two sessions with drop off after that and termination of the sessions after the 4th planned session.

The results of the study indicated a difference between the control and experimental groups at the 10% level of confidence at the end of the last speech of the semester in the speech course.

Relative to this present study there are two questions that need to be asked concerning Giffin and Bradley's study. The first concerns the cause of the confidence increase in the individuals, and the second concerns the possibility of using small group counseling techniques within the classroom environment. Since those students involved in the study scored low on the confidence scale to begin with, it could mean that the treatment effect could have been confused with the low score effect. But more pertinent to this study is the question of the effect of small group counseling techniques in a larger group setting--the classroom.

There is an indication then that treatment beyond what might be expected in a beginning speech course may influence the degree of con-

²²Giffin and Bradley, "An Exploratory Study...", 7.

confidence exhibited by a person in the communication situation. Certain conditions of this study should be noted here that have relevance to the present study.

1. The classroom speaking situation was used as the condition under which the confidence level is measured. This is true in all of the studies reported here.
2. In the study by Giffin and Bradley attempts at attitudinal behavior modification are made outside the classroom and the time spent in the attempt is relatively short.

Combining the discussion of this last Giffin and Bradley study with the discussion of the PRCS and the Concept of Confidence in this chapter the following concepts are postulated:

1. Treatment other than experience in a beginning speech course may effect the level of confidence of a speaker.
2. The treatment may well be one that involves a group counseling technique aimed at manipulating the self-concept of the individual.
3. Treatment time needed for affecting the confidence level of a speaker may be minimal.

Summary of Previous Research and Statement of Hypotheses

Based on the previous research and theoretical literature three hypotheses are proposed for this study.

- I. The experience gained in a beginning speech course increases the amount of self-confidence of a speaker as measured by the PRCS.

While based on the previous literature this may seem to be a foregone conclusion, it is included here for two reasons: 1) While each of the studies mentioned here report this as a proven hypothesis, the studies were carried out under different conditions. (For example,

Garrett used three different classroom approaches; Bradley and Giffin used another classroom approach in the replication of the Paulson study). A question still remains whether other conditions in the classroom can produce the same result. 2) In relation to the third hypothesis in this study the information derived from this hypothesis is necessary for comparative purposes.

- II. Specific counseling techniques and/or approaches within the classroom environment can raise the level of confidence in a beginning speech course.

Specific conclusions from the previous research lead to the statement of this hypothesis. 1) As in hypothesis #I there seems to be an indication that exposure to a beginning course in public speaking will, in fact, increase confidence. 2) The Henning study and the Garrett study indicated that certain approaches in the classroom work well. But there does not seem to be any indication that one works better than another. The question still remains as to whether it is the exposure to the course or some specific method of teaching the course. 3) The propositions put forth by Giffin and investigated in part by Bradley and Giffin indicate that there are other methods besides those indicated by Henning and Garrett that have the potential for increasing confidence. These are based on the personality variables that include interpersonal trust, interpersonal goal aspirations, and viability of information.

- III. The rise in level of confidence can be expected to happen sooner in a classroom when specific counseling techniques are used.

The previous research indicates that no matter what happens in the beginning speech course confidence can be expected to increase. Even the study by Giffin and Bradley which attempts to do something apart from

the classroom does not make it clear whether the results demonstrated are caused by the treatment of counseling or the effect of the entire classroom environment. It would seem that if by using a treatment within the classroom environment and then measuring the effect immediately following the treatment and after a time lapse that coincided with the entire course any difference could be inferred to be caused by the treatment itself and not the class. There is an indication from the Bradley study that a great deal of time is not necessary for accomplishing the desired effect.

This study will then ask the question whether confidence in a particular communication situation--the classroom--has the potential for being increased through the use of specific counseling techniques within the environment of the classroom. Subsequent to this major research question and to the investigation of the three main hypothesis of this study a number of preliminary questions need answers. These questions are explored in more detail in the pilot study in the following chapter, but essentially they are concerned with the use of interpersonal counseling techniques within the classroom; the type of counseling to be employed; the involvement of all students in the counseling procedure rather than those with a low confidence profile on the PRCS.

CHAPTER II

PILOT STUDY

Introduction.--Based on conclusions derived from the previous research and theoretical considerations a series of research questions was developed that seemed to be preliminary to the investigation of the three main hypotheses of this study.

1. What problems can be expected in the administration of the PRCS instrument in the classroom environment?
2. What course-related problems can be expected in using a multiple sectioned course for the study?
3. What degree of increase in the amount of confidence can be expected as the result of a beginning speech course?
4. Is there an identifiable base line beyond which no improvement in confidence can be expected as a result of the experience in a beginning speech course?
5. Of the specific techniques and/or approaches to the student referred to in the previous research, which stands the best chance of raising the level of confidence?

In sum, the purpose of the initial attempts was to find out whether the rationale developed from the previous research and theoretical considerations had enough face validity to continue the investigatory procedure.

Pre-Study

Introduction

In the fall of the 1966-67 school year a pre-study was completed at Gonzaga University to investigate the first two research questions which concerned test administration and course scheduling in relation to an experimental investigation.

Procedures

Six sections of the beginning speech course were selected to be used in the study. Selection of sections was based on instructor willingness to participate in the pre-study; two of the instructors refused to participate. The net result included four sections taught by the investigator and two sections taught by a colleague. Under the conditions present at the time, randomness of sample, time matching for control, and course content matching for control were impossible to attain. Since the purpose of the study was limited and would not be affected by these conditions, the study was undertaken.

The following procedures were instituted for data collection:

1. The PRCS was administered three times in each of the six sections; following the initial speech in the class, following an informative speech which occurred approximately during the mid-point of the semester, and following the final speech at the end of the semester.
2. The six sections involved were grouped into three groups of two sections each. Oral instructions were given to each section prior to the first administration of the PRCS.
 - a. Two sections were to take the PRCS in class immediately following the final speaker of the day.
 - b. Two sections of the class were given the first administration of the PRCS in class and were asked

to complete the other two administrations of the PRCS on a take-home basis with the questionnaire due the class period following the speech assignment.

- c. Two sections were asked to complete the PRCS as homework that would not be graded. The questionnaire was due the class period immediately following the speaking assignment.
3. All responses were scored by the investigator using the "yes" response method described by Gilkinson.²³

Results and Conclusions

The study yielded little usable data for use in determining confidence level because of lack of experimental control, but in terms of the two research questions proposed for the pre-study the following conclusions were proposed:

1. In order to insure an adequate N for statistical investigation, the data collecting procedure would have to be modified in that:
 - a. Both the instructors and the students had to be more highly motivated to remain with the procedure over a long period of time. For the student--class assignment motivation was not sufficient; for the teacher--participation in somebody else's research was not sufficient, even under conditions of expressed willingness to participate in the experiment.
 - b. All questionnaires would have to be completed in class on the same day as the speeches were delivered. Sufficient time would have to be given in the class for the PRCS administration.
 - c. As the use of "yes, no, ?" as possible answers provided a mental block for many students more specific instructions had to be provided.

²³Howard Gilkinson, "Social Fears as Reported by Students in College Speech Classes." Speech Monographs 9, 1943.

2. Particular stress would have to be laid on the administration and collection of the data from the second and third administration of the instrument.
3. Closer coordination and agreement would have to be achieved among instructors involved in the experimental procedure.

Pilot Study

Introduction

In the fall of the 1967-68 school year, a pilot study was undertaken at the University of Montana in an attempt to obtain answers to the remaining three research questions.

- a. What degree of increase in the amount of confidence can be expected as the result of a beginning speech course?
- b. Is there an identifiable base line beyond which no improvement in confidence can be expected as a result of the experience in a beginning speech course?
- c. Of the specific techniques and/or approaches toward the student referred to in the previous research which stands the best chance of raising the level of confidence?

Of the three, the last was the most important to the main study. Based on review of literature in Chapter I of this study sub-questions relating to this last research question were established.

1. Since it was possible that only a relatively short period of time was needed for counseling outside the classroom, was not the possibility of taking this same amount of time within the classroom feasible?

Giffin and Bradley (1967) had indicated this possibility in their study with the correlation of their counseling groups after the fourth session, and their report of the reactions of some of the students after the second session. While their results only reported significance at the

10% level they did indicate a trend.

2. Of the counseling and remedial procedures recommended which seemed the most viable?
 - a. Free and open discussion by the students in the class with the instructor using non-directive and non-evaluative techniques.

Seemingly the approach tried by Giffin and Bradley (1967) as described in the previous chapter.

- b. Getting the student to feel that he is a part of a supportive group?

This is derived from a conclusion reached in the previous chapter maintaining that if it can be demonstrated to the individual in a communication situation that others involved in the situation are reliable, predictable and known confidence could be increased.

- c. Exposing the student to the idea that each of his fellow students has the same anxiety feelings?

This approach was derived from a combination of sources in the previous research, namely the approach used by Garrett (1954) that called attention to stage fright as a method of treatment, and the general concepts proposed by Rogers (1950) maintaining the need for knowledge of the other person. In this case knowing the other person has like feelings.

3. Is there a lower point on the confidence scale beyond which no improvement in confidence could be expected?

In the study by Giffin and Bradley confidence increased, but only at a 10% probability level. In their choice of subjects only the low confidence individuals were chosen to take part in the study. The question remains as to whether better results might have been obtained with the choice of subjects from other confidence levels.

4. If the counseling techniques worked, could the student be expected to reach a higher level of confidence more quickly

than would be expected without the counseling techniques? This question was included as a methodological question. It was felt that, a difference noted in confidence level prior to completion of a speech course and following a treatment procedure could then be argued to be causally related to the treatment rather than to involvement in the speech course.

Procedures

Out of a total of thirteen sections of Speech 111, Fundamentals of Public Speaking, at the University of Montana in the Fall Quarter of the 1967-68 school year, eight sections were picked to participate in the study. The choice was based on the following rationale. The sections could be matched for time, two sections met at 8:00 a.m., 10:00 a.m., 12:00 a.m., and 3:00 p.m. respectively. Only two instructors would be involved, the investigator and one other colleague. Since the pre-study indicated that coordination between instructors was a necessity even for the elementary task of data gathering to say nothing of control of information input to the class, it seemed that fewer instructors would be better. Also, both instructors were committed to attempting the study.

The eight sections were divided into two groups. Those taught by the investigator were designated as Group B, the treatment group; those taught by a colleague were designated Group A, the control group. These two groups in turn were subdivided into four smaller groups, with the result that each treatment group had a time corresponding control group.

A general syllabus was provided for the entire thirteen sections of the course. The syllabus provided for day to day assignments

for the thirty periods covered in the quarter. To insure a degree of coordination between all sections, and in particular the eight sections involved in the study, certain check points were built in. Specific films relating to class assignments were scheduled only on certain days with three class sections meeting together, also mid-term exams and the final exam were administered to all sections at the same time. Further attempts at class coordination between the two instructors involved included semi-formal meetings concerning the progress of the study.

The instructor of all four sections of the control group conducted the class in a "normal manner," i.e., the syllabus was followed, assignments made, speeches graded, class discussion was limited to class critiques of the speeches and questions directed at the instructor by members of the class. The only indication that something other than normal was taking place was the administration of the PRCS to the members of the class by the instructor. The classes were told that the PRCS was part of an overall analysis of the course initiated by the Speech Communication Department for the purpose of course improvement. The instructor of the experimental group took two hours out of the quarter to engage in class discussion apart from the regular syllabus. This deviation necessitated cutting down on the oral critique of speeches by the class and attempting to make other adjustments. Actual time lost for assignments however, was minimal.

The experimental group was divided into four sub-groups. The section of the class meeting at 8:00 a.m. was designated as the General Discussion Group. In this group no attempt was made to direct the content of the discussion nor to evaluate the comments made by the class.

The idea was to present a forum for the complete open expression of anything the class wished to discuss about the course. The stimulus for the discussion was the instructor's comment, "I need information that will help me rewrite the syllabus for this course in the department. I would appreciate your comments in a general discussion about the course. I will not defend any objections you might have about the course, the text or myself...Please be candid." A further attempt was made to reinforce the openness by the instructor refusing to explain the rationale behind certain activities in the class.

The section meeting at 10:00 a.m. was designated as the Stage Fright Group. The purpose of the discussion in this group was to bring the concept of stage fright out into the open, i.e., have each group member think about his own feelings of stage fright. The rationale was the feeling that the best way to rid a class of fear of the speaking situation is to let one and all know that each has the same feelings. The stimulus for this discussion was the comment by the instructor, "It may be helpful, since I have received a number of inquiries about the subject, to discuss the idea of stage fright from your point of view in the class." The discussion concerning stage fright was led by the instructor. An attempt was made to get each member in the class to make a statement concerning how he himself felt concerning the speaking situation. A further attempt was made to explain this statement with an observer's statement in the class. For example, if student "X" said that he turned all red in the face and was scared, student "Y" might make the remark that he did not notice this happen when he was watching student "X", yet student "Y" had the same feelings about himself. The

instructor acted as a discussion leader and synthesizer. He attempted to draw conclusions from the class statements aimed at the discussion purpose. As an example, after the exchange described between student "X" and "Y" above, he would point out in a restatement that both have the same feeling about speaking before an audience. The instructor then ended the discussion period by making the statement that all seem to be affected in some way by the phenomenon of stage fright.

The section meeting at 12:00 ~~noon~~ was designated as the Supportive Discussion Group. This discussion group was designed to elicit mutual help from members of the class. The idea here was that each member of the class had to some degree exposed himself to the class as a whole and each member of the class had a contribution to make to each other member of the class. The stimulus for the discussion was, "There is a need to stop in mid quarter to discover what if anything is going on in the course. I view the course as a chance for you the student to experiment with possible communicative procedures for the simple purpose of finding out whether they work or not for you. How do you view this attempt and what might be done to further it? In short, who am I in relation to you in this attempt and who are your classmates in the same relationship?" The discussion hoped to promote the idea that each member of the class owed each other member of the class some form of support either in terms of constructive criticism or simply attentive support in listening. The further hope of the discussion was to promote the idea that the instructor himself was not much more than a class member owing the speaker the same sort of support that the class as a whole and individuals in the class owed the instructor and each other.

In the discussion, the leader attempted to get the discussion moving from the beginning and direct questions and comments toward the stated purpose of the discussion.

The section meeting at 3:00 p.m. was designated as the Extra Lecture Group. This group was designed to act as another control for comparison. It was felt that since two instructors were involved in this study, any differences, if found, could easily be attributed to instructor bias rather than to experimental variables. Instead of the discussion taking place in the class two lectures reinforcing the concept of audience adaptation were delivered. The lectures were based on the concept of the communication process stressing the following points:

- a. An idea in a speech is of little value by itself, the audience's reaction to it is what is important,
- b. Because it is said, don't expect it to be heard,
- c. Words do not convey meaning, only people do,
- d. Feedback loop in the communication cycle is necessary,
- e. Noise in the channel and in the process can circumvent the entire communicative process.

The design of the pilot study followed this pattern:

	Teacher A	Teacher B
8:00	Control for Ex. I	Experimental I
10:00	Control for Ex. II	Experimental II
12:00	Control for Ex. III	Experimental III
3:00	Control for Teacher A	Control for Teacher B

The design allowed a time control for each of the differing experimental treatments plus a control for the two teachers involved.

Data Collection and Analyzation

The PRCS short form was used for all students in both main groups. The test was administered to the control group two times and to the experimental group three times. Control group administration took place following the second speech of the quarter and after the last speech of the quarter. The test was administered three times to the experimental groups after the second, fourth and fifth speeches of the quarter.²⁴

The test was scored using only the "yes" responses as scorable, when the response was unclear²⁵ this was counted as a non-"yes" response. Because of certain difficulties encountered in the pre-study a constant of 26 points was added to each score; this eliminated all minus numbers and zero from consideration.

Data from the tests was ordered and treated using a one way analysis of variance.²⁶ Data for analysis is based on N of 129 broken down into control group = N of 67, and experimental group = N of 52.

RESULTS OF THE PILOT STUDY

The following tables indicate the results of the pilot study.

Table A illustrates the differences among and between groups using simple mean comparisons. As indicated by the table, the groups

²⁴The syllabus in use for the quarter is contained in the appendix.

²⁵In some instances all possible answers would be circled, or erasures were present that did not allow the scorer to be certain which answer was right.

²⁶Allen L. Edwards, Experimental Design in Psychological Research, (Holt, Rinehart, Winston, 1965), Chapter 10.

taught by teacher A--the control group--showed less mean shift than did those taught by teacher B--the experimental group. Further, in both instances, there seems to be the same rank order of mean difference related to time of day with 3:00 in the afternoon having the greatest shift, followed by 12:00 noon, 8:00 a.m. with 10:00 a.m. showing the smallest difference.

The remaining tables #B, #C, #D, #E, #F, #G, #H, and #I convert the raw mean differences into F ratios for comparisons. As indicated on the tables two groups show significant differences at the .05 level--the 8:00 section designated General Discussion of the experimental group and the 3:00 of the experimental group.

TABLE A

Pilot Study:--PRCS Means by Group for Pre-Measurement Means, Post-Measurement Means and Mean Difference. (Possible range of scores equals 1-50)

TEACHER A				TEACHER B					
Time	N	Mean	Group	Time	N	Mean	Group		
8:00	15	Pre	25.60	Control	8:00	10	Pre	26.40	General
		Post	30.20				Post	32.20	Discussion
		Difference	4.60				Difference	5.80	
10:00	17	Pre	26.04	Control	10:00	15	Pre	18.53	Stage
		Post	27.35				Post	21.13	Fright
		Difference	.41				Difference	2.60	
12:00	16	Pre	25.56	Control	12:00	15	Pre	21.13	Supportive
		Post	30.38				Post	28.67	Discussion
		Difference	4.82				Difference	6.54	
3:00	19	Pre	23.74	Control Teacher A	3:00	12	Pre	23.58	Control
		Post	30.16				Post	33.17	Teacher B
		Difference	6.42				Difference	9.59	

TABLE B

Pilot Study: ANOVA of Differences between Pre and Post
 PRCs Scores for 8:00 Control Group

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	1	158.70	158.70	
Within Scores	28	5570.70	198.95	.80
Total	29	5729.40		

Raw Data for Table

N - 15
 Pre-Score Mean 25.60
 Post-Score Mean 30.20
 Difference 4.60

TABLE C

Pilot Study: ANOVA of Differences between Pre and Post
 PRCS Scores for 10:00 Control Group

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	1	1.43	1.43	
Within Scores	32	2795.83	87.39	.0163
Total	33	2797.26		

Raw Data for Table

N - 15
 Pre-Score Mean 26.94
 Post-Score Mean 27.35
 Difference .41

TABLE D

Pilot Study: ANOVA of Differences between Pre and Post
 PRCS Scores for 12:00 Control Group

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	1	185.92	185.92	
Within Scores	30	2744.05	91.47	2.0325
Total	31	2929.97		

Raw Data for Table

N - 16
 Pre-Score Mean 25.56
 Post-Score Mean 30.38
 Difference 4.82

TABLE E

Pilot Study: ANOVA of Differences between Pre and Post
 PRCS Scores for 3:00 Control Group for
 Teacher A

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	1	391.40	391.40	
Within Scores	36	1970.49	54.74	*7.15
Total	37	2361.89		

*p .05

Raw Data for Table

N - 19
 Pre-Score Mean 23.74
 Post-Score Mean 30.16
 Difference 6.42

TABLE F

Pilot Study: ANOVA of Differences among Pre, Medial, and
 Post PRCS Scores for 8:00 General Discussion
 treatment.

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	2	172.50	86.25	
Within Scores	27	118.87	4.40	*19.60
Total	29	291.37		

* p .05

Raw Data for Table

N - 10
 Pre-Score Mean 26.40
 Post-Score Mean 32.20
 Difference 5.80

TABLE G

Pilot Study: ANOVA of Differences among Pre, Medial, and
 Post PRCS Scores for 10:00 Stage Fright
 treatment.

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	2	56.40	28.20	
Within Scores	42	4538.58	108.06	.2609
Total	44	4594.98		

Raw Data for Table

N - 15
 Pre-Score Mean 18.53
 Post-Score Mean 21.13
 Difference 2.60

TABLE H

Pilot Study: ANOVA of Differences among Pre, Medial, and
 Post PRCS Scores for 12:00 Supportive
 Discussion treatment.

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	2	320.97	160.49	
Within Scores	42	8059.34	181.89	.84
Total	44	8380.31		

Raw Data for Table

N - 15
 Pre-Score Mean 21.13
 Post-Score Mean 28.67
 Difference 6.54

TABLE I

Pilot Study: ANOVA of Differences among Pre, Medial, and
 Post PRCS Scores for 3:00 Control Group
 for Teacher B

Source of Variation	d.f.	Sum of Squares	Mean Squares	F.
Between Pre-Post Scores	2	585.36	292.68	
Within Scores	33	4761.28	144.28	*2.03
Total	35	5346.64		

*p .10

Raw Data for Table

N - 12
 Pre-Score Mean 23.58
 Post-Score Mean 33.17
 Difference 9.59

In relation to the research questions proposed in the Pilot Study the following conclusions were drawn and incorporated into the main study.

1. The investigator would have to remove himself from being a participant in the investigation and become an observer.

The data indicates that the experimental group showed nonsignificant differences in improvement when compared with the control group. Statistical support indicates that the sub-group--Extra Lecture--designed to act as a secondary control for the investigator showed a significant difference. The question remains as to whether it was the methods employed or the investigator himself that caused the results to happen.

2. More than two teachers would have to be involved in the study.

Based on the reasoning above, was it the method employed or the instructors employing the method that caused the changes?

3. Very close, much more than originally suspected, coordination between classes in terms of content, spacing of assignments, etc. was needed.

Part of the rationale for this conclusion is derived from the results indicated above. More specifically, there were indications during the meetings between the two instructors involved in the study that each viewed the course a bit differently. For example, teacher A spent much more time on certain assignments than did teacher B. The result of this was that differences noted between the control groups and the treatment groups may be differences in emphasis on assignments rather than differences due to treatment application.

4. A more permanent record of events occurring within the classroom itself had to be developed.

The method employed in the pilot study was a written log kept by the investigator of the events happening in his classes. The log, however, was biased in that only general conclusions based on what the investigator perceived as happening were recorded. The subtleties of interaction between the students in the class were lost. As an example, the investigator's log for one class indicated that the class seemed to function as a group after picking one member of the class as a scapegoat for their gripes. However, which gripes, and in which order they were presented was not recorded because it did not seem to be important at the time. Yet no other classes repeated this behavior pattern except that certain gripes were aired. A record to compare types and intensity of gripes was needed. Secondly, there was no basis for comparing what variables were working in the two classes that showed a significant difference.

5. A more specific operationalized definition of the experimental treatment was needed.

This would be necessary, particularly if other instructors would become involved in the experiment. There would be a need to know what type of stimulus to use in leading class discussion.

6. The Stage Fright Group should be eliminated.

The data indicates that this group showed the least promise of any for producing significant results. Although this conclusion is clouded by the fact that the hour of class meeting--10:00 a.m.--may be a significant variable since the lowest mean shift occurred at this hour in both the control and experimental groups. The instructor's log

indicates that the class demonstrated a "so what" attitude toward this approach.

Positive conclusions from the pilot study indicated the following:

7. The classroom could be used as a laboratory.

There was nothing in the pilot study that indicated otherwise, if controls were placed on the instructor input and class activity.

8. No conclusions could be drawn concerning an identifiable base line for expected improvement in confidence.

The data received was such that extracting this information would raise more questions than it answered. Either the N would be too small for acceptable statistical evaluation, or if the N from each such group was combined into a larger N amenable to statistical analysis the variables associated with the results could not be factored out which would make any results usable. The decision was made to drop this particular question from consideration in the main study.

9. No definite conclusions could be drawn concerning whether or not the counseling technique did in fact work.

While there was a trend indicated by the data it was not statistically significant. However, it was felt that by tightening the experimental controls, as mentioned above, conclusions could be drawn concerning this question in the main study.

CHAPTER III

MAJOR STUDY PROCEDURES

Introduction.--In the fall quarter of the 1968-69 academic year the entire enrollment of Speech Communication 111--Fundamentals of Public Speaking at the University of Montana was used as the basis for this study.

At the University of Montana, at that time, students were enrolled in the course and in particular sections of the course based on the following criteria:

1. The course is required by certain schools and departments of the University. Not all students are required to take the course. Out of a total university population of approximately 7,000 students roughly 250 enroll each quarter. After drops due to various reasons approximately 200 remain in the course per quarter.
2. Enrollment in a particular section of the course is based on individual student schedule availability. Some instructor selection is made, but the overriding reason is schedule conflict and resolution.
3. Class meeting times are based on tradition and tradition is legislated by University policy. (As of the Fall

Quarter of 1968 this course could only be offered at the following times--8:00 a.m., 1:00 p.m., 11:00 a.m. on Monday, Wednesday, and Friday, and 3:00 p.m. on any day of the week. Only four sections of the course could be offered during any one hour.)

As a result of this, the study involved a potential of 198 students with a usable N of 129.²⁶

Subject Selection

Involvement in the study thus depended on: 1) enrollment in the course in the fall quarter based on university school requirements and university departmental requirements, i.e., the individual student's major determined when and if he enrolled in the course, 2) enrollment in a particular section at a particular time of day was determined by individual student schedule conflict and resolution, i.e. matching class schedules with student wishes and 3) availability by individual class assignment for filling out the PRCS.

Involvement of subjects in a particular experimental application in the study was determined in the following way. First, the nine sections of the course were divided into three groups of three each. Each group of three met at one time during the day, so

²⁶The Usable N = 129 resulted because of incomplete data obtained from the students based on the following reasons:

- a. Failure to completely fill out the form at the time assigned.
- b. Sickness and missed assignments so that speaking would be out of turn and therefore not consistent and valid for comparison.

that each group had one control section and two experimental sections. The control group was designated as the "C" group with the experimental groups designated as "O" for Open Discussion, and "D" for Directed Discussion respectively. This resulted in a design that could be charted as follows:

		<u>Groups</u>		
	8 A.M.	C	O	D
<u>Time</u>	11 A.M.	C	O	D
	1 P.M.	C	O	D

Teacher Selection and Training

Assignments of teachers were made for each class by the department chairman on the basis of faculty preference and departmental demands. Of the nine sections of the course involved in the study, the investigator was involved in none as a classroom instructor. The sections were taught by six teachers: three regular faculty members and three graduate assistants. This arrangement resulted in the following:

<u>Teacher</u>	<u>Group</u>
Faculty "A"	O O
Faculty "B"	D D D
Faculty "C"	C
Grad. Asst. "A"	O
Grad. Asst. "B"	C
Grad. Asst. "C"	C

One particular faculty member always taught a "D" experimental group, and no instructor had to teach more than one type of experimental group.

All instructors met with the investigator once a week to discuss the syllabus in the course and the method of executing the assignments prescribed by the syllabus and the daily schedule. Each

instructor was given both written and oral instructions on how to conduct his particular section in relation to the study.

To overcome some of the difficulties encountered in both the pre-study and the pilot study the following procedures were instituted.

- 1) To overcome the difficulty of switching from one experimental procedure to another during the time period of a given quarter, no instructor taught more than one type of experimental course.
- 2) To insure cooperation and continued willingness to participate in the study the investigator provided a syllabus and daily schedule for the course, a major written examination with grading services, and major lectures in the course.
- 3) To overcome the problem, especially among the regular faculty members, of each instructor wishing to try his own approach to accomplish the goals of the study and to insure control in the study, the purpose of the study was masked. The instructors were told that the investigation was being carried out as part of the investigator's dissertation in an examination of the concept of class cohesiveness.

As far as could be determined from discussions during the weekly meetings with the instructors input into the class and classroom procedure went as planned.

Experimental Procedure and Definitions

The pilot study indicated the probability that confidence could be increased in students enrolled in a beginning speech course under certain conditions. Three conditions seemed to be the most promising.

The first, as predicted from the previous research, was the condition of experience in a beginning speech course. This condition was designated as a control situation in the major study since the difference hypothesized was a difference between normal and the two other treatments explained below.

The second condition was one derived from the study by Bradley. This study indicated that a group counseling approach, stressing openness and non-evaluative responses by the counselor, used apart from the classroom resulted in increased confidence. The pilot study, reported in Chapter II of this paper, indicated that this same approach used within the classroom had a tendency to produce the same results. This was designated as the "O", Open Group, in this study.

The third condition, derived in part from the theoretical considerations presented by Giffin in a series of papers, and used in the pilot study for this study, indicated a tendency to produce increased confidence. This third condition stressed mutual support of the individual in the group by other members of the group. This was designated as the "D", Directed Discussion group, in this study. In this group the instructor attempted to foster the mutual support feeling during the group discussions.

Based on the pilot study and the pre-study the following conditions prevailed in the major study.

Each student enrolled in the course was given a copy of the syllabus and a daily schedule. The syllabus outlined the objectives of the course and the type of assignments that would be part of the course, the daily schedule presented the students with a day by day list of assignments including in-class critique topics. A speaker assignment schedule was posted in each classroom that outlined by date every speaking assignment for each student for the entire quarter. All sections were combined one day a week for a general lecture period. These lectures were given by a staff member of the regular faculty, and

all members of the faculty participated in this lecture series whether they were teaching the course or not. The students were told that each section was using the same syllabus and daily schedule; to further reinforce this each lecturer clarified the assignments for the coming week during the general lecture period. Also, 40% of the final grade in the course was derived from a comparison of each student with every other student in the combined sections. This was derived from a common final written exam and a common method of grading the final speech in the course.²⁷

Each group designated as a "C", Control Group, followed the above procedure. The other two groups varied from the procedure in the following manner. The "O", Open Discussion groups were allowed two class periods during the course to simply express themselves in any way they wished to. The groups designated "D", Directed Discussion, discussed the possibility of mutual support in the class.²⁸ These two approaches were used as being the most promising based on the results of the pilot study. The two class periods chosen were the 7th and 12th class periods. This meant that the discussions occurred roughly a week apart.

²⁷The common exam was a multiple choice exam based on the content of the text and the lectures. These exams were scored, ranked and a grade derived. The final speech in the class demanded a ten item exam based on the content of the speech. The exam was given to one half of the class prior to the speech and the other half of the class after the speech. The differences between the means of the pre and post test were then ranked and a grade derived. These two in combination accounted for 40% of each student's grade.

²⁸See appendix for instructions given to class.

In summary, each group met the same number of class periods during the quarter, the same assignment schedule was followed, variation in instructor input was kept to a minimum except:

- a. One group "O" was asked to express themselves as freely and openly as possible with no interference from the instructor.
- b. One group "D" was asked to express themselves with the instructor attempting to channel the discussion into a mutually supportive role.

Data Collection and Analyzation

The PRCS short form was used without the graphic rating scale and check list of descriptive terms attached. Only the descriptive statements were used. The rating scale and check list were eliminated for the following reasons:

1. Gilkenson's report of the correlation coefficient of .93, .69, .72 between the different parts of the test indicated that each part might be testing the same event with the same results.²⁹
2. Both the pre and pilot study indicated that students seemed to ignore or not understand this part of the instrument. As a result this investigator was never able to get usable information from this part of the instrument.
3. Shortening the PRCS from three to two pages seemed to aid in allowing the student time to fill out the instrument in class. This procedure was recommended as a result of pilot study.

No attempt was made to investigate test interaction based on repeated administration of the same test. Since the test itself does not seem to be a learning type of test in that it does not measure

²⁹Gilkenson, 159.

cognitive, affective, or psychomotor learning skills at any of the various levels, checking for test interaction did not seem necessary. Secondly, the test was administered at intervals of no less than three weeks apart and consequently there seemed to be no need to be concerned about the interaction effect.

Analysis of Class Interaction

Based on conclusions from the pilot study which indicated that a more thorough record of the interaction between the class and the instructor, and among the class members during the application of the experimental treatment was needed, a tape recording of this interaction was made. This analysis of the interaction was conducted for the following reasons:

1. To provide support for the contention that there were in fact two different experimental conditions operating in the study.
2. To establish what differences if any existed between the two experimental procedures as they relate to the students involved.

In essence, the analysis was necessary to provide evidence for maintaining experimental control. The procedure followed that suggested by Budd and Thorp,³⁰ and Emmert and Brooks³¹ for conducting a content analysis.

Two general hypotheses, specifically related to the analysis were proposed:

³⁰Richard W. Budd and Robert K. Thorp, An Introduction to Content Analysis (Iowa City, Iowa: University of Iowa School of Journalism, 1963) Chapters III, IV, V.

³¹Philip Emmert and William D. Brooks, Methods of Research in Communication (New York: Houghton Mifflin Company, 1970) Chapter 10.

- I. The directed discussion group (D group) in the experimental treatment would have a higher percentage of remarks made by the instructor than would the open discussion group (O group) in the experimental treatment.
- II. Of the categories chosen for analysis, the "O" treatment group would have a greater variety than would the "D" treatment group.

Acceptance of these two hypotheses would indicate that there was a difference between the two methods employed in the experimental procedure, and that the instructors had in fact maintained the differing experimental conditions in the classroom.

Message samples for analysis were gathered by tape recorder in the classroom during the two hours set aside in the class for the experimental treatment. The students were told that a recording was being made of the discussion and that the recording was to be used by the director of the course to improve the quality of the course. They were further told that the recording would in no way affect their individual grades. This last was reinforced by not having the course director engaged in teaching any of the course sections. The tapes were transcribed by a secretary in the department, the transcriptions were checked against the tapes for accuracy by the investigator and retyped.³¹

Categories and units for analysis were established in the following manner. Four samples of the transcription were chosen, each

³¹While it is difficult to establish the transcription accuracy by citing some sort of accuracy figure, the transcription found in the appendix is fairly accurate. Where recording was faulty either the investigator made decisions based on language redundancy or if this was not possible that section of the tape was not transcribed.

sample was three type written pages long with one sample each being chosen from one of the two treatment groups during each of the two treatment periods. A list of topics discussed during the discussions was made by the investigator. These topics included some fifty-five topics. By combining topics the list was cut to ten categories for analysis. For example, statements concerning each of the nine class assignments were combined into two categories, one covering the final assignment in the course and one covering all other assignments.

Since morphological or syntactical units did not seem to be practical for the type of analysis undertaken in relation to the category system established, pragmatic units were established by the investigator and marked by him. All of the transcripts were read by the investigator and marked for the coders with instructions given to categorize the unit as marked.

The categories established were the following:

1. Course Structure - These include remarks relating to the overall concept of the course which do not specify a particular aspect of the course mentioned in any other categories.
e.g.- "This course is for the birds."
2. Assignments - These include remarks relating to any or all of the student assignments in the course except for the final assignment, (cf. category #10).
e.g.- "The outline is too much work."
3. Text Book - These include remarks relating to the text used in the course.
e.g.- "That's the point. The text is written at a higher level than the one used in high school."
4. Criticism - These include remarks relating to criticism of speeches given in class by either the instructor or other class members.
e.g.- "I look at the class and I know they are

- looking for my good points and my bad points."
5. Lecture
 - These include remarks relating to either the content and manner of the weekly general lecture or the time scheduling of it.
 - e.g.- "While most of them are not worth it, the one last Tuesday was good." or "Why can't we have the lecture at the same time as our class."
 6. Grading
 - These include remarks relating to any aspect of course grading.
 - e.g.- "There is too much emphasis placed on objective tests for the final grade."
 7. Instructor
 - These include remarks relating to the instructor of the particular section of the course involved in the discussion.
 - e.g.- "Why don't you lecture more yourself?"
 8. Tactics
 - This refers to methods used in delivering speeches in class.
 - e.g.- "I think we should talk about how to stand when giving a speech."
 9. Feedback
 - These include remarks by the instructor relating to some aspect of the class discussion.
 - e.g.- "You want me to lecture more."
 10. Final Assignment
 - These include remarks relating to the final assignment in the course.
 - e.g.- "I still don't understand why the last speech is so important?"

Each of the units after being assigned to a category were then assigned to a direction of remark and an intensity value for that direction. The following direction and intensity measures were used.

Direction of category means any attitude expressed toward the category by the user. Three directions were established:

- a. positive - remarks supporting the category, e.g.
"The text is a good one."
- b. neutral - remarks not classifiable as positive or negative, e.g. "The text is poorly written but it contains a lot of useful advice."

- c. negative - remarks not supportive of the category under consideration, e.g. "The text is bad."

Intensity of direction as a measure of strength of direction was placed on the following scale:

- 1 = Unqualified negative - unqualified unfavorable remark.
- 2 = Qualified negative - basically unfavorable remark but with favorable or amelioratory aspects clearly involved.
- 3 = No direction - not able to determine direction of remark.
- 4 = Balanced - both favorable and unfavorable presentation of remark clearly involved.
- 5 = Qualified positive - basically favorable remark.
- 6 = Unqualified positive - favorable remark without qualification.

This system was then written up as a set of directions and given to coders for the analysis.³²

After giving the instructions to the coders, the following procedure was used as a reliability and validity index for the analysis.

- A. To establish the validity of the categories for analysis, the transcripts were marked into 1334 units and given to six judges for scoring. Using the written directions for scoring, the judges were able to score 1285 units or 96.2% of the units into the described categories. On this basis the original categories were maintained for analysis as being valid.
- B. To establish inter-judge reliability for nominal categorization a contiguous sample from each of the transcripts, a total of 220

³²Directions to coders can be found in appendix.

units, was given to two judges. A x^2 test comparing chance to actual categorization agreements indicated an agreement beyond the .01 level (x^2 value of 132.6993 with 9 d.f.).³³

- C. To establish inter-judge reliability for intensity and direction of units, the same two judges on the same sample used in "B" above demonstrated the levels of agreement shown in Table J:

TABLE J

Index of Inter-Judge Reliability of Intensity Direction of Content Analysis of Experimental Group Interaction.

Degree of Agreement of Judges on 1 thru 6 Scale	No. of Agreements	Cumulative Percentage of N in Agreement
0 difference	116	52.7%
1 difference	73	85.9%
2 difference	28	98.6%
3 difference	3	100.0%
4 difference	0	
5 difference	0	
6 difference	0	

Summary of Procedures and Major Hypothesis

To test the first hypothesis that

The experience gained in a beginning speech course increases the amount of self-confidence of a speaker as measured by the PRCS.

³³Allen L. Edwards, Experimental Design in Psychological Research (New York: Holt Rinehart and Winston, 1965) 64.

A Two Way Analysis of Variance for Nested Design and Unequal N's according to Hicks and Fryer was used to compare the data gathered in the first application of the PRCS immediately following the students first speech and following the final speech. This is designated as the remote application of the three treatments in the reporting of the results.

To test the second hypothesis that

Specific counseling techniques and/or approaches to the classroom can raise the level or confidence in a beginning speech course.

The same type of analysis of the data as described above was used. To measure the proximate effect of the treatment the analysis was run between the data from the first application of the PRCS and the second application of the PRCS. This second application followed the first speech after the treatment application.

To test the third hypothesis that

The rise in level of confidence can be expected to happen sooner in a classroom using specific counseling techniques.

A comparison of the data using the ANOVA described above was made.

This comparison involved the difference between the first and second application of the PRCS, the second and third application of the PRCS, the first and third application of the PRCS by treatment group.

CHAPTER IV

RESULTS OF THE MAJOR STUDY

Introduction.--This chapter contains a report of each of the following analyses of data.

- A. Results of the difference related to:
 1. Remote application of the three treatments along with overall effects of the course designed to test the first hypothesis that
The experience gained in a beginning speech course increases the amount of self confidence of a speaker as measured by the PRCS.
 2. Proximate application of the three treatments designed to test the second hypothesis that
Specific counseling techniques and/or approaches to the classroom can raise the level of confidence in a beginning speech course.
- B. Statement of the differences between the remote and proximate application of the three groups designed to test the third hypothesis that:
The rise in level of confidence can be expected to happen sooner in a classroom using specific counseling techniques.
- C. Analysis of the transcript of the discussions related to the two treatment groups, i.e., open discussion

and directed discussion.

- D. Statement of the interrelationship of the three data analyses.

Difference Among Groups

Proximate Application of Treatment. Following the precedures outlined in Chapter III, each student completed the PRCS following his first speaking assingment. Each student completed the PRCS form a second time after the first speaking assignment following the treatment application. Each test was scored using the "Yes" only response method. Since the possible range of scores would be -25 through +25 with 0 as a possible score, a constant of +26 was added to each score which shifted the range of scores to +1 through +51.³⁴ A difference between the first and second test scores was then computed and analyzed using ANOVA for nested factors and unequal N's.³⁵ The results summarized in Table K following indicate no difference between subjects or among groups.

³⁴All results reported in this chapter and discussed in the following chapters are based on this 1 through 51 range.

³⁵Charles R. Hicks, Fundamental Concepts in the Design of Experiments, (New York: Holt Rinehart and Winston Inc., 1964) Chapter II.

H.C. Fryer, Concepts and Methods of Experimental Statistics, (New York: Allyn and Bacon, 1966) Chapter IX.

TABLE K

Summary of Differences between 1st and 2nd Application of PRCS Used to Measure Confidence Increase Immediately Following Treatment Application in All Three Groups

Source	d.f.	M.S.	F.	P.
Method	2	40.2703	.5980	nsd
Sections Within Method	6	30.9088	.7856	nsd
Residual	120	51.2589		
Total N-1	128			

Remote Application of Treatment. Since the hypothesis proposed both a difference related to application of the treatment in time and also a difference related to application without time, two more analyses of difference are reported. The hypotheses maintained not only a rise in confidence level as a result of the treatments and the course in general but a rise occurring sooner as a direct result of the treatments.

Table L summarizes the difference between the second and third application of the PRCS. No significant difference is indicated.

Table M summarizes the difference between the first and third application of the PRCS, or between the beginning and end of the course during the quarter. There is a significant difference in a negative direction, i.e. toward less confidence, that is related to the method employed in the course. This direction and significance is present in all conditions.

TABLE L

Summary of Differences between 2nd and 3rd Application of PRCS Used to Measure Confidence Increase between Treatment Application and Termination of Course in All Three Groups

Source	d.f.	M.S.	F.	P.
Method	2	1.2718	1.1355	nsd
Sections Within Method	6	99.6200	.0146	nsd
Residual	120	87.7357		
Total N-1				

TABLE M

Summary of Differences between 1st and 3rd Application of PRCS Used to Measure Confidence Increase between Beginning and End of Course in All Three Groups

Source	d.f.	M.S.	F.	P.
Method	2	6.3642	46.4703	.01
Sections Within Method	6	1298.5432	.2297	nsd
Residual	120	27.9435		
Total N-1	128			

Prior to a statement of the results in relationship to the three hypothesis, the following analysis is provided. This analysis is derived from the scores of each test rather than the differences

between scores. The results summarized in Table M indicated a significant difference in the method employed in the course. The analysis used to derive Table M combined all three groups on the basis of difference between PRCS scores in order to establish which of the experimental conditions were responsible for the difference. Tables N, O, and P are derived from the PRCS scores themselves after separating each group.

Table N refers to the control group and indicates a significant difference in a negative direction, i.e. toward less confidence. This same result is indicated in the other two groups; open discussion--referred to in Table O, and directed discussion--referred to in Table P.

TABLE N

Summary Table for Control Group Indicating Difference in Confidence Level between Beginning and End of Course

Source	d.f.	M.S.	F.	P.
Between Measures	2	580.4987	6.6603	.01
Within Measures	123	87.1580		
Total N-1	125			

TABLE O

Summary Table for Open Group Indicating Difference in Confidence Level between Beginning and End of Course

Source	d.f.	M.S.	F.	P.
Between Measures	2	615.4356	8.1273	.01
Within Measures	153	75.7243		
Total N-1	155			

TABLE P

Summary Table for Directed Discussion Group Indicating Difference in Confidence Level between Beginning and End of Course

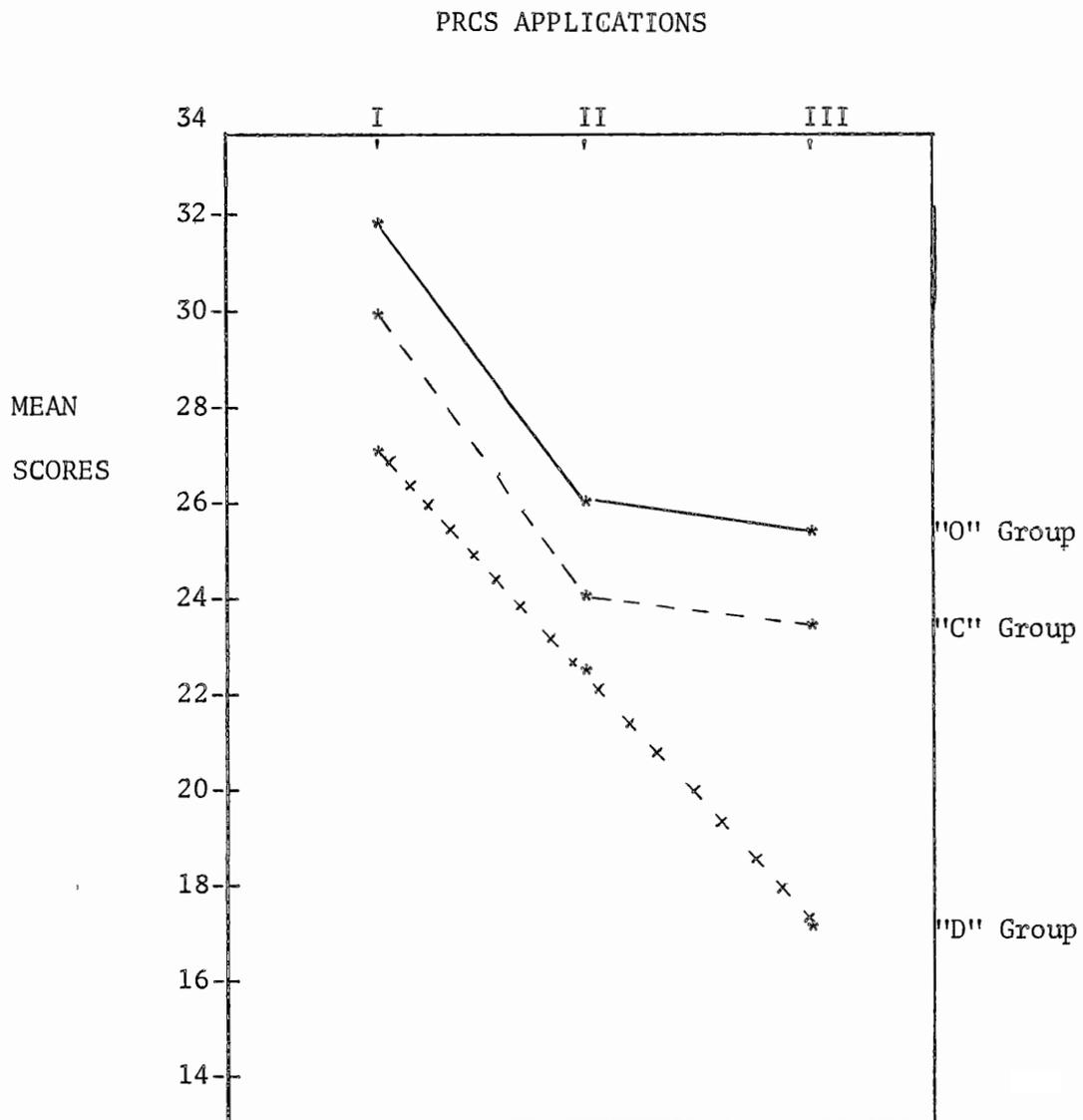
Source	d.f.	M.S.	F.	P.
Between Measures	2	369.4338	3.0277	.01
Within Measures	102	122.0173		
Total N-1				

Graph A combines class times according to treatment groups using PRCS score means to illustrate the trend indicated by Tables N, O, P more clearly. The Arabic numerals along the left of the graph represent positions along the confidence scale of 1 - 51. The Roman numerals indicate PRCS applications. The control group means, indicated by the broken line, moved from 29.99 to 25.11 to 23.37 on the scale. The open discussion group, indicated by the solid line, moved from 31.61

to 26.71 to 24.14 on the scale. The directed discussion group, indicated by the line of +'s, moved from 26.57 to 22.86 to 17.14 on the scale. The trend as indicated is in a significant negative direction away from more confidence toward less confidence.

GRAPH A

Graph of Direction of Confidence Level as Measured by Mean of PRCS Scores through Three Applications of PRCS in Each Group



Analysis of Class Interaction

Introduction. As specified in the procedures outlined for the study a content analysis was made of the transcripts of the class interaction in the two treatment groups. Two hypotheses were proposed for this analysis:

- I. The Directed Discussion Group (D Group) would have a higher percentage of remarks made by the instructor than would the Open Discussion Group (O Group).
- II. Of the categories chosen for analysis, the O Group would have a greater variety than would the D Group.

Acceptance of these hypotheses would indicate that there were in fact two separate and difference experimental treatment groups operating.

Analysis of Transcripts of Treatment Groups. The data from the transcript analysis was subjected to the following:

1. ANOVA for randomized groups was used for overall effects for category usage.³⁶
2. "t" tests for independent means for differences between means for
 - a. Gross word use between groups.
 - b. Gross unit use between groups.
 - c. Category use between groups.
 - d. Direction/intensity use between groups by category.

Using absolute category usage, the number of times a category was used per class within the experimental group, the ANOVA revealed a significant F ratio at the .001 level of confidence. Data are

³⁶Edwards, p. 118

summarized in Table Q. Analysis using t tests for differences, summarized in Table R, revealed differences between the two experimental groups in terms of number of words used per group and in number of analysis units per group. The results of these analyses support the contention that there were two difference experimental conditions functioning. The Directed Discussion Group was different from the Open Discussion Group.

TABLE Q

ANOVA Summary Table of Overall Differences in Category Usage between Experimental Groups.

Source of Variation	d.f.	M.S.	F.	P.
Between Groups	10	1486.7718		
Within Groups	99	148.3251	10.0231	.001
Total N-1	109			

TABLE R

Summary Table of Differences between Experimental Groups in Number of Words Used and in Number of Analysis Units Used.

	Experimental Group	Total	Mean	t	Significance
WORDS	D	10694.5	1782.4167	1.8139	.10
	O	11982.5	2396.5000		
UNITS	D	632	105.3333	1.9530	.05
	O	702	140.4000		

To test the two hypotheses presented for the content analysis t tests were conducted to discover the percentage of category use between the two experimental groups. Percentage of use per category was computed by dividing the absolute use of a category by the possible use of that category within a particular experimental period. The results of this analysis, summarized in Table S indicate the following concerning the predicted category use.

The Open Discussion Group used more categories than did the Directed Discussion Group: Open Discussion used 10 categories; Directed Discussion 8 categories.

The Open Discussion Group tended to use a greater variety of categories than did the Directed Discussion Group. Including the two categories mentioned above, the Open Discussion Group showed a significant difference in six of the ten categories in terms of usage.

TABLE S

Summary of Differences between Mean Category Usage Based on Percentage of Use Per Category.

CATEGORY		% of USE	t VALUE	d.f.	SIGNIFICANCE
Course Structure 1.	D	.0645	2.0929	9	.05
	O	.1771			
Assignment 2.	D	.0057	4.8984	9	.005
	O	.1889			
Textbook 3.	D	.0000			
	O	.0765			
Criticism 4.	D	.5683	-15.6278	9	.005
	O	.0057			
Lecture 5.	D	.0054	3.1879	9	.01
	O	.0953			
Grading 6.	D	.0020	.1200	9	NS
	O	.0008			
Instructor 7.	D	.0000			
	O	.0755			
Tactics 8.	D	.0074	2.3587	9	.025
	O	.0005			
Feedback 9.	D	1.3245	-10.9810	9	.005
	O	.2835			
Final Assignment 10.	D	.0001	.2377	9	NS
	O	.0054			

A t test for means of direction/intensity of remarks with the category demonstrated no significant difference. This data are summarized in Table T. General results of means are summarized in Table U.

TABLE T

Differences between Direction/Intensity by Category by Group.

Group	Total	Mean	t	d.f.	Significance
D	24.9781	2.4978			
			1.2132	18	NS
O	30.2598	3.0298			

TABLE U

Summary of Category Use and Intensity/Direction of Category

Category	D Group		O Group	
	% of Use	Intensity/ Direction	% of Use	Intensity/ Direction
Course Structure	.1143	3.3421	.1831	3.1538
Assignment	.0322	2.9500	.1930	2.5474
Text Book	0	0	.0732	2.8269
Criticism	.3172	3.3807	.0338	2.8750
Lecture	.0322	3.3500	.1408	3.4200
Grading	0	0	.0704	2.6400
Instructor	.0193	3.2500	.0141	3.6000
Tactics	.0322	3.3000	.0099	3.2857
Feedback	.4461	2.8953	.2479	2.9943
Final Assignment	.0064	2.5000	.0338	2.9167

Summary of Class Interaction Analysis. In relation to the two hypotheses proposed for the analysis of the class interaction the following is proposed:

- I. The Directed Discussion Group (D Group) would have a higher percentage of remarks made by the instructor than would the Open Discussion Group (O Group).

The null hypothesis should be rejected on the basis of the t test demonstrating a significantly higher proportion of the Feedback Category

used in the D Group.

- II. Of the categories chosen for analysis, the O Group would have a greater variety than would the D Group.

The null hypothesis should be rejected on the basis of the analysis demonstrating a greater use of six out of ten possible categories.

Summary of Data Analysis

The data indicates the following:

A. In relationship to the three main hypotheses tested, the results indicate that for all three the null hypotheses cannot be rejected.

- I. The experience gained in a beginning speech course increases the amount of self confidence of a speaker as measured by the PRCS.

Data showed significant difference, but not in the direction predicted.

- II. Specific counseling techniques and/or approaches to the classroom can raise the level of confidence in a beginning speech course.

Data showed no significant difference.

- III. The rise in level of confidence can be expected to happen sooner in a classroom using specific counseling techniques.

Data showed no significant difference.

B. On the basis of the class interaction analysis there were in fact two different experimental groups operating in the study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary.--A review of the literature revealed that the phenomenon of "stage fright" is both difficult to define and difficult to measure. Regardless of these difficulties, speakers in the classroom situation experience various symptoms of apprehension. This study approaches this apprehension from the point of view of confidence in a risk-trust situation.

The rationale for the study maintains that confidence in the communication situation is related to apprehension on a continuum basis. Position on this continuum is related in part to perceived risk in the communication situation, and in part on trust of others involved in the communication. One pole of this continuum indicates fear, the other confidence.

The Personal Report of the Confidence of a Speaker, PRCS, provides both a scale for measuring this fear to confidence continuum, and a definition of confidence. Confidence is defined relatively as a point along a 51 point scale running from negative to positive. The PRCS was used in this study as a measure and a definition.

Further review of the literature revealed that certain intervening treatments can change confidence levels for subjects as measured

by the PRCS. One of these treatments is enrollment in a beginning speech course. Studies by Garrett (1954) and Paulson (1951) plus Bradley's (1967) replication of Paulson's study supported this contention. However, even with this type of treatment there is a certain percentage of students who do not respond. Bradley (1967) followed the replication of Paulson's study using another treatment method proposed by Giffin (1966) in a series of working papers. In this study the low confidence speakers on the PRCS scale were removed from a beginning speech class and placed in group sessions using a non-directive interpersonal dynamics approach. Two results of this attempt have pertinence to this study:

- a) Using this approach Bradley demonstrated a difference in increase in confidence between the control and experimental groups.
- b) The treatment was terminated after the fourth of six planned sessions, with attendance drop off reported after the second session.

There is an indication that this type of treatment does work in a relatively short period of time. The present study was conducted to ascertain whether the use of counseling techniques based on some of the theory proposed by Giffin could be used within the classroom communication environment to increase the confidence level of the student.

Three hypotheses were proposed for the study:

- I. The experience gained in a beginning speech course increases the amount of self confidence of a speaker as measured by the PRCS.

- II. Specific counseling techniques and/or approaches to the classroom can raise the level of confidence in a beginning speech course.
- III. The rise in level of confidence can be expected to happen sooner in a classroom using specific counseling techniques.

In essence, the study asks whether confidence in the classroom communication situation can be increased using counseling techniques within the classroom environment.

A pilot study was conducted to discover which of various counseling techniques as adapted to the classroom might have validity for use. The results of the pilot study indicated that two approaches had the potential for accomplishing the purpose of the study.

The major study was undertaken using the following procedures:

1. All students enrolled in the beginning speech course during the fall quarter were used in the experiment as they were registered in a particular section of the course.
2. Nine sections of the course were matched for time, lecture input, daily scheduling, and grading procedures.
3. Two experimental treatments were defined as "O" treatment allowing free and open expression by class members during the two class hour treatment.

"D" treatment with the instructor attempting to channel discussion remarks during the two class hour session toward a supportive concept in the classroom.
4. The PRCS was administered three times to each section of the course. The first time following the initial speech in the class, the second time following the experimental treatment, the third time following the final speech of the course. Scores were analyzed by ANOVA for nested design and unequal N's.
5. A tape recording of the interaction during the experimental treatment was made, transcribed and content analyzed.

Results of the study indicated:

1. The null hypothesis could not be rejected for any of the three hypotheses.
2. There was a significant, .01 level of confidence, decrease of confidence in all groups--in the control and the two experimental groups.
3. The content analysis of the interaction revealed
 - a. There were in fact two different experimental conditions operating in the study.
 - b. There were differences in the two experimental groups related to
 - (1) Variety of topics covered--the "O" group talked about a greater variety than did the "D" group.
 - (2) Amount of instructor comment--the "D" group had more instructor comments than did the "O" group.
 - c. There was no difference between the two experimental groups in the intensity/direction of the comments.

Conclusions

Conclusions based on this study are derived from two of the results mentioned above: a significant decrease of confidence during the beginning speech course; differences noted in the content analysis of the experimental treatment.

In the first instance, based on previous research, all groups should have shown an increase in confidence even excluding the use of any experimental treatment. While explaining this result is difficult, one intervening variable is suggested: the grading method used in the course. The course structure was designed around a behavioral objective concept in informative public speaking. Forty percent of the final grade in the course was derived from a speaker constructed test

over the content of the final speech. A ten item test was developed by each speaker, the test in turn was given to one half of the class prior to listening to the speech and the other one half of the class after the speech was delivered. The difference between the two test mean scores was then percentile ranked with all other students enrolled in the course regardless of section. This percentile ranking system was also used for a major test in the course that accounted for another 20% of the grade. The result of this arrangement was that each student in the course had to depend on his relative ranking with students he did not know or could not know. Individual instructors in the sections mentioned that they felt that this put extreme pressure on the students, particularly as the class progressed, with the pressure becoming extreme during the time of the final speech. While remarks to this effect are not demonstrated in the content analysis, the pressure, if any, would have occurred in the class after the treatment interaction.

The suggestion here is that the test and grade pressure became great enough to affect the confidence level of students to the degree that any salutary effects of the course in relation to a confidence level was negated.

This variable, however, does not seem to be so highly related to the effects of the experimental treatment. Treatment effects should have demonstrated themselves in a difference between the first and second test application, see Table K. A possible reason for this lies in the conditions of the treatment application.

This study made two assumptions concerning the treatment:

a) that since this type of treatment worked by removing those in need of

help from the classroom, the treatment would work within the confines of the classroom; b) that a relatively short time period, in this case two class hours, was all that was needed to affect a result. It may well be that the treatment works only when people fall within the same range on the confidence scale, e.g., the lower quartile of the scale as in Bradley's study. While it is impossible to tell from either the tapes or the transcriptions what percentage of the students interacted during the sessions, the instructors tended to remember only a very few that interacted. This might be an indication that those who lack the confidence in the speaking situation in a formal setting, also lack the confidence to interact in the informal situation. There is also the other possibility that more time than originally suspected is needed to affect a result.

The content analysis of the interaction transcriptions demonstrated that the control conditions of the study were met. The experimental conditions demanded the following

1. Neutral feedback from the instructors, particularly those instructors in the Open Discussion Group. The results indicated a mean of 2.99 for the "O" group and a mean of 2.98 for the "D" group of a six point scale with 3.00 equaling neutral.
2. A difference between the two approaches used, with the "O" group given much latitude and the "D" group restricted. The results indicated a difference between the two groups as expected.

It would seem that the experimental treatments were obtained as planned

in that the instructors understood and fulfilled the requirements for the treatments.

Recommendations

Based on the results and conclusions of this study the following two recommendations are made:

1. This study be replicated using the teaching approach used here. That is, a behavioral objective approach be used to see if this teaching approach does in fact affect confidence levels.
2. The study be replicated varying the following conditions:
 - a) The low confidenced speakers be homogenously grouped in the classroom situation.
 - b) That more time be used for treatment, even to the point of an entire class approach.

The results of the study run counter to the hypothesized expectations for the study. As pointed out in the review of previous research, enrollment in a beginning speech course is related to confidence increase as measured by the PRCS. The pilot study reported in Chapter II of this report indicates at least a numerical shift toward more confidence if not a significant shift. Yet the main study indicates a significant decrease in confidence.

One of the differences between the research reported in the review along with the pilot study and the main study is the use of behavioral objectives. The beginning course used in this study specified for the student a definition of informative speaking along with a method of grading information. This method in turn was dependent

upon class members and not on the instructor in the class. A question arises then of what effect this approach had on the confidence levels of the students involved, or what variables are involved in this approach that need to be considered in relation to student confidence levels.

Among the possible variables involved are those concerned with the entire behavioral objective teaching approach, e.g., the amount of pressure put on the student involved in this type of approach. More directly related to this study are variables concerned with student interdependence. If the student has to depend upon his fellow classmates for a grade, does this push the trust-risk concept beyond that normally encountered in the classroom? Unstructured polling of students involved in the class and instructors of the classes seem to think that as the realization of the interdependence of the students' progress during course of the quarter the individual student begins to get more concerned.

In short, this study needs to be replicated to see if this teaching approach is affecting confidence.

BIBLIOGRAPHY

- Bradley, Kendall F., "A Study of Self-Perceived Stage Fright: It's Relation to Previous Speaking Experience, A Course in Fundamentals, and Group Counseling as a Remedial Approach." Unpublished Thesis, University of Kansas, 1966.
- Budd, Richard W., and Thorp, Robert K., An Introduction to Content Analysis. Iowa City, Iowa: University of Iowa School of Journalism, 1963.
- Dickens, Milton, Gibson, Francis and Prall, Caleb, "An Experimental Study of the Overt Manifestations of Stage Fright." Speech Monographs, XVII (1950), 37-47.
- Edwards, Allen L., Experimental Design in Psychological Research. New York: Holt, Rinehart and Winston Co., 1965.
- Emmert, Philip and Brooks, William D., Methods of Research In Communication. New York: Houghton Mifflin Co., 1970.
- Fryer, H.C., Concepts and Methods of Experimental Statistics. New York: Allyn and Bacon, 1966.
- Garrett, Edgar Roy, "A Study of the Effect of Three Classroom Variables upon Stage Fright in Beginning College Speakers." Unpublished Dissertation, University of Denver, 1954.
- Giffin, Kim, "A Theory of Self-Confidence in Interpersonal Communication." Working Paper #20. Communication Research Center, University of Kansas, 1966. (Mimeographed).
- Giffin, Kim and Bradley, Kendall, "An Exploratory Study of Group Counseling for Speech Anxiety." Communication Research Center, University of Kansas, 1967. (Mimeographed)
- Giffin, Kim and Bradley, Kendall, "Group Counseling for Speech Students with Low Self-Confidence: An Approach and a Rationale." Working Paper #22. Communication Research Center, University of Kansas, 1967 (Mimeographed)
- Gilkenson, Howard, "Social Fears as Reported by Students in College Speech Classes." Speech Monographs, IX (1942), 141-160.
- Henning, James Harold, "A Study of Stage Fright through the Comparisons of Student's Reactions and Instructor's Observations during the Speech Situation." Unpublished Thesis, Northwestern University, 1934.

Hicks, Charles R., Fundamentals Concepts in the Design of Experiments.
New York: Holt Rinehart and Winston Co., 1964.

Paulson, Stanley F., "Changes in Confidence During a Period of Speech
Training: Transfer of Training and Comparison of Improved
and Non-Improved Groups on the Bell Adjustment Inventory."
Speech Monographs, XVIII (1951), 260-265.

Rogers, Carl R., Client-Centered Therapy. Boston: Houghton Mifflin
Co., 1951.

APPENDIX A
INSTRUCTIONS FOR EXPERIMENTAL GROUPS

OPEN DISCUSSION

The purpose of this "class evaluation" session is to begin the process of building class interrelationship that will tend to lessen the normal pressure felt by the student in a public speaking class. The philosophy that underlies the approach being used in this session is one of interpersonal trust based on a mutual feeling of openness between the individual student and the instructor and among the students themselves.

In order to accomplish this purpose, I would ask you to do the following:

1. Do not expose the class to the stated purpose of the evaluation.
2. Permit an open discussion for the class period without direction by you or summation by you.
3. Use the following as a stimulus for the discussion.
"The Department of Speech Communication needs help in evaluating the course and the syllabus used in the course. The help is needed so that we in the Department might make the course more meaningful. I would like to open the class for general discussion of the course. Certain conditions are being imposed on the discussion.
 - a. I as your instructor will not defend any objections you might have about the course, about me, about the text.
 - b. You must be candid in your approach in this critique.
 - c. The tape of this session will be transcribed by a secretary and your comments about the course evaluated and edited by Mr. Polsin for staff discussion.

If more stimulus is needed to get the discussion moving, use such comments as "Is the course worth it?" "Which of the assignments so far, have you written home about?"

In any event do not evaluate the class comments as being good or bad.

DIRECTED DISCUSSION

The purpose of this "class evaluation" session is to begin the process of building class interrelationship that will tend to lessen the normal pressure felt by the student in a public speaking class. The philosophy that underlies the approach being used in this session is one of interpersonal trust based on a mutual feeling of openness between the individual student and the instructor and among the students themselves.

In order to accomplish this purpose, I would ask you to do the following:

1. Explain the purpose of the session as one in which the class can begin to discover how they might help each other in the learning process in the course.
2. Permit a fairly free flowing discussion but keep the discussion on the topic of mutual support and learning in the class. Elicit and evaluate at least the following concepts.
 - a. The classroom is learning environment and as such must be evaluated and graded.
 - b. Evaluation is a two pronged process.
 - 1) help and evaluation for the one being evaluated
 - 2) a learning experience for the evaluator
 - c. The evaluation process is not a mean minded "you're wrong you idiot" exercise.
 - d. The process in the classroom involves the instructor as an arbiter and somewhat of an expert in the art and science of public speaking who might well be regarded as a resource person.

- NOTE:
1. Do not lecture but back discussion.
 2. In period #9 in the syllabus use the instructor topic "class criticism" as an evaluation of "good" and "bad" class criticism.

APPENDIX B
DAILY SCHEDULE FOR COURSE
FOR ALL SECTIONS

DAILY SCHEDULE

Date	Period	Assignment
	1	Chapters 1-6 text, roll call, Instructor General Rules, Explanation of next speaking assignment; hand out-Finding Information In Print; Principles of Outlining.
	2	Lecture M 115 Introduction to course (Polsin)
	3	2 minute speech based on communication incident. See assignment #1. Lab orientation (PRCS)
	4	Period 3 continued. Bibliography due. See assignment #II.
	5	Instructor evaluation of topic area and bibliography. Instructor topic: narrowing the topic.
	6	Lecture M 115 Process of Communication (Pettersen)
	7	(Class Evaluation.) Outline due. See assignment #III.
	8	Outline evaluation
	9	3 minute speech, Communication in Profession; (see assignment #IV) Instructor topic: class criticism
	10	Lecture M 115 Basic Organization (Polsin)
	11	Same as 9. Speaker (see speaking sheet) Instructor topic: Basic Organization. Hand out: Building test
	12	Same as 9. See speaking chart. Instructor topic: Clarification of next speaking assignment
	13	Instructor test and critique of test on Chapters 1-6.
	14	Lecture--Evidence Support (Fisher)

- 15 Class Discussion of Basic Organization and Evidence Support
- 16 3 minute speech. Explain topic areas to class (See assignment V) Instructor topic: Use of Clarification Supports
- 17 Same as 16--(See Speaker Chart)
Instructor topic: Use of Interest Factors
- 18 Lecture M 115
Delivery--Boren
- 19 Same as 16-- (See Speaker Chart)
Instructor topic: Distracting Mannerisms
- 20 Class Evaluation
- 21 5-6 minute speech--Journal Article
(See assignment VI) See assignment sheet and Speaker Chart. (PRCS) Instructor topic: General Assignment Critique
- 22 Lecture--Motivation and Perception (Pace)
- 23 Same as 21 (PRCS) Instructor topic: Speech Purpose
- 24 Same as 21. Instructor topic: Speech Purpose
- 25 Lecture M 115
Audience Analysis--Shellen
- 26 Class Discussion of Lecture
- 27 Same as 21. Instructor topic: Audience Analysis
- 28 Same as 21
- 29 Lecture M 115
Speech Objectives--Shellen
- 30 Class Discussion of Lecture
Final assignment clarification
- 31 Instructor topic: Test Construction
- 32 Instructor topics: Language Usage
- 33 Test M 115--Lecture Material and text chapters 1-10

- 34 Tape Exchange--Final Speech Rehearsal
(See assignment VII) Reports due, see
assignment sheet
- 35 Final speech (See assignments VIII)
- 36 Lecture--Ethics of Course--Boren
- 37 Final Speech Due, See assignment sheet and
speaking list
- 38 Same as 37
- 39 Same as 37
- 40 Lecture M 115
- 41 Same as 37
- 42 Same as 37

APPENDIX C
TRANSCRIPTS OF CLASS INTERACTION
DURING EXPERIMENTAL TREATMENT

8:00 "D"

How we can make the class beneficial to us and this means each of us helping each other in terms of communicative process. What can we do, do you have any ideas? Now this is helping each other together, so that we kind of grow and develop together in this process. Anything: First of all what is the classroom situation, how should we look at it? We've got between 15 and 20 people in here. Maybe what we ought to do is talk about communication for a minute. What is Communication? Do you get any idea what communication is in the lecture yesterday? Getting your point across so that people can understand it. Anything else? How many are involved in communication? How many people? Two. At least two. Well, in terms of speaking in class how can this be related to what we are doing here? The idea that at least two people are involved? Can it be? Does the speaker have to see the class as all one person, as all being alike? He really doesn't have to, does he? At least he ought not to feel that one person is more important than another, that they ought to be equal in the sense that they, maybe in this sense, are all one person, they are equal in the terms of what he is trying to give them. Any other reactions? If communication is a two way process, how can we make this classroom situation more valuable to us? Give useful criticism. What does useful criticism do? What's the advantage of that? Giving the speaker his weaknesses will help him better his speech. Does it do anything for anybody else besides the speaker? It shows the other speakers the mistakes not to make. So it can be helpful not only to the speaker but to the person who is criticizing him or to others not being criticized at the moment. So the classroom situation then is one in

which there can be criticism by members of the group. In a sense giving feedback to the speaker in terms of or how successful he was in communicating. How should this criticism be offered? How should you do it? Any ideas? It seems to me that when you have a class this small you can really, well if you got anything out of this class, the person who is speaking could ask you these criticisms and you could discuss them. In that way you can find out what he thinks and what other people think then you can analyze it yourself. He could just stand up there and talk back and forth about it. I've never seen that before. How would you offer this criticism or these suggestions? Any general way that you could talk about in which you might offer criticisms of this kind? Would you say you sure missed the boat there, stupid thinking, and maybe you ought to take a different approach, is this the way you offer these criticisms? How might this be done? Suggest that he has missed the boat but not call him stupid and say that he is terrible and too ignorant to be in the class or something like that. This isn't going to have a very beneficial effect on the speaker in terms of criticism. This will make him react emotionally to the point that he won't even hear the point that you are saying. So you want to put him in a receptive mood or assist him in getting in a receptive mood for the criticism. If this is going to be a give-and-take situation where we all learn from each other, this sort of has been obtained, hasn't it? Any other reactions? How many of you feel that you are not competent not to offer suggestions to a speaker? Would you really be able to tell him if he is communicating or not? If you invited a speaker in you might not listen to all he is saying, but with here you could offer

criticisms and if you didn't understand you could tell him. All right, at least in terms of how effectively he informed you, whether you understood or not, you could certainly make criticisms on this ground, couldn't you? Any other reactions? What is the place of the instructor do you think? Just sort of an observer to see how we can criticize our speech and how we can communicate. Maybe the instructor can be looked at as a resource person to assist or give additional information. Maybe the instructor can assist in another way, he can help to set the standard. If you people are not really interested in achieving high goals in communication maybe the instructor should set the standards of communication and how effective a speech should be. Now, maybe the instructor shouldn't be dogmatic but he can help set standards that he thinks are achievable by that group. So that he will make the class meaningful to you. Any other reactions? Well, what did we say. Who can summarize something of which we have said, even maybe one thing if not a summary of everything? The classroom situation then becomes what? A workshop. A Speech communication workshop for speech. A workshop, okay. Any other reactions? What else did we say? What do we mean by workshop? A place where you can practice your ideas. My impression was that we were to give our tape to another person before we gave the final speech. I think this is pretty fair. This is what we will hope to have as the communicative process, the learning process in practice. In order to make it work you have to participate even if you are not a speaker. You have to make some kind of contribution even if you are not speaking. So hopefully our minds are going to be working, we are going to be contributing something helping each other.

8:00 "D"

First of all the classroom as a learning situation, an environment where you can learn about speech. I think the way you learn is by practicing. You speak to twenty-twenty-five people and accept the criticism afterwards, if they are close to you, you can talk to them, it's a give and take deal. I personally wouldn't want to be in a bigger place. Here you can hear, see, and talk to them. Do you think we should have a smaller place. No, this is just fine. You couldn't project if it was too small. All you would have to do is whisper. I think in this classroom we have just enough variety, each person has a different field, we'll get more rounded, we have different ideas. Okay you think in a classroom where you have varied ideas is helpful, because it enriches your background you mean or what? It gives us an idea of how we should be presenting our material. Because you can evaluate other people, or you can present the material in your own field? I mean how you can present our ideas so that our classroom gets a little more out of it. Kindof take-off on what he said about liberal educations will add more to our final speeches.

Let's look at a moment how specifically each of you can help each other and maybe you are doing it and maybe you aren't, why? Let's look at that for a moment. Then after that look at the things that I should be doing that I am not doing or maybe the things that I am doing that I shouldn't be doing. That will be helpful. First of all let's look at how you can help each other. What about that? I think that after they've given their speeches that you should give an honest criticism towards the speech, if you didn't like it. Honest criticism. Can

you give dishonest criticism? It's hard to say, there are two or three people who always seem to be not giving the same critiques, but there the people who do a lot of the talking. After a while those few begin to feel that they'd better shut up because the next speech he's giving he'll get jumped on. This makes it real hard sitting there criticising, but what you're doing is exercises to help those people and in return to help yourself. I think really there's too much good criticism going around. I like to hear some of my bad points, but most of the time nobody seems to want to speak out about it, they're afraid of it, or something, I don't know ah---. Maybe you're pretty good. No, I can feel these things are wrong and I'm sure they can see them and they should be pointed out. All right, people usually don't give too much criticism because they figure if they don't say anything too nasty about the person that spoke then they won't say anything too nasty about them. O.K. Do you think that you're qualified to evaluate? If I have to sit and listen to somebody I'm naturally going to evaluate them as people, especially if they something controversial, that's the first place I'll evaluate, the second place if they're up there and just standing there and just speaking and there is no interaction then I just don't care to listen to them and why should I listen it just doesn't make sense if you have to listen to somebody then why not evaluate them and if you get a chance to say something to them that can help them then you better do it. Any other reactions? How many feel that they normally feel backward about saying anything? Maybe the fact that you do call attention to them helps to make them more conscious of these and give them something definite to work on. If nobody called attention to these maybe you wouldn't be so

apt to give conscious attention to try and improve them. I saw a hand over there somewhere, Jim? Somebody.

Well, isn't this thing you are trying to discuss is how we can help each other?

Ya, ya.

Well, I think the main thing to do is try to pick an interesting topic.

Well, picking an interesting topic is a valuable thing, isn't it? Anything else? This goes over to audience reaction doesn't it, not only of interest but informative, of some value to the audience, so when you get through they feel that they have been enriched a little bit. Did I see a hand over here? You changed you mind? Topic's no good after all. Is that what you mean? No, you've got alot of people and you've got alot of diversified interests and to choose one that is broad enough to please everybody is kinda hard. But do you think that any given topic going to enrich us? No, he is but he was knocking his own subject matter.

Are you insinuating? I think that it's important to pick a topic that is interesting but _____ And another thing is you should be able to pick a topic that you are able to talk about but that isn't always of interest to someone else. Sometimes you have to talk about things and have to put yourself out, it's a learning experience. You have to learn to present something so that it becomes interesting to everybody. It is not fun all the time, sometimes you have to give things that are hard to give, you should learn how to do it. What about what I am doing that is, either good or bad? What do you

object to first of all. What really doesn't help you very much or maybe squelches you or makes you feel that you don't want to try, let's look at this for moment. I was just wondering about your criticism after everyone gives a speech. If I wait too long you can't remember it. Okay, so you think it would be better to discuss immediately after. Any other reactions? I think that if you have your criticism right after each speech it makes the next speaker too conscious of what the last one did wrong. He will be concentrating on not doing that rather than on the speech. Okay, you can look at it in different ways. You can look at it in the sense that here is sort of a program which we will all enjoy or react to and than afterwards it is going to be a learning experience or you can take it as it goes. I think you could spend a little more time discussing the specific details of the assignment.

If you were designing this class to be a help to students, what could you suggest? If you were setting up this course now that you know that you can get some views from that side, what you do to make it more beneficial? I find that all the speeches are relevant to your final speech most of them are anyway they are close, by not really, you develop your topic through as the months go by and everybody else learns with you. You think it would be good to kind of survey people's interests before beginning and establishing those interests? I think we should be able to introduce ourselves in some way to the class so that when we come to this class everybody knows each other and we don't have to stand up there and try to impress everybody. How many of you feel that you don't know the other people in the class and feel afraid of them because you don't know them? I

could talk to each one of them individually and it wouldn't bother me a bit but when I get up there it bothers me. Some people resent talking just about themselves. I think it is a good thing to give a talk about yourself because then the class knows what to expect from your speech. Like this thing, at first you are all scared to give a speech about just what these people are going to think about your speech but after a couple weeks, it helps a little. How many feel that they don't really belong in the classroom? I think we could still tell something about ourselves,

1:00 "D"

To learn about speech communication I wonder what values you think will accrue from a classroom situation. Any? Problems that you don't notice yourself which your other classmates bring to your attention is your ability to express your ideas, your ability to get your speech across. How will you find out how effective you are? Through discussion. By looking at your audience reactions if they smile or nod their heads, while you are speaking. This is non-verbal response or feedback. Any other reactions? Do you think this is a valuable way to learn to communicate or do you think it might be better to just talk to a tape? To learn to communicate by talking to the tape or to the mirror? Well, when you are talking with other people and you have listeners you are more interested in your subject and you learn more of the subject yourself. Okay, you get more feedback from the audience than from a tape. Maybe we should talk for just a moment on the basis of the talk which you heard yesterday, what is communication? Maybe not on the basis of that but on the basis of any information. What do we mean by communication? The collection and expression of one's thoughts or ideas to put it across so that the other learns and understands your ideas. How many think that is pretty fair? Nobody, huh? Well, what do you want to add to that or detract from that? I think communication is more than just the relation of ideas from one person to another. I mean, people can communicate without saying anything. Without any ideas being transmitted? No, without any words being transmitted. I mean there is such a thing as a pregnant silence that is a part of communication or even just an idle chatter you know without any forceful main ideas or anything being

brought forth. There is such a part of communication. What about that? Is that communication? Well, it is communication in a sense that you are expressing a mood, but as far as understanding or exchange of ideas, this is the basis of communication. So you still think this is communication? Any other reactions? You can have transmissions without thinking. You mean you can communicate to yourself? Aren't you communicating feeling from the chair from what was said yesterday? You can communicate by yourself without speaking. It is the ability to get your ideas across. Okay, it is the ability to get your ideas across. Anything else? I think it is just in the response because you don't necessarily have to have an idea first before you can have the audience understand because I mean if you are up there and you don't see what you are talking about well audiences know that. You have communicated your uneasiness, that's part of communication, I mean that is involved in communication. Now, in terms of communication, let's look again at the classroom situation as a place where you can learn communication. Learn about it, learn to be a good communicator. How can we do this in the classroom situation? If you are going to learn to receive communications from the chair you don't really have to be in any classroom situation, do you? You can do that at home, as long as there is a chair present. What are the values of a classroom situation? Are there any? I would say in the classroom you can give and receive more variant bits of information where person's experience would help or another wouldn't when you have a collection of different experiences where you can pool them together and possibly come out with something, where otherwise you are going to be two or three it is not in a situation like here to improve your

speech. Okay, Well, for one thing in the classroom, you can get effective criticism on your method of communication like if you get up there and you give a three minute speech and you are nervous and you stutter and you are vague in your ideas well then the instructor and the rest of the class will tell you this and they will tell you and try to help you improve your method of speaking but whereas in conversation with friends or something like this, you won't get effective criticism. If a person while speaking may gesture a lot this may offend one person, maybe not another. It was mentioned that you get reactions from the other students and from the instructor. What is the difference between the reactions of the class members and the reactions of the instructor? Do you weigh them any differently, do you look at them any differently? You watch for the instructor's reaction sort of as the main guidepost. Sometimes you want to impress him so that you will get a better grade. But, if you look at your audience and find out they are understanding what you are trying to say, I think you get more courage, than from the reactions of the instructor. It is hard to say. You may know what I am talking about yourself but you won't give any reaction whatsoever except by the look on your face. I can't tell whether you are following or not. So it is the audience to tell if they are following or not. Okay, instructors as a rule don't give as much feedback as students give. Is that right? Well, I think instructors might tend to be more objective about their criticism of a speech. For instance, they might criticize the delivery of the content, the formation of the delivery in the speech where the class might say well it kind of bothered me the way you were always fussing with your hands or something. The classmates would be

more subjective because they tend to criticize more on the smaller points that disturb them. Wouldn't that be because the instructor has been trained in listening and in criticism, you know, how to help the student whereas everybody else hasn't been trained how to listen well. Well, what do you think? Do you think that you are not qualified to say anything about the speech? Well, I think we know whether it appeals to us and to criticize it on that line. Actually you are trying to communicate when you get up here to speak to the audience. Well, maybe I am one of the audience, but I don't think the instructor should be any more than one of the audience. Just one member of the audience. You shouldn't ignore him and just say he is one out of 25 why should I worry about him? You should include him just as you should include everybody else, but valid criticisms can come from the instructor. Supposedly he is more of the resource person, he should know a little more about it. He is being paid for his job. The other members of the class are not being paid for what they contribute. We hope that he has had some special training for it, but actually as far as communicating is concerned everybody who is listening or even if he isn't listening can let the speaker know how much he got can't he? So this is one way of measuring communication, and that was pointed out, you can do that by oral evaluation or you can do it by non-verbal evaluation. The speaker can get an idea of what's happening by what he sees in his audience or maybe what he hears we can get non-verbal responses that maybe are oral, somebody grunts or something and it is not verbal in the sense it is not a word but maybe it shows some kind of reaction. How should you react to a speech? She has finished her speech and we

are going to have some kind of discussion what should you say? What you think? Should you say exactly what you think? I think it should be more of a suggestion for improvement. Do you say as soon as the person has finished speaking, how lousy can you get? Is that the best way to approach it? Is a person sort of emotionally focusing or emotionally aroused in terms of what he has just done if you talk to him immediately after the speech more so than maybe if you talk to him a week later? Usually we talk about it right after in class so that he can remember better right after. If we talk about it a week later we will have forgotten quite a bit about what the person did if we don't do it for another week. So usually we have discussion quite soon after the speech, either we will have heard two or three speakers, but ordinarily the discussion will come right after the speech. This means that the speaker is kind of emotionally involved in what he has just done, and maybe you have to be a little tactful. What can you do to help make the speaker feel that you are not jumping all over him? You can start out the conversation with how enjoyable the topic was, you feel that the person could have expressed his ideas in a better way instead of saying you got a monotone. Instead of pointing all of the bad things you could point out a few of the good things. You might mention a few things that seemed pretty good if there are any. Sometimes if we are thinking in the terms of criticism we are only looking for bad things. Maybe we ought to look for some things that are good. What did the person do that you can compliment him on? So, when you think in terms of criticism we shouldn't always think in terms of what is terrible, what's bad and what you should attack. Can we learn from

having good things pointed out to us? Yeah, if we want to know what's good maybe good things ought to be pointed out to us. Well, who can summarize some of what we have said? What's one thing we've covered? The value of the classroom situation is in a diversified fashion of speaking. How to give effective criticism in the classroom. Maybe there is one more thing that we have touched on, what about the teacher? He should be just one of the audience not someone special to speak to. What about his ability, however, to evaluate? Maybe he can help to set the standards of the class. That is, maybe he should be able to know how well the students can do and help them to shoot as high as he thinks they are capable of. Maybe he doesn't properly evaluate them. He might set the standards too high or too low. But maybe it is up to the instructor to help to get the standards so that you don't do less work than you are capable of and come out doing a poorer job and being a poorer speaker at the end of the term than you could have been had you set your sights a little higher. But they shouldn't be set so high for the whole group that they can't achieve that and they feel just total frustration in terms of those goals. Maybe the instructor can assist in this way also. Students shouldn't just look for disturbing things in a speech but for good things also. When you are giving criticism are you helping only the person who has spoken? No. Why? It serves as an example in other speeches for other speakers. In a sense we are all in the same boat. There will be some individual differences, some will be better speakers than others. What will apply to one might apply to all.

1:00 "D"

In a class like this you have a feeling of being uncomfortable because you are in front of people, in front of a class, and yet you know all the people so you are a little more at ease. It gives you a little more chance to think, to collect your thoughts and not worry so much about what you are in front of, or whom you are in front of. You're just speaking to people here in a small group. Okay, we're just one big happy family and we're getting along fine with each other. If you walk to the music auditorium and they say, here, you are going to give a speech, and there are 475 faces out there looking at you, you're shocked that you are going to have to do this in front of so many people. Here you are in front of people who can criticize you, I am not saying that those people in the auditorium can't criticize you, but here you are in front of people who can criticize you but it is generally people that you know who will be a little easier and you will accept it a little more. I think the difference between speaking with a friend in conversation and speaking to a group, an audience here, we have learned by experience how to think with organization while we are standing up in front of 20 people trying to tell them something. We can't ramble and roam, and dodge from one point to another. We have to be clear about it. So you have to have some pre-preparation for the communication situation. Even when you're giving it when you have the notes in front of you giving the speech, you have to have your mind work in an organized distinct manner, in order to have good effective speech. The idea I have of speaking in front of the class that by this time we just about all know each other and they have almost become like some of your friends. I

think if there are people you don't know, you have to express yourself to them a little better, but here these people know what you are like, you just present your material. So we don't have any stage fright in this situation? No too much. I am still scared. I don't feel that I have given enough speeches yet to really say that these people know what I am. What do you think we ought to do so that it doesn't bother you as much? Is there anything that the rest of us can do, or all of us can do, or in some way interact with each other so it doesn't? Maybe if we would enter into more group discussions. I know when I am speaking alone I feel tense and nervous but if someone else enters into the conversation right away I relax and speak as though we are working together as a group. I can talk with people in a group discussion but when I get up in front of people it takes me a lot of time to become at ease and to think logically. I am at ease too, because I mean I am not at ease because you are stressing individual eye contact with people. And some people when they are talking, when I am talking to a friend and if I know that person real well I will look at them and if I don't I will just look around. It is an individual thing and you shouldn't stress having to look at a person's perception, have you look at him and he look at you. It makes me nervous, more than making me feel at ease while speaking. I think it is scary to know that while you are speaking everybody is listening and being supercritical, I mean more than they would be if they were just listening to an ordinary speaker, because they are listening to be critical, so that they can give comments at the end. So, you think we should be critical. No, I think we should but I think that is one reason why a lot of people still don't.

feel at ease because they keep thinking to themselves that everyone out here is criticising them. So, it is sort of a threatening situation? It seems like everyone is out to tear you apart if you speak good or bad it doesn't matter because they are going to tell you what you did wrong and what you did right at the end and it just makes me nervous to think that is going to happen. I think this is a general consensus. Everybody in the room feel that they don't want to make a mistake because they would be embarrassed. I don't have anymore fear in front of the room than just a little apprehension. I don't think you can ever speak to this group without having some apprehension. I mean I could see where you were a teacher you could just come in and not be scared. I don't think there is any reason for fear I mean everybody out in the audience is going to be up and can make the same mistake. The apprehension is good. I felt that the eye contact really helped me when I got up and saw the people looking because once in a while I would look up and couple would be looking down writing something and I felt I hadn't been saying something to keep their attention. There was one girl that nodded and I thought that must be pretty good. She is really listening to what I have to say. I think the eye contact helps you know if you are reaching the people. Okay, we have a difference of opinion here, some say it is good, some say boy, you cut that out. I think getting up front there the sense of most people being nervous it makes you think, it makes you remember what you want to talk about. I have a tape recorder at home and I went through a speech, trying to prepare a speech and it sounded like I was the most uninterested person talking to this microphone and listening to the play-

back. In fact, I even laughed at myself. I think it makes you think a little better on your feet. The people watching you stimulates you. I think eye contact is definitely good in a speech, but I would like to have a little more than eye contact. When I am up there giving a speech the thought runs through my mind that these people have to listen to me. It is a three credit course that they have to come to and listen to me speaking when they are not interested. I really want to tell them this. The only way I can tell they are interested or not is if they would ask me questions about the subject then I could explain it to them. And that would really be a direct personal relationship. Okay, you think we should have a questioning period. Or at least, have it open for questions if at one point one member of the audience wanted to ask a question, he might. That would break the tensions too. This is not a direct discussion panel class, this is to enhance your ability to speak with intelligence and to voice your ideas to them. The panel discussion is a completely different subject as far as I am concerned, than this public speaking. You are striving to express yourself better each time, and if you are just going to get up there and answer questions then you really don't have to talk. I don't think that is exactly what she meant. The purpose of this class is to get us to be as ease while we are speaking and I think that the way we are doing it is a lot better than standing up and giving off a memorized speech. I think if questioning a speaker puts him at ease that is fine, but I don't think it should be challenging the speaker. I didn't mean panel discussions at all. What I mean was a question and answer period after the speech was all over, in case the speaker did

not clarify certain points. I mean when you get up to give a speech you know what you are going to talk about. You cover your points as best as possible. Everytime you go the auditorium after the speech, there is always a question and answer period, I mean that is what speaking is about. Do you think you are learning from this course that are of value? or do you think it is too general, what about that? I think the course is general it gives you a general idea of what you need when you speak in front of a group. It doesn't go into real specific detail. This course seems to me to supply enough information for you to be able to stand up in front of a civic group or small group or even a large group and present a speech. You will be able to step forward with a lot more self-confidence than before. What other things should the course embody that it doesn't seem to so far? This is to say if you came into this course looking for some particular thing that you are not getting, what was that? Possibly something about persuasion..If you have the ability to inform somebody of your ideas, that in itself will help you to persuade them to your way of thinking. But I would sort of like to get a little more of the tactics of persuading somebody. I think the only way to get more persuasion is to make this a sequence course because otherwise you would be cramming too much into a certain period of time and it would be too difficult for the student to learn. What should I be doing that I am not? Everytime I get up to give a speech you are sitting up in the front row taking down notes, I just think, O, No, what grade is he going to give me? Are you frightened or stifled or inhibited by things that I do or say? The topic that we have chosen for our final speech is there pos-

sibly a little redundancy referring to it in an outline than a preparation speech, than another? I know you have to prepare for a speech but it seems like, I have the feeling that I don't want to tell them much about my final topic. You are urged on and held back at the same time. We have given three speeches so far and both of them have been on the topic, the general topic of our final speech and I was wondering if we could possibly give speeches on other topics, to give us a broader knowledge of things. You could let us learn more and not only that you would help us to learn to speak about things that we really don't know about. By the time we get to the final speech you may have the problem of saying just about everything you are going to say. When you are speaking to an audience about a topic that is very familiar to you it is sometimes rather alienating to be rather technical. It is rather alienating to be technical and they don't quite understand you. Unless they are prepared for it by that time, maybe by that time they will be prepared for some technicals, you told them all the other. It seems like from the very beginning, from the first class period that we've had we've been preparing for our final speech. For the first class you are preparing for the last class. If we could have talked about other things than just our final speech, it would be just as good a speech, it would be new information and we would have given speeches on other topics. Okay, we would have more variety of subjects to listen to as listeners. We would be broader because we would be subjected to more speeches. Or do you think that because you have gone deeper into one topic that actually we have become broadened because we are getting more technical information, on fewer subjects. What about that? Is

that a possibility or do you think, no it would be better to have more variety, going in more shallowly or confining it to this many topics and going further there. I feel that in a class like this with an audience such as this it is not all that beneficial to know all the technical details about just a few topics which may not help you or you may not even think it is one to really bother about, I mean some people in here may not care about photography other than for an instant camera so why would they want to know all the technical details about the dark room that might go into my final speech? I think it would be better and a lot more interesting if we were all able to talk more about other things. It seems that you start with your final speech and end with your final speech and each speech you are trying to give information that you haven't given before that you are limited. It just seems like today's was short. He could have gone farther but he couldn't because that was his final speech. It just seems like everything is cut. You can't go any farther, you've got to stop right here before you give your final speech and it just doesn't seem right. I have already forgotten what some of these people are talking about already. Maybe you should just introduce again and make it kind of shallow. This class seems to stress preparation more than presentation so that it seems right to prepare our final speech from the first day. I would like to know more about a lot of things even if it is a little, than know a lot about a few things. Personally, my feelings as a speaker I feel rather stifled by the fact that for this whole quarter about the only thing I am going to talk about is photography. I would really like to go into some research on other things that I don't know know so much about and

learn about them and then give this information to other people and I mean it really gives me an excitement to do that, but when I know that everybody else knows what I am going to talk about, and I already know what I am going to talk about, I've already been talking about it, it gets a little boring. It seems to me as small as the class is and being on the main topic, when a person gets up you know what they are going to speak on so they are kind of wrapping their own ideas of what they want to tell you but if you speak on difference topics I think you can get a better reaction from the listeners if you are able to express yourself you want to and tell them that you found something and you would like to inform them of this because this is an informative type classroom and you can probably see from them rather than everybody getting up here to talk and everybody knows what he is going to talk about when he gets up here. If he doesn't know what you are going to speak on then you might be able to get a little more reaction from them, rather than giving the same topic. Do you mean that people should not be introduced by a chairman and have their topic mentioned? No, because after they have spoken once or twice, after you get out of this class and you are going to be giving your speech to some group somewhere else, you don't want to have some chairman introduce you and tell the audience what your topic is going to be about? No, we have already made the association about what we are going to talk about anyway. For the rest of the term, how can we be of special value to each other in achieving the goals that we are hopefully working toward? What can we do nor not do? I think if we are a lot more casual with one another in that we do feel free to ask questions during the speech and during the critique, we don't.

feel that we have to say something, but we just say to one friend as another, now if you do this or that it might help instead of just putting forth a comment, a flat statement of opinion. I think it would be a lot more personal and we would be a lot more at ease. Make this more of a conversational thing? When I give a speech, I don't like to stand up there and be completely serious, and in some of the speeches I have noticed that it is too serious. I think if it weren't so serious it would put people more at ease, because I feel more at ease with a little laughter. Okay, a little more humor. Okay, humor depends on the subject. I agree you can't when you are talking about mental retardation, but when the speaker is trying to get a closer contact with the listeners I can see this point of trying to put in a few quips, a little bit of humor, anything to say, look, I am not trying to be cut and dried about this, I want to talk to you. I don't mean being funny funny like that, but I mean just in the tone of your voice, you know, not just getting up there, standing there, looking at somebody and giving it.

11:00 "D"

I have been asked to discuss with you, communicating your reactions, on the value of communication and your communicative learning of the classroom situation. What values can accrue to you individually or to other members of the group from the classroom situation? We are talking about communication. Communication is what kind of process? Verbal and non-verbal. Between how many people? How many people are involved in communication? Two or more. Normally we don't have communication with only one person, communicating with himself, usually we don't think of this. Maybe technically we can call that communication but usually we don't think of that as communication. Two or more people are involved in communication. How then do you think the classroom situation can be related to learning about communication? It gives you a chance to get the reactions of the other people. How do you think you are going to get their reactions? Just to tell you. Okay, to tell you, this is verbal. Well, reactions in your speeches is feedback. All right we get some verbal feedback as well as non-verbal feedback. On the final speech you are actually going to give them a quiz. Is there any way that you can develop together before that final speech that you can be of value to each other? When the teacher calls upon them in class, what about that? Is that right? Can anybody say in their own words what we have just heard, just said? You will evaluate or criticize each other to an extent and maybe we will do this in class, in fact, this is what I would like to have you do, to react to what you hear other speakers do, and maybe what you have to say about that other speaker will have some value to him. Will it have any value for you or

for other members of the class? It should. How? How can you apply this? Through listening and receiving this communication, if he receives it differently than I did and the man said the same thing, well the, there is a breakdown somewhere between the way we are listening. Okay, do you think that the class situation can really be a value in learning communication? Would it be better for you to talk into a tape? Do all your speaking into a tape, you haven't got a person to communicate with, you're talking to a tape and recording, would that be better than talking in the classroom? I don't think so because the classroom has more people, more individuals, you're open to more different ideas, different points of view, and more criticism. You can't take back what you have said on a tape, you can stop and erase and start over, you can't do that in the classroom because you open your mouth and that catches up. You also are defeating the whole purpose of this course. You want to learn to speak publically and you can't learn just talking on a tape. Well, that's a good point. If this is a performance course, which supposedly it is, you learn to perform or talk to others by talking to others. Now it is possible to learn principles that underlie communication, isn't it? But in order to be proficient in their use, you have to apply them. Okay, the tape doesn't react very well. Anything else? You also force somebody to listen, or how to be a good audience, know how to judge your speaker and what to look for, with the tape you couldn't have that. Now, do you think that you people are qualified to evaluate other speakers? Somebody gets up to speak and are you qualified as a listener or as a speaker to evaluate his speech? You can give your own impression of the speech. What about that, is that right? How many of you agree that at

least you can give your own reactions from what you got from the speech? How do you do this? For instance, here is a guy who's spoken and you're going to tell him something about this, your reactions, what can you do? Well, first of all, you can't criticize the speech at all unless you have learned something. If he was totally ineffective, you can't be critical, is this what you are trying to say? You certainly could be able because if you were listening trying to get something out of it then he didn't put across what he was trying to if he was ineffective. Therefore, you could criticize him for being ineffective. He wasted your time? Right. A lot depends on too, if you are criticizing the manner in which he learned to speak or whether he got the point across to you. Okay, maybe there are two bases for criticizing or evaluating: One is in terms of what? Result standard. One of them is the effect, what happened, what he got across, and the other might be, how he did it, his technique, his method. Okay. Do you think that material can be so wonderful that we can't expect to understand it? Is there anything wrong with communication in this sense? He is not speaking to the audience. Yeah, he is not really communicating. Maybe his ideas are good but he is not communicating in the sense of getting those ideas across to that audience. What value is the teacher in this kind of set-up? Is the teacher of any value? Rather than be the sole judge of the speech, the one person perceives the speech and decides whether it is good or not, the teacher should find out what the rest of the audience thought and the majority of the audience perceived what he was trying to say then he gives the test. What about standards? These are guidelines, in a sense too aren't they? Is there any relationship between overall standards in the class and the

teacher? Hopefully the teacher should evaluate the class as a whole and say, well here's, according to their capabilities, here's what their standard should be, or maybe because of their inherent abilities here is what their standards should be. Maybe, because of his experience he can help to set the standards of the group. He shouldn't say well this is the standard for all groups. He should help the group set their standards. How about that? He doesn't see if this accomplishes much if you are marked on the curve. How many of you can follow the argument? How should you criticize? If you are going to evaluate somebody who has just spoken, what should you do? Be constructive. As well as destructive? Point out the good and the bad points. Wonder if he doesn't have any good points? Do you think the fellow would be more sensitive right after he has spoken or a week later? You need to temper what you say a little bit, just because he is in a little more emotional state right then than some other time. Can we summarize a little bit then? Do you agree that you can be of value in giving feedback, not only non-verbal feedback, but verbal, to the speaker? Is that right? Yes. Yes. You agree that in a communicative situation you can assist the speaker by giving him both verbal as well as non-verbal feedback. In the class we will attempt to do this. In a sense I will be a moderator in terms of my experience. Any questions?

11:00 "D"

You only overcome your fear of talking to people by talking to people. I took a speech course in high school and I found a tape was a real good way to find out what your mistakes were, to hear yourself say ah, ah, ah, You receive criticism in the classroom from your fellow students and they are at about the same level as you are. We are becoming more familiar now, and when I am preparing my final speech, I know how my audience is going to react and it is not like coming in front of a cold audience and have to get out there and actually look at the feedback, you should have some idea of what the audience is looking for so as you become more familiar with the audience so you are losing a little bit of the advantage of the classroom situation now we know the people, they are not a fresh audience. So you don't have the same kind of fear in front of this audience as you would in front of another, fresh audience. In a fresh audience you really have to keep your eyes open to see if what you are saying is really sinking in, but here, you know how the audience reacts to you. I think this works both ways, though, if the audience is used to you, than he knows what your bad points were and your good points were before and they are going to be watching more so for these points to point them out after the speech than they would if they didn't know who you were. The classroom has value in what sense? It has value in that you come in front of other people, it has value in bettering your style through criticism. You have to organize a speech in order to give it in front of an audience, without the organization your speech is going to lose a lot of its impact. Do you think that the classroom situation has helped you to adjust to the speaking situation? Do you think that if

you were asked to give a speech now somewhere else, not in front of this group, to some other group, that you are now better adjusted to that kind of situation than you were before you started the course? We know how to prepare your speech better you might still have stage fright, though. At least you know how to organize your speech. Is there something that we should have done or that we should be doing now to help you overcome stage fright? When I first get up to speak, when I first start out for about the first minute or so then I am real jittery, my legs are kind of wobbly and I feel kind of scared; after I go along in my speech, I get kind of used to it. I think if you speak in front of the class and have the tape going at the same time, you get both effects. You get feedback from the audience and then you can listen to yourself, and then you can hear more and pick up what they missed. Maybe as a teacher, I have a tendency to point out mostly bad things, what about that? I think it would be best if you could bring out some of the good and the bad. The good to assure them and the bad to help them on the next one. I don't think there is anyone that takes criticism in here defensively, I think they should take it as encouragement. Do you feel that you are not qualified to evaluate each other? We are all listening. It doesn't mean that we are expert. I think we are because as was said before we know what his bad points are and we look to see if they have improved them. I don't think we have been trained yet to catch all of the points. Amongst us maybe we can come up with the bad and good points of the speaker. You yourself are generally able to come up with the good and the bad faster than all of us so you are needed here. Collectively, I think we are the experts because we are the audience and our reactions

are absolutely important because that is who the speaker is trying to get to. But you can't describe one of us and then our collective opinions. Too, you know, even if you thought he was good, and our collective opinion said he was good, then actually he did succeed. There are times when I think that a speech is somewhat ineffective and the audience, the rest of the group thinks it's quite effective. So, maybe you are needed to help to give the speaker a better evaluation than he'd get from the instructor alone. How can you help each other more than you have been helping each other? Or do you think that we're doing as good a job as we ought to? What can we do? Or, what can I do, too. Not only you but I. I think we can find a point that is pretty general throughout the class, which you've done also in the past, when you get up and demonstrate is one of the best ways for us to get your point, such as you did the other day with the way a man was standing. Okay, any other reaction? What's a good way for you, not for me now, a good way for you to help to check? What can you do that's different from what you're doing now? Can you think of anything?

Well, I'm not so sure feedback is really good, because too often..

Okay, the audience is not paying enough attention to the speaker

No, I said that there's a breakdown in feedback.

Okay, and maybe the direct rebound's on your part, Ha! Ha!
Okay, um, now what about giving attention to the speaker? Is that an important aspect? Do you think so?

No, not just attention, I get the impression from reading that

there should be some way of telling what the audience is thinking of.

I...

So there, some way of reading it and not instead interpreting it, you mean.

Yah, I have been able to see...

To interpret. Okay, any other reactions.

Well, the intention of the speaker, I think the speaker when he starts gets the attention of the audience and it's up to him to keep it.

Okay, uh, I don't think that's exactly the point that he's trying to make, however, that...we, of course hope that the speaker can keep the attention of the audience, is to interpret their reactions.

Well, if you mean that three-quarters of the class falls asleep, maybe that should tell you something.

Yah, that should tell something. Anything else? Um...do you think that if you don't like the speech you should go to sleep? Would that be the thing you should do? When you give better feedback, when do you do a better job of giving feedback to the speaker than just going to sleep?

George Wallace gets lots of feedback, he HA!! HA! HA!

Some of what George Wallace gets is not feedback to the current speech. They've got their eggs already, don't they? So it isn't feedback to that particular speech, is it?

Well, it may or may not be.

Well, some of it might be, that's true, but if they go with brickbats and eggs and tomatoes and so on, chances are that they are, they're preparing beforehand to do something. This is previous feedback.

This is not feedback to that speech right at that moment. The kind of feedback we expect to get is the kind that is current, right now, it happens right at the moment.

Through the person's expressions?

Okay, expressions. Anything else?

There should be somebody in the audience who's real expressive and, it's hard for me, but if you stop and think about it for a second and look out there, there's always somebody with this look on his face and you can tell how he's thinking, how he's reacting, and actually one person is usually the one that determines, you know, for me, I can't....

It's always one person in particular.

Well, it's just so hard to get up there and look at everybody and check your responses out. You know, if you're trying to think about what's going on, and you're trying to read at the same time, and, you know, this hand's quaking, it's easy to check one person out as real responsive, and you just look at him and he's blank.

I think it is very hard to keep happy with an unresponsive audience.

We don't expect a lot of verbal response from the audience in the kind of speeches we are giving in here. If we are doing a speech of entertainment we do expect some kind of verbal response. Posture conveys interest. If people are sitting up listening to you than you know they are listening. For me it is hard to look at faces. Do you feel you really know each other do you feel like a member of the group. It seems like everytime I get up and give a speech, it is the same person who criticizes and their criticism hurts. If you correct one thing you find

something else wrong. Is that bad? No, I think it is good. I prepare for the criticism from the time before but then there is something new. I wonder if you should introduce yourselves before you give a speech so that you feel that you know each other or do you think that we have become acquainted with each other. I think our first introductory speech introduced, not ourselves, but what our interests are. I think most speeches communicate what the person is like. Anybody can lie in a three minute speech and try to paint some kind of picture that suits ourselves, and come back the next week and still have the same group. You don't think then that you should give a little biographical speech? Maybe just your interest, what you are going to major in while you are here, what you did in high school, what is your principal school activity, what you do to earn a living during the summer. Would this help us to know each other do you think? Do you think this would be too hard for us to do? We would say, oh, oh, I can't talk about myself.

1:00 "0"

Donna: Okay, just blow your mind about the class. I mean don't even think about it. What is the first thing you think about this class?

Well, I did read the book, the part, and even though this may sound strange I really think that by the end of the course if you do what it says combined with your teacher, it should help you along in any course that you take because actually I've never really had a course in the use of the library or how to resource material for papers, and so forth and already this has been helpful to me to use the library.

What does anybody else think about the book? What else do you think about the book, maybe not so much as content, but the way it's written? Do you think it is boring, or organized well?

Well, yes. It wasn't written to be exciting or anything like that. It's written to inform you of something.

What does everyone else think of this?

It seems to inform you so much on everything that it is hard to pick out things that would be particularly beneficial to you when you're doing it. I mean if you are going to comprehend something it is hard to pick out the most important thing.

What do you think? It seems like there is a lot of information in it. I mean if you really sat down and read it and keep your mind on it, what it says, it'll help you a lot. I found it boring. I just couldn't keep my mind on it.

You have to read it more than once, though. We understand when we're reading it, but as far as the point you have to go back and really

dig it up, separate it, and write down things that you think are important.

The test over the first six chapters will be multiple choice, do you think this is a fair way to evaluate this? I've never taken a speech course before, I can't base it on anything. This was too much material in too short a period of time. I don't like multiple choice tests. I like an essay test, you have to know the material. For one thing, I don't think that the book differentiates enough between the important parts and the non-important parts. It just goes on and tell about this, and this, and this, which one is important and which one isn't? Each individual reads this in a different way. I think an essay test would possibly, let the individual explain himself in how he sees this material better than in a multiple choice. What would be the right answers if each one put down what he feels? Like certain processes that you should learn could be written in essay form rather than having a picky type multiple guess thing where you guess at it. I think getting the whole idea is better than getting a bunch of silly little multiple choice questions. What about the format of the course, the lectures on Tuesday, what do you have to say about that? Well, the lectures on Tuesday is all right. But like yesterday was bad. His speech was very bad. He gave a speech more than a lecture. He must made you sort of relax. How do you think the lectures are going to effect your reading of the book? I think that the lecture yesterday was quite interesting. I could see similarities in his speech of the book. I really enjoyed it. I was relaxing and he held my interest. With the string and the bucket I could see that he was getting at the same thing the book was

saying. I don't see why we have to even have a test over the chapters in the book. What we're here for is to improve our speaking. Multiple choice tests aren't going to improve your speaking. I think that the entire grade should be based on furtherment of your speaking ability in the class.

Donna: Communications vs. how to (from high school)?

I think this new experiment the Speech Department is trying, we're trying, is going to help us just because it is an experiment. When you try to work new things, new ideas, new techniques, we'll learn more about your old ideas than what you knew before. I see where you have to do a lot of work on something like this. You have to do a lot of research and a lot of outside time. On this outline today I finished it about five minutes before you walked in here. I have 20 credits. It's not that I watch T.V., I work on school work, but just can't keep up. On this six chapter test I think it should be six one chapter tests since there is so much information. We could grasp it better. I don't like the idea about making speeches all quarter on one subject. You won't learn to talk about different things because you will be talking about the same thing. What do you think about centering on one topic? I think it should be a variety of things cause you're not going to spend the rest of your life talking on one topic.

What do you think of the idea of just focusing on the informative? Not enough time is spent on informative speaking. I don't know any figures, but heard that 90% of our conversation, and that's not speaking, must be informative. Just because you are communicating, and if you can't inform a person about your ideas, what you believe, well,

then you are not going to communicate with this person. Therefore, I believe that humorous speaking, and these other areas are well and fine, but less important so we should spend more time on informative speaking. I think informative is better, too, I think if you can tell someone about your thinking and get the idea across than I think you have learned something. 'Cause of lots of times you tell somebody something, just like the speech yesterday, what they grasp is entirely different from what you were trying to tell them. Do you understand the assignment sheets, are they clear? I think they give you a general idea of what they want you to do, you go over it and explain. Well, the one that confused me most was the outline one, and I think the book confused the outline at least it did for me. The assignment sheet or the hand-out or both? Well, maybe both in a way because in the book I read it and I thought, well, I understand this. So, I started on the body of my outline then I went back and realized that they were telling you that you should prepare an introduction and they were numbering those one, two, three, and they were telling you to do a conclusion and they never did show a total outline. I really didn't understand how that was suppose to be put together. Maybe I just missed the point. The one on the outline I didn't even use. I had another book and I used it.

Donna: You thought that worked better? What about the assignment coming up on the communication speech?

I understand it from what you have said, not from what the hand-out says. I don't think you need the hand-outs. I think that the teacher should just tell you what the assignment is, then you can remember. You won't have to waste paper and mimeograph and all. I get the feeling most

of the time that I'm not sure what is going on. The handouts are indefinite and you don't know more than we do actually. I get the feeling I don't know what is going on. I run around to all the people and ask where I'm at. It gives you a nervous feeling, too, when you come to class you're not sure if you're prepared or not.

The assignment for our next speech, communicating speech, I understand you're suppose to interview somebody. I didn't understand if you were suppose to interview them on the problems they have in communicating with somebody or the different techniques they used in communicating to somebody, or what have you. On this speech are we suppose to tell what they say or what? What do you think about the final speech idea? I think it's beautiful. This idea of the last speech, you might have overslept, you got up and had a fight with your roommate, then you might feel terrible, you might have lost part of your notes, then you come to class and you have to give a speech, then again you might get up and give a better than average speech so I really don't think the final speech should count so much. As a student, I feel that because I am being experimented upon I think you should evaluate me on these tests more lenient that you normally would because I don't feel that they know what they're doing actually anymore than I do, with this new experiment so, especially on the outlines and stuff like that they shouldn't always start the whole law because if we're really in the dark you shouldn't be real picky out the outline. I think it is a good way to evaluate yourself but I don't know exactly how you can use it to grade, (the pre and post tests, he is talking about). Which would you rather be graded on, by me or by your pre and post tests? I think it would be

more fair if your classmates grade you on what information you gave them because the way you have described this course, the whole thing is so you can inform, if you can't inform your classmates right here then you have ruined this whole quarter on this speech you have prepared. What if a guy doesn't have a speech done, instead of listening to him he is working on his own then when he takes the test he has learned absolutely nothing? Do you like the idea of knowing when you are going to speak? Yes, but there is still going to be kids who won't be finished on time and will do that and won't be able to listen to your speech, and will flunk the test. I don't see why we can't give the test and you give us a grade, too, then kind of look and see how well we did inform by the scores on the rest and then compare that with the grade you gave. What would you have me grade you on? You take the test also. I mean I'm sure you're going to be listening. You saw our first speech and can see our improvement. There are going to be a few working on their speeches but it won't be the whole class. So you will have some. That's another thing, if the audience doesn't think your topic is very interesting they might forget to listen and then take the test and get a low grade. If you're sitting here listening to four or five different speeches by the time the fifth person gets up and gives his speech you might be sitting here listening, trying to pick out everything they are trying to tell us so that when you take the last test, you might be attentive the first time, the second, maybe the third, but the last one you're probably not paying attention at all. I think that the final test is pretty bad because all a person has to do is stand up for 10 minutes and keep telling repeating points using visual aids and writing

on the board and when it comes to the test everybody is going to know the answer and that isn't going to prove anything. I think that it is not so important how many "ahs" and "ands" you have in a speech and things like that especially the type of class we are involved in as I said before a lot of our, all of our communication is just with our friends and if we found a new situation where we've learned something that we like we'd like to give this information to our friends, we're bound to use some "ands, buts, and ahs" but if we can impart this knowledge to someone else so that they interpret it the same thing then we've learned how to do an effective job. Another way of doing this informative last speech if you are willing to do it is to have a debate then give a questionnaire to the class to get their views about what you are going to debate. Then you give them another one and see how many changed their minds on it. I was just thinking about what he said of someone saying something over and over, that's why if you gave us a grade, then you are going to see how he gave his speech. Do you like the syllabus? Well, at least you know if there is an assignment that day, Do you think you should have the opportunity to give more speeches? Practice makes perfect, Did the first two minute speech do anything for you? I was really nervous and it didn't help me not to be nervous. I probably will be just as nervous next time as the first time,

It was worthwhile getting to know your audience, but as far as I was concerned I wanted to know where I was wrong and where I could have improved upon and I have no ideas of what I did wrong and what to do next time. I think people aren't aware of what they do when they are up there. They have mannerisms, you say they aren't important, but I

think they are distracting, and one girl was busy writing all these little marks on her notebook and I tried to watch her and she was counting all the "ahs" that her professor had put in his lecture in a matter of ten minutes and it completely distracted her so she wasn't taking notes. I think it is important to know what you are doing in your speech. Do you think, then, that we are centering too much on informative speaking? I think so because I think when you are with friends you can communicate fairly well but when you're in front of a group you are more nervous and it is hard to communicate. You know all these nervous habits that should be brought to your attention. Gestures can be distracting both ways too, because I know I've got this one prof. and he hasn't used his hands since I started his class. I think he is the worst speaker I've seen in my life. He gets up there and talks. He is the only person I know that talks for a straight hour and never says a thing, he hasn't yet. I know the speech class we had different kinds of speeches that you can think of practically and it seemed like you hadn't really prepared for a formal speech. You had to spend a lot of time looking at stuff for research by the time you were done you practically had the speech memorized. I think one of the poorest speeches you can give is a memorized speech. A speech that you knew a lot about and were interested in and you had with you just a few statistics, proves to be your better speech. I know it did for me and a lot of other people in the same class. You have your own choice of what subject you want to talk about so I can't see his point at all as far as if you like the subject you just have to look at a few facts. Well, you like that subject, pick it for your topic and then you won't have to look up any

facts. Yeah, but you have to give three articles in your bibliography and a book and the teacher knows where your information comes, maybe you don't need those articles and book to get your information. I hate this class worst of all because I have to take it, but I am glad that I am taking it because I think I am probably the world's worst public speaker and I keep thinking I am going to improve but I don't, the same thing happens to me everytime. In everyday I am not going to do all this research.

1:00 "0"

How do your feelings compare today since the last time we talked about the class? Have you changed your mind?

Well, I still don't like the class but I am into it a little more now. It is too close between speeches. I know that the last time I was the last to speak and this time I was the first. I had a whole two days to figure it out.

How do you feel about the assignments then with regard to how many speeches and things like this?

The way you have students speaking starting at the beginning of the alphabet and then starting with the end the next time, just like he said before, there isn't enough time. What about the lectures? Those of you attend.

I think there are really helpful, especially that one last week. I thought that one last week was exceptional. When I gave my speech the other day I noticed while standing up there just thinking about his lecture, watching some of the stuff, when I got up there I thought about what he told me not to do, it took me 15 minutes to figure out what to do with my hands but I noticed I was conscious of my audience, one even fell asleep. You can't expect everyone to be thrilled.

What would you like to see done in the lectures that isn't being done? Give us movies.

The last one was so good that it is hard to think of anything that isn't done. I specially liked the way he actually did the thing what I mean is his explaining it to us. I thought it was very good. What do you think in the way he delivered it have to show on evidence

and support? I think it was like that because he used examples as he was telling us about it so that we knew what he was talking about.

What about the lecture on evidence and support? Did you get any help out of it? Everybody goes to lecture, but nobody went to that one.

I did, and I didn't like it. What didn't you like about it? I thought it was boring. It was too much out of the book type of stuff. We can get that anyplace, but this one last week used a diagram for about two minutes is all. The previous one didn't seem to know what was going on.

Do you understand about support? Do you think it is something that everybody knows about? Is it something that should be talked about more? Do you feel like you know enough about evidence and support without coming to lecture and spend your time in some other area or do you think you could cover it more completely? What about the book? I think you really have to be a graduate student to understand it. I think it is hard to understand, too. I read 30 pages of it and still passed the test. That's all that's important. How many of you have that difficulty? Do you think the organization of the lectures should have been changed around some? I think the talk on the outline should be long sooner so that the first lecture we had should have been on the outline, because we didn't know it until after we had handed in our papers. We should have one speech early than have criticism so that we would realize our mistakes. Do you feel that you know anymore than when you came in here? What does a Speech course do for you besides give you an audience, because your audience is a little forced here? Is there anything else being done? I've got to know a lot of kids. I pass them in

the hall and talk to them and discuss the class. This is what I am wondering if I should just sit back there and take roll and have you give speeches. Does my critique at the end and my getting up to lecture help at all? One of the things I learned here that I didn't know before is how to be a listener, you are always told these things about how to speak and everything, but you never really know all the things they tell you about listening. I think it has been helpful. How have you learned this? In discussing, just listening to what they have to say. How do you feel about concentrating on the informal area of speaking? It seems much easier, you know what you are going to say. When I first started I didn't know what I was going to inform anybody of, but now I've got a better idea. Would you rather have it this way or persuasive kind of speaking or this kind of thing? This way. So would you like to have other kinds of speeches or more informative speeches? Vary the topics and vary the types. If you give more informative speeches, vary the topics.

Almost every beginning speech class has persuasive, informative speech or action or this type of thing, now would you rather have this kind of thing that most speeches course have in mind or would you rather do it along the lines that you have here? What was the purpose of the outline? I suppose the purpose of the outline was to get you to organize, it was like the outline that Mr. Polsin talked about, to arrange your ideas. It wasn't to be a speaking outline. As far as our outline goes, I think we taking the wrong kind of a course because here you were expected to do an entire course research in four days. You have to do an outline and that's it so we emphasis that you use an outline when you

speaking, would you rather to be forced to hand in an outline or some kind of general idea about your speech, you know, for each individual speech like this one that last time? Some of the instructors I have had made you hand in an outline when you speak. Would you like to do this? How many of you speak from outlines, I don't mean something that is beautifully laid out.

I am always afraid that I am going to forget half of what I want to say so I usually make an outline. I just write out the speech all the way and then just go through and pick out the main points, a word or something like that, then I just write down my orientation pattern. How about the idea of the journal article? Valid or not? What are the speeches suppose to be like? Okay, you are not clear about the whole thing? For me it is going to be hard to find material on it. I looked through the READER'S GUIDE back for the last few years. What about the journal article, do you think there is any purpose in it. It is going to be kind of scientific might be hard reading. I don't even know where to find a journal article, is it in a magazine, like Sciences News is that a journal? LADIES HOME JOURNAL. That's it. Some of you had better talk to me if you don't know what a journal article is. I think it is going to be fairly easy to tell to a certain degree where you got your material. Is anybody having any trouble with trying to figure out what kind of a journal to give their information on? I think on the third floor they have journals of everything. It is just one of those perils of scientific research. I couldn't find any index of subjects or anything. At the end of the next speech you are going to fill out one of these PRCS forms again and a lot of this had to pertain to stage fright but

some of the questions most frequently asked are do you enjoy speaking and this kind of thing. Do any of you in here enjoy speaking: Do you get excited when you go up there or do you go only because if you don't you know you will get a three credit F.

I think that has changed a lot since we first walked in. I just wanted to give that information and sit down. I think I've changed my mind. I am kind of looking forward to it, it is kind of fun to consider the audience for a change. I didn't before, I rarely would look up in the first couple of speeches and then the last couple of times I didn't even have it written until I got in here, that is why I was late because I was still writing it. I don't think any of you suffer from over preparation of a speech. But there is such a thing. How do you want me to feel about you as a whole when you get done? I don't really care. You don't care about the information that you give me? I will give the information and you can think what you want because I think it is a field that is too much to say when I get done I want you to talk around. I am learning stuff that's everyday like reading an article. I myself, one day I will say I don't believe that after reading one article. Then I go read another one then my opinion changes. Do any of you, I mean, do you find yourself getting interested in what you are getting out of the course other than the grade? I know that that is your primary goal. But in addition to that, you are getting any feeling for the fact that maybe it might be fun to every once in awhile go out and carry these skills before an audience and try to see what you can do with them?

I think all I'm interested in is myself but as far as giving

speeches I am not that enthused about doing that. I mean that hasn't increased any of that at all. Those sheets that everybody wrote their comments on after I read them I really realized what you could do to get your audience interested and then after you read them you almost wish you could give your speech over again. Try and see if it works. I like the comments but the grades are so different. One person will say the same thing another person says but one will give you a C and one will give you an A. Do you like them or do you think they are helpful or what? You get more than one view on it. You know if you are reaching audience, I think you can tell by your grades. You get 15 people with 90 or above or something like that then you get a couple of 70's you know that you are not reaching some of the people. I think you can expect that some people are not going to.

Do you think people are candid and honest when you get back those sheets? I think we should have a grade on content and one in delivery. In the syllabus it says it is to make you be able to give a speech but in all this grading it is not really just getting your ideas across but your gestures. It is true the class is looking at how you deliver your speech and not what you have in it. I found this true. Most of them comment on eye contact, gestures, and things like that, the way you deliver and not what is in it. We're getting graded on what you get across in this course. What would you like to be graded on? What about this final speech which will be graded by this test, how do you feel about this now that you have given a couple of speeches found out kind of how to prepare this test? You see you will be kind of forced to take your audience into account in this last speech. What do you think about

that idea now? I think part of our grade depends on how well you make objective tests, too, because if you make real easy questions on the pre-test and make them too hard on the post test you won't pass, so part of our grade will be on how we make tests. I don't think it should be part of the grade on our speech.

8:00 "O"

I guess what I have in mind for you for today's class is really important because it is a day of reckoning for the Speech Department. Some time ago this summer there was a great deal of concern about an essay that was passed out in class and the substance of the essay suggested that the students at the U. were nothing more than recently released slaves and that sort of thing and we, the faculty, kind of looked on the student as nothing more than a pawn in our hand. If you read the article and beyond the dirty words the thesis of the article was. So what I want you to do today is give us a little feedback on what you think about Speech 111. We will open with a general discussion of the course. Does anyone have any pet likes or dislikes the way things have been going?

I like the way this final speech is being run. I like the idea but I think it is being started too early. If we were to start half way through the quarter, it seems to me that by the time the speech comes around to giving the speech, you might be a little disinterested in the topic. Well, I think he had a good idea but if you started later writing a speech you might have a good speech, you know, just a general part of our speech but we will have to do more research to give a more complete, interesting speech.

Does this seem to be an area of concern, the earliness that we have started the preparation?

I don't care for the book. I can't read it. It is just too hard to understand. Maybe I just not getting it, you know, putting all my thought on the book. I can read it twice and not understand what's

there and you know something is there besides words. The first two chapters were kind of hard to read, then you are just getting into it. There seemed to be a lot of unnecessary words or phrases, asks you questions to get across one general idea. It takes two or three pages to say what you could in one paragraph. When I read it I stop after each paragraph to try and understand it and still sometimes after reading it three or four times I still don't understand it. I think that's the objective. It is written on a higher intellectual level. That's the point, it should be, it's written for the college level I took speech in high school and they taught how to get there and stand and look at your audience, and the different kinds of speeches, you know, and the things that you do when you are speaking. This was geared more to the speech itself, not the audience, because actually the listening part of it is important too. In high school they were more concentrated on the speech itself.

In our advance speech class we were very, we had speech one, and we had a new teacher and were in a situation where we were undisciplined whatever we said or talked about was up to ourselves. There was no discipline as such. It was a unique class because all of us were more or less of outgoing nature and we use to get into some very terrifying arguments and really it was one of the best classes I was ever in. It was quite an experience. I think the big problem with the book is that it is just a big change from what we use to in high school. You got to sit down and think about it a little bit more and once you get through that first chapter, I found a lot of things I didn't understand, I went on.

How long is the final speech going to be? Five to seven minutes. I think it should be longer than that because of all the material we have gathered. When you think of all the preparation to get up and give a minute speech, I mean to cover it generally, you would need 10 minutes. I think five minutes is awfully short for the amount of preparation. I think you could set a little longer time limit say 12 to 15 minutes or something like that and you can talk anything up to that then after that you have to find out about what other people are going to do. Even like the book says you should have enough time to put your point across. If you have a topic, and I can't think of any other than my own, if I were to narrow my topic down to five minutes and then I have to speak on one thing; computer, maintaining a computer or how much it costs or something that isn't much interest you've got to be a little bit broader or the class isn't going to get anything out of it. Maybe some speeches you can but some are going to 10 or 15 minutes. So some of you think that we should length the amount of time to give the speech? How would you do something like this? What suggestions would you give to us? I would set a maximum of 15 minutes. Well, say not cut it off there, you could continue talking. I think there should be a minimum of 3 minutes. Why? You're getting the grade. If you can put across your 10 points and it's interesting enough so that the class can get it in 3-4 minutes well, if the class isn't interested you will probably need more time to get it across. What don't you like about Speech 111? Getting up at eight o'clock. If its purpose is to inform us of something that later we will have to use on a test, I don't like it. But I liked the speech yesterday for the fact that it was interesting

I don't think I learned anything yesterday that I would ever know specifically enough for a test but I thought maybe it was a good lecture. I don't know. I don't think you could really test us over it or not. I like that not having to take notes, I like to just listen. The new approach was interesting. I think it was for our listening. I thought the lecture was interesting but I didn't get enough out of it I didn't think it was so informative. I thought there was a lot of things in it. What kinds of information do you want us to give you in these 1:00 lectures? I think we all belong to the old school of speech where they told us about gesture, voice intonation, and different speeches, and I think we are waiting to be told these different points instead of doing what the book says, this is all wrong, it's going to be a new kind of speaking where it is more important to make sure that the listener is getting what you are trying to put across more than how you do it. Do you perceive any difference between a how to lecture and how we have been doing it? I think a how to lecture they set down like #1 is you are made to deal with your voice, then you go on to #2 is, which has to do with your hands and why don't you relax and all this. But I think basically underneath there is a, you know, we are getting a set of rules but they are not the same as the rules set up that make you listen or make you feel he is a part of it when it is a human and not just something you have to get up and do for a grade. Which way give you the most security? I am thinking of the 3 credit 4 day thing. To some people that extra hour doesn't mean anything but to some people it means quite a bit. For me, it would be easier to tell after the time goes on. Maybe instead we could have it every other week or during class period.

I thought it was interesting. I enjoyed myself but I don't think that I got enough out of it to really want to go every week. I like the way you are doing it now, too, but last year it was sort of repetitious of the book and I read the book so I don't think it matters. I think one of the reasons he said he didn't get enough out of it, one of the reasons was because when we first walked in there he said to put our notebooks and pens away and as soon as you do that you kind of relax and listen and think well, we are not going to be tested on this and everybody became kind of lax I think, I think it's great not writing down notes but if they would have said take this down then I think people would listen more closely and might get a little bit more out of it, with the possibility of being tested on it. So when I give a lecture should I tell you to put your notebooks away or should I let you do whatever you want? I think you should do this later in the course after we have had more experience in the course. I think we should have more time to read the book. Like he said wait awhile, it is kind of hard to make comments about this class, our 8:00 class every Mon., Wed., and Fri., because all we have done so far is listen to speeches, we haven't done what we are really going to be doing for the rest of the year. Maybe we are so it is hard. It is a little hard to say now if I like this course but there is one thing that sort of bothers me assignments they are sort of very broad and vague. You know sort of what you are doing but you are not sure if it is right, or what is really expected of you. When you look at the table you know it is going to be a three minute speech but you don't know if that's going to be part of our main topic for our final speech or what? It is not clear at all really. I don't like this outline if we are going to

only give a three minute speech. The outline probably has more the speech itself. I spent an hour working on that first assignment and I am only going to speak for five minutes so what is the use. I don't think that's right. You are going to have to work, even if you are giving a regular speech, you would have to work an hour to give a five minute speech anyway. I don't see how you could give any kind of a speech by just going to the library and just picking out a book. On the bibliography I spent about three hours on that and then last night I spent about 7 hours on this outline and I don't like my topic that well. Time differs according to the topics. I wouldn't have spent 7 hours on it because I just thought it was preparation for the final speech so I just did a fairly good job. My main problem is relating it to the audience. I just don't see how it will interest them. If this outline was suppose to be taken from assignment 2 from the information that you have gathered, I don't understand how the outline can be as complete as I thought you wanted. You mentioned something about being able to make an entire speech from minor point little 1 from Big A under heading II. From assignment 2 you have done all the reading you are going to do so you couldn't possibly have a real complete outline. I am more interested in the final speech than I am in the general because I feel I am more specific than that and so I have to go and get more information so I can get a general outline so I can narrow it down to my final speech. I have a feeling that we are developing our ideas too soon, too early. I mean this outline today feel that I need additional information. In my subject I am still deficient, yet I've got to develop my idea now. We didn't have enough

time to research our topic. Like three days ago we had to hand in bibliography then today we had to had in an outline. It hits you a little too suddenly then? I am kind of confused, what is the outline and bibliography for, your personal reference or ours? What do you think? If we are graded on them what are we graded for? I am interested in what you think, whether you think it is for you or for me. What we are trying to do is to find out how well we are communicating. Sometimes we communicator teachers don't communicate too good. When we've got a comment that one person spends 7 hours, or one person spends 1 hour, and some people spend less than that and some people haven't even gotten them in then we've got different things that you people are interpreting about the assignments. The way I figure it it is too much work for that speech. Well that speech is your whole final grade. I thought both assignments were helpful to you because you would put it off and put it off. They just see if you are on the right track. I think it should be optional, though, like I said, just to see if you are on the right track. I don't think this outline is very important if you are only going to give a 3 minute speech because the outline uses more information than the speech itself. You have to work for an hour even if you are going to give a regular speech, just a five minute speech of anything. I wouldn't say that. I don't see how you could give a speech and just go to the library and pick out a book and a couple of magazines and give a speech on the article. I don't see how you can do that. I think by the time we start giving these speeches these outlines will be helpful. You feel what you are doing is helpful to you? Yeah, especially when you start preparing for the actual speech. Well, I think the outline is helpful.

You don't think it should be a sentence outline, then? I think the student should be allowed to do their outlines as they are use to doing them. Should we be teaching outlining in a course like this? No. Yes. In high school in speech you were always taught that you must outline your speech. I did the outline as the very last thing because we didn't have to hand in the outline until we gave our speech. And now if I would have done the outline for the proper assistance I would have used much more paper. When I take notes in biology or other courses I always take them in outline form so they are well organized. In speech they organize your thoughts. But for me an outline doesn't organize my thoughts as much as if I just sat down and wrote my speech, because I don't compare Speech and biology together, I think they should be more separate. When I make a speech I usually gather my ideas, put them in an outline the way I want to present them. In any speech that I have ever given I have never had a written script that I could work off of. I think this outline is a great thing, but as far as having the assignment so soon in the quarter, I don't think I have enough research behind me to develop my ideas. I would have the outline later. I think the outline is a good deal because just having to give a speech at the end I'd wait till the last week to get started. I don't think you should grade them, just write comments on them so that you know you are on the right track. They should be done just on a voluntary basis. I like the bibliography, but I know I have found another book and I would like to have another bibliography later. So then give you a chance to build on what you've done? I will agree with that. I think the outline assigned for today was a little bit too specific. Stay a

little more general at this stage of the game then? Some of you think this was too much for one single assignment. Some of you mentioned that you would like to have the opportunity for this kind of feedback later and perhaps we can arrange that. Is Speech 111 worth it. Yes. You agree too fast, think about it.

8:00 "O"

The work in the course is at the midpoint. We need feedback to make the course more meaningful. I, as your instructor, will not defend any objections you may have about the course, about me, about the text. You must be candid in your approach to this critique. The tape of this section will be transcribed by a secretary, the comments about the course edited by Mr. Polsin and the staff of the department of speech communication. So, what I would like to have you do is to continue on your discussion if you will, from last time. I know that you have been exposed to a few more lectures, you have been exposed to more of me, and more of the organization of the course, and now is your time to complain or comment on those areas you think were good. It seems to be most helpful when you can contrast those areas that you thought were bad where they contrast with some of the areas that were good.

One point that we should comment on is that in the lectures when they use the overhead projectors, they are not clear enough.

What do you mean, they are not clear?

You can't see them. They are too small. The picture may be big enough but the printing is too small. You can't get anything out of it. You can't see it. And also I don't know if some of them are that informative or not.

Can you give some examples? What visual aids have we had? We've had quite a number of those. You seem to feel that some are more informative than others, right? Am I to take it that you all just love these group lectures? Are you thrilled to death? There was one lecture on Tuesday that I wish that I hadn't gone to because I could have

gotten more by just sitting at home reading a book. I was really disappointed, in fact so much, this Tuesday I was going to cut the lecture just because I didn't think anything in it would be worth it. But this Tuesday, I really enjoyed the lecture. It was information, it wasn't boring, I didn't go to sleep.

Can you give more specifics about whose lecture it was. We would like to know. I don't know his name. Mr. Fisher, is that it? He gave it on visual aids. I just didn't enjoy it. I didn't understand it. It was boring. I was just bored stiff with it.

What about the rest of you? I would like to get as many of your thoughts as possible. I suspect that some of you who are silent nurse the greatest grudge. What was in the nature of this particular lecture that disturbed you?

In the last lecture, we were told ways in which to keep audience attention, not to talk in a monotone, that's exactly what he did, he talked in a monotone, it seemed like to me. He just dragged it out. He kept going over the same things. I met Mr. Fisher before and I knew what kind of a man he is and he is a lovely man. I enjoyed his lecture, what he had to say, whereas this one Tuesday, I enjoyed it, but it was things that I have had before.

Well, one point that was brought out that I thought was pretty good was the fact that well, like this last lecture we had, I thought that was excellent. He told us all these things we should do when he was lecturing. I went back over all these guys that had given lectures so far and they are suppose to be in the Speech Department and yet they gave some of those boring lectures. Even some of my history

teachers have given better lectures than what we have had there and that's bad.

How about critiquing the teacher now, how about contrasting some of those things that Dr. Boren told you with some of the ways the teachers have been lecturing.

Well, wait a minute, I disagree because when I think of lectures I think of Geology or something but when I think of speech lectures, I hardly even consider it a lecture because I enjoy it so much. Now, I think that in other lectures, they have been far superior. One thing that he said was to try to get across to your audience as much as possible of what you are speaking about. To be honest with you, I don't remember anything about that speech that Mr. Fisher gave two weeks ago, except that it was on _____ NOTHING else.

What about the nature of the lecture itself that may have prevented that? I probably got four times out of what you have said here in class which wasn't the full hour than what he said.

Well, that's flattering, now I wonder what the difference was? You used visual aides and he was giving it on visual aids and the only thing that he was going to use was the film and the sound went out of it.

Perhaps it is because when he speaks he speaks softer and it wasn't as intimate as here. We have more personal contact with each other when we have something to say we say it but in a lecture we are more restricted, because in the classroom there is more of a communicative atmosphere.

Now, this is a possibility, do you really feel that you are

open and communicative here in class? Dr. Boren seemed more like he was talking to you rather than just giving a lecture like Mr. Fisher. How about in here? I guess it is my turn to be baked on the coals. Do you really feel that you have a right to say what you want to in here? That is an odd question to ask, isn't it because if you didn't feel that you had the right, you wouldn't say it, right? What do you think could be done in this class to increase rapport between teacher and student? Did you ever feel that in this class you were all tensed up about something and you weren't able to say anything about it? What is the worse thing you can say about this class here? You said that you feel that you can say anything in this class that you want to and now you won't say anything. Okay, which one of the assignments in here have you written home about?

The outline.

Why?

Because it stinks.

The outline stinks.

We hit the outline kind of hard last time but now maybe some of us might be glad that we had it because when we make this speech, we are looking forward to next class, well you couldn't have done it without the outline. I couldn't have. One of the things we hit too hard was that we started too early. If we started too early we would lose interest, I can't exactly remember what we said. I was probably the person who said it the hardest but now I can see, well, I am glad that we had the first two weeks, because I didn't have anything else to do the first two weeks.

How about the rest of you. Don't wait to be recognized. This is an open session. After we have done a few of these speeches, I can see how things fall into place. Before I wasn't in favor of early preparation, but now I am. I think that the lecture on the outline should come before we have to hand in the outline. If you made a mistake, you could correct it. Did you think that was kind of sneaky? It was a little sneaky but we learned to be more specific on our outlines. Incidentally, I am not primarily responsible for the organization of the course so if that is a source of delight or complaint to you, go ahead and say it. I won't be at all hurt by this. I have some of my own personal feelings about the organization about the course so go ahead and let fly. You wrote home about the outline huh? What else did you write home about?

The test.

How so?

I could have cried.

Do you think that was fair to do what we did?

I think it was one of the easiest tests I have had in the last six weeks, after taking a zoology test and an algebra test. It seems that I get something out of a test even if I do flunk it. To tell you the truth I can't tell you one question that was on the test right now. Some of the questions on that test even you will agree that they could have gone one way or the other.

Do you think that I should have stuck by the keys that the students made out?

Yeah.

Some of the questions didn't seem to be something that you would really want to remember. Some of it shouldn't have been on the test in the first place.

Too picky?

Some of them weren't the kind of questions that would do you any good to know.

Are there any examples of those?

Yeah, there was one question that said what is the main concern of an average student who is taking speech. It is not evaluation of himself but what his grade is going to be.

Did you think that was the right answer?

Not really.

Do you know how heavily that test counted? Do you feel insecure about the grade? What can we do to make it a clearer to you about how you stand? I have been kind of wondering myself. Is there a way that you can tell us by a letter grade and an evaluation sheet to each student? Just something tells us our approximate grade? Every so often you mean? How often would you want this? Do you think this would be very difficult to do this right now? If I gave you a C right now, would you think this was a very reliable index of where you were going to wind up in the course?

No.

Why not or why?

Because the greatest amount of work still has to be done.

Is that a desirable situation? Is there any way that we could restructure it so that it would be a little more spread out?

What do you mean?

Spread out the work load so that it is not all at the end of the course.

Well, I really don't much about this journal article, I really haven't read the assignment, maybe it is in sequence or something but we really haven't had anything to do for the last two weeks. I mean really we haven't done anything, except come to class and discuss, maybe it could have been stuck in this big void.

Incidentally, when you are giving these suggestions, remember we wouldn't want to have these sessions here if we figured that everything we are doing is right. Would we? So, this is why we need the feedback. There isn't always a method to our madness. Sometimes, it is just madness. What are the things when you go out into the hall that you tell your classmates?

When we were giving the speeches on our majors, you know, when I went home and I told Mr. Robinson you asked what communication was and he said that communication was like when you walked up to somebody, like your girlfriend and you kissed her, that was communication. He thought every college student should know what communication of emotion was. Yeah, we ought to get together on these things. A little group therapy session. I am not saying this for a grade or anything but when I went home, I talked to my superintendent and told him that this speech course was really good and I enjoyed my instructor. He said, well, if you enjoy your instructor than that's half the course.

Well, that's flattering, I appreciate that, but what bad things did you say? You should see the rinky-dink assignments that Shellen is

giving out.

It bothers me to have to go and talk to somebody about what they think about communication. To me, if some guy came up to me and asked me what communication was, I'd probably hit him in the nose. I don't think it helped me that much. That assignment wasn't very helpful to you? Was there anybody that the assignment helped? Well, that is a stunning indictment.

It was high schoolish.

Why would you consider it high schoolish?

When I went to interview, the strange thing about my interview I agree that it didn't help me that much as far as communication but it did help me understand the person better. So it helped me in another area.

I thought that it was good because we went to talk to somebody in our profession. I didn't think what we asked them about was particularly that good.

I thought it was kind of interesting to see that some of these people who depended on communication in their business were unsure as to what it was. You had to have some kind of background because if you didn't know how to communicate you couldn't put your questions across so that they could understand them.

When I interviewed it seemed to me that he didn't know what to say. Both of these fellows were well read, they all had college educations and very intelligent but when you walk up to somebody and ask them what communication is, maybe I had the wrong approach or something but not that much was accomplished. I could have written out

the questions and the answers without ever having talked with these people, because I knew exactly what they were going to say.

Were you happy or sad when I told you we wouldn't have class on Friday for two weeks in a row?

I was happy for awhile then I got to thinking that we are getting cheated out of some time that we could use. We are kind of behind. We have to go faster to get done. You feel that my department chairman shouldn't send me out so often on debate trips? Shellen ought to get to stay home on week-ends, huh? What would you change in the course so far?

The room, put it on first floor, with these chairs.

You can't tell me that you are enjoying the heck out of this schedule.

So far, because we haven't done anything. In the last three weeks we haven't done anything.

Is the course worth it?

Yes. Yes.

You'd like a few more speeches and a little more credit. What do you think about having to go to school four days a week for three credits?

It's okay because I go to PE three days a week and only get one credit so...

I think that the four days is all right but I don't think we should go to a big lecture. Just keep it in small groups because I think you get more out of it. Something about the smallness of the group makes a difference.

Dr. Boren was saying that he was hoping that he could get a lot of interaction in the group. I guess it is a difference of personality, between some of us that give the lectures, some of us like questions and some of them don't. This puts you in kind of a bind, right?

I think it is kind of interesting to hear a lot of different guys.

Which did you think was the best of all them? I am kind of curious about why, what was it about the particular lecturer that was best? Maybe Dr. Boren had the advantage because his lecture was on how to keep the group interested and because of this he used examples and stuff, for instance, he would say talking real fast would lose the audience and he would be talking real fast. Probably didn't serve much of a person other than keeping our attention.

That was the only lecture I paid any attention to.

Was it humorous? Is that part of thing you enjoyed?

He had a moving conversation. He used examples which kept our interest and taught us through these.

I think his speech was such a success because it was different from the first speech and from any other speech that we have had, for the fact it was the first time we didn't know exactly what to expect. In a lecture, you go in there and open your notebooks and this kind of thing. It is so different. If it weren't for the first lecture, this one wouldn't have been so good.

So you think that Pettersen kind of set it off?

Yes.

Do you feel that you know what is going on in speech or do

you feel that we are holding stuff back from you?

Now I feel I understand more than from the first.

We didn't want you to misunderstand from the first, how can we change this?

You want a day or two to explain the whole thing?

If you explain the whole program and then when you go back and do the different exercises then when you go back and do them you know how they fit in.

The syllabus isn't specific enough.

1:00 "0"

Say anything you want to say. The textbook that we have, it seems to me, is terribly repetitive. Everything could be said in a simpler way, you almost have to dig to see what they are trying to say. It's like they are saying something very simply in too many words or too complicated. On the parallels, the objects of this course, I think sometimes, this particular course should be prefaced by a two credit introduction course before you get into the speaking part so that you clarify what you're actually doing. If every course that you had that presented new and challenging material you had to have a little course before that to tell you how to do, well, pretty soon you'd have so many courses to teach courses that could be wound into one bundle it could go on forever. Everything needs to be prefaced. You can have challenging material and do well with it, it just depends on you start, I think on Public Speaking most people are not familiar with it. How can you discuss ethics in a speech class without knowing what ethics are. Isn't the purpose of this course to teach us how to speak? I mean if we have a prerequisite for it, there is no purpose in taking this one is there? Because you already would know how to speak. As you said, everybody speaks in everyday with another person or groups of friends, the problem arises when the unfamiliarity of standing up in front of a room of strangers and saying, instead of a familiar topic, one that you are not fully involved and are not fully involved with the people. With a course like this, you can use notes of the ins and outs and the organization patterns to work this new information around. It gives you, well, if you like, a false sense of, not a false sense, but

a sense of security in your organization. I took speech in high school last year and I came here thinking this is going to be an easy course but I know already how to speak in front of a group. But I think I have found that the course is a little bit challenging to me so far. The book, the text, is completely different from what I had last year. Last year they, we gave seven or eight speeches to entertain, to inform, to persuade, and the course this year is teaching me how to organize my speeches and really get into the meat of the speech, instead of just covering the surface very lightly. I thought I could speak in front of any group and the first day, I had to come up and speak in front of everybody, I wasn't exactly at home. I was a little nervous. I was in speech for four years and I thought I'll take speech in college and it'll be a cinch, but I found out differently too because I was always taught to organize my speeches a certain way and I find out, well, when I had to do that outline, it was just completely different from how I always organized my speeches in subdivisions and this is everything according to the main idea and I was really at a loss. I really didn't know what to do so I think maybe it's fun when we are in class and sit around and discuss things but like last night I was completely confused about the outline. I had to keep going through the book and trying to figure out and at the last minute figure out what to do. I know we aren't supposed to go through the book in class but might help a bit if you did. I figured it out last night, but that's just it, I'm not sure I did it right. One thing I can't see doing is doing the bibliography first. If I write a paper or do a speech I get my facts. I look through different books, the same subject, look through them, some books are used, some

aren't. Like so I find ten books and eight of those I don't use, then I only put down two. In this thing I had to go and look through the first, I didn't know what I was looking for, because I didn't even know what subject I was going to use, and make a bibliography. I have difficulty understanding the book. I can understand the sentence structure. The whole book is too vague. I can't, like I asked you, what are they going to test us on? I don't know how to study that. Up until now all my courses have been science and it is easy, it's there, you have to know that. Maybe that's a lacking on my part, maybe I need more liberal arts and that kind of stuff. With the book, I know I sat down, I read the whole thing, maybe I am one of the few that read the six chapters, and I found that that book the only way to comprehend it is to take it after sitting down and reading six chapters once, was to take it as a chapter at a time, pencil or pen in hand and underline the important parts and I found myself reading paragraphs two and three times just trying to comprehend what they were trying to say. I think it's not a bad text, I've learned a lot, I was never taught anything about any communicative process, getting the person keyed up to listening, getting a person keyed up to a certain audience because I always thought that you just get up and give a speech. I think the book is basically good but it is just a hard book to comprehend, you have to key yourself up to it. These informal discussion periods make you feel more at home and when we all give our speeches I am not so nervous. That is probably the most important part of the whole speech course besides maybe some of us aren't going to do so well on the written work in class, but I think if we all learn how to talk and feel at home with

your group then I think that is probably the most important part of the course. I agree with the principle because as we sit around and become familiar with this group and can talk to them, it may not be important right here, but in the event that you have to get up again in front of strangers, they are not sitting down there hoping that you are going to make a mistake because everybody wants you to do well. Any comments about yesterday's thing? Do you like bread? I eat it, yeah. Do you? I thought that the way you gave your speech was effective. I mean I was kind of surprised. I can take that more than one way. Surprised about what? Well, it was such an uninteresting subject, you knew right from the beginning you were trying to find out what was in the bread. We knew you didn't want to walk up the isle with that guy's hand. You knew that? I'll say this, the thing that most impressed me about yesterday was he was standing at the podium with a piece of paper and he was reading off of it. I know I have a history lecture next hour and the guy sits back there and reads and a few unfunny jokes. The thing that impressed me was you walked up and down in the isles yesterday, your attire was very excellently chosen, I think, the clothes that you wore, because everybody wears a white shirt and tie, a sweater vest or something. You didn't look striking but sporting. I liked your shoes. You walked around and you were including the whole audience. I think it is very rare that you have a lecture that makes you all feel in a livingroom or something, well, like you could say something and not be embarrassed, You made it enjoyable. Don't let all this go to your head. Well, help me out the. I thought it took you too long to get your point across. What point did I get across? There are many ingredients

in giving a speech. What about the organization of the course in terms of having a lecture one hour a week? I don't think there should be so much emphasis put on the book. I think those syllabus things that you have given us outlining pertinent points, strong areas and weak areas and then more important and I think this is the whole meat of the course, and everything else could be gotten rid of, is the speaking. What is everything that we can get rid of? You could do without some of the reading, written stuff, the meat of it comes in the speaking. This is the purpose of the whole course. Now, obviously you have to have some of this to put you in the right frame of mind and get you in the right patterns so that your speeches make sense. I do think, however, the written part is overplayed. I am thinking of what does not pertain to when you get and actually speak. I disagree with you. You never really learn how to write an outline and really and truly organize your speech, and I think it really helps when you have something material to work with. I think it really helps. I think in the long run it will be the most important thing we did all through the course. As for the outline, I feel that setting up one outline like this is good but there shouldn't be so much emphasis set up on the grading because each student has his own method of outlining, just like each student has his own method of studying. I know I never have outlined like this before. I think maybe that is why it didn't turn out like it should have, because I can't outline like this. I can put ideas in groups. Maybe it will be just as good as someone else who sets up the outline exactly. I think if the course just emphasized that an outline is important for getting your ideas set up and we should set up one outline that is to see our

ideas, then we should set one up of our own, an outline the way we want to then check before our speech to make sure that we did it, and see that we are just not taking it off the top of our head. How much emphasis is placed on the outline? Well, we have to hand it in for a grade. I think if we just got the idea of an outline would be good enough because I can talk about an outline but I sure can't write one. Once you get the idea of an outline you can go out and do it the way you like to do an outline. How would you like to be graded in this course? I think in speech class participation is important. Speech is learning how to communication and if you can speak up...I think the pre and post test is good way to see if we have gotten our point across. I feel if the instructor graded you on your techniques, and what he thought was a good speaker you might not get as good as grade as you deserve as your self-testing of the class.

You may not be well organized as you could be but if you get your point across that is the most important. You are either a good speaker or you are not. I think part of the grade should be made on the improvement you make. I don't think that much emphasis should be placed on our final speech. I think we have a pretty short time to pick out a topic that's going to make or be our grade practically. I mean we only had one week and our bibliographies were due. I changed mine three times and I am still not interested in it. Yesterday after I finished my outline I thought of another subject that I would have like to have done, I am not going to do another outline. Maybe the first 10 you give the test to may know a lot about your topic and the last 10 may not. That's the purpose of the speech. The questions

should cover what you give in your speech regardless of whether they are smart or dumb. That speech is suppose to fill in those holes. I think this test should be more like fill-in than multiple-choice because the person doesn't really have to know the answer he could just guess and get it right. It is more objective.

APPENDIX D
DIRECTIONS FOR SCORERS FOR TRANSCRIPTION ANALYSIS
AND TABULATION SHEET

DIRECTIONS TO SCORERS

Attached to this set of directions is a series of transcripts of some taped discussions that took place in a classroom situation. You are being asked to use your judgement in determining what is being said during these discussions. You are asked to indicate what is being said in two ways simultaneously, that is, to indicate what is being said and whether the comment articulated is a positive, neutral, or negative comment.

The whole procedure works like this:

1. You will be given a score sheet that has ten words along the left hand margin of the sheet. Along the top of the sheet are a list of letters that correspond to a letter on the top of each transcript.
2. The words along the left hand side of the paper are categories of remarks. These categories are explained below in these instructions.
3. The transcripts themselves are marked into units, indicated by slash lines (/). Please read what is written between each slash and decide into which category it falls. Don't worry about the sloppy grammar.
4. After deciding which category the remark falls into indicate by number, from the direction scale below what the remark is worth. Enter this number under the appropriate code number and next to the right word.
5. Do all transcripts,

CATEGORIES

There are ten types of comments that are of interest in these transcripts--they are indicated on your score sheet by name along the left hand side of the sheet.

1. Course Structure - These include remarks relating to the overall concept of the course which do not specify a particu-

lar aspect of the course mentioned in any other category.

Example - "This course is for the birds."

2. Assignments - These include remarks relating to any or all of the student assignments in the course except for the final assignment, (cf. Category #10)

Example - "The outlines are too much work."

3. Text Book - These include remarks relating to the text used in the course.

Example - "That's the point. The text is written at a higher level than the one used in high school."

4. Criticism - These include remarks relating to criticism of speeches given in class by either the instructor or other class members.

Example - "I look at the class and I know they are looking for my good points and my bad points."

5. Lecture - These include remarks relating to either the content and manner of the weekly lecture or the time scheduling of it.

Example - "While most of them are not worth it, the one last Tuesday was good." or "Why can't we have the lecture at the same time as our class."

6. Grading - These include remarks relating to any aspect of course grading.

Example - "There is too much emphasis placed on objective tests for the final grade."

7. Instructor - These include remarks relating to the instructor of the particular section of the course involved in the discussion.

Example - "Why don't you lecture yourself?"

8. Tactics - This refers to methods used in delivering speeches in class.

Example - "I think we should talk about how to stand while giving a speech."

9. Feedback - These include remarks by the instructor relating to some aspect of the class discussion.

Example - "You want me to lecture more."

10. Final Assignment - These include remarks relating to the final assignment in the course.

Example - "I still don't understand why the last speech is so important."

DIRECTION OF CATEGORY

After deciding into which of the ten categories the remark falls decide in which of the following directions it belongs. There are three directions, each indicated by two numbers. There is a negative direction indicated by a number 1 and 2. There is a neutral direction indicated by a number 3 and 4. There is a positive direction indicated by a number 5 and 6. They fall on a scale that looks like this:

Negative		Neutral		Positive	
1	2	3	4	5	6

A remark would receive a #1 if it was negative with no saving features.

Example: "This course is for the birds" would fall into the course structure category with a #1 for direction. A #2 indicates some negation but with some hope. An example might be "This course is for the birds but maybe I am alone in my opinion." A #3 indicates no direction.

Example: "The text book has a black cover." #4 indicates that the remark is both favorable and unfavorable a balanced remark, e.g. "You always critique the good and the bad." would be a #4 in the criticism category. Number 5 indicates a basically favorable remark and #6 a very favorable remark.

Use your judgement in deciding what score to give the remark.

GENERAL COMMENTS

1. If a remark is ambiguous, that is you can't decide into which category to place it, guess at the category. Decide which one, but only put it in the one category.

2. If the remark makes reference to something you do not understand - like a name of an instructor in a course - ask me and I will help decide from the code sheet I have if the reference is to the instructor of the discussion group or the general lecture.

NAME: _____

CODE: _____

Course Structure	
Assignment	
Text Book	
Criticism	
Lecture	
Grading	
Instructor	
Tactics	
Feedback	
Final Assignment	

APPENDIX E

RAW DATA

The data charts in this appendix represent the raw data from which the analysis in this study were drawn.

Data charts A, B, C represent scores on the PRCS test. (Scores have been modified by adding a constant of 26 to each score.) The letters C O D represent control group, Open Discussion Group, Directed Discussion Group respectively. The Roman Numerals represent repeated administration of the PRCS test. The time indication is the class meeting time.

Data Chart D represents results of the content analysis of the interaction transcription. The numerator in each fraction represents the number of times the category was used in each sub group. The denominator represents the sum of the intensity/direction responses for that category. "O" and "D" represent Open Discussion and Directed Discussion respectively.

DATA CHART A

8:00 a.m.

C			O			D		
I	II	III	I	II	III	I	II	III
22	14	5	32	25	24	38	43	33
27	17	25	30	21	11	29	33	21
37	26	29	26	21	15	35	25	25
40	35	34	24	26	20	26	19	14
25	10	13	35	30	32	33	25	19
19	20	38	17	11	29	36	42	39
31	31	30	20	25	34	23	20	16
23	17	8	23	15	18	24	11	21
32	23	24	34	25	31	17	17	15
37	38	34	25	18	13	25	20	21
22	20	42	39	41	28	36	37	12
			35	21	20			
			10	10	25			
			36	19	23			
			24	15	2			
			22	14	16			
			23	25	16			
			36	30	12			
			33	46	24			

DATA CHART B

11:00 a.m.

C			O			D		
I	II	III	I	II	III	I	II	III
20	22	14	26	31	16	32	7	43
31	34	25	21	23	32	13	11	12
30	29	23	30	25	32	33	29	24
17	6	1	31	28	14	12	2	1
13	15	13	29	18	28	33	36	37
36	26	41	38	25	29	17	13	12
32	22	26	16	29	20	42	29	19
28	29	24	26	17	18	20	19	15
14	18	10	46	41	42	25	30	38
43	38	41	38	18	9	12	19	23
29	38	22	17	14	11	28	28	12
31	24	19	36	33	29	40	33	25
29	11	16	43	46	34			
			25	22	15			
			40	29	31			

DATA CHART C

1:00 p.m.

C			O			D		
I	II	III	I	II	III	I	II	III
40	29	31	32	34	28	26	17	3
43	32	30	42	33	24	25	15	19
35	30	24	24	15	23	4	7	2
31	34	29	43	24	16	40	43	41
39	39	25	44	35	27	36	26	28
42	21	18	30	34	12	12	12	9
25	19	15	26	25	22	38	34	34
40	28	25	42	36	34	25	14	1
35	13	2	32	31	20	13	10	2
39	47	44	30	23	26	36	28	32
33	31	26	24	23	31	31	26	20
29	27	18	14	17	17	36	36	37
36	32	2-	23	25	24			
28	36	21	34	31	24			
24	16	10	34	36	33			
25	16	15	19	13	11			
33	34	36	39	15	45			
38	29	24	30	25	26			

DATA CHART D

	D	D	D	D	D	D	0	0	0	0	0
Course Structure	9/41	11/43	43/125	2/6	6/23	0/0	29/27	16/54	25/80	39/118	21/61
Assignment	6/24	1/3	12/28	0/0	0/0	1/4	14/28	34/87	28/72	19/45	42/117
Text Book	0/0	0/0	0/0	0/0	0/0	0/0	4/5	0/0	13/35	20/71	15/36
Criticism	19/49	37/97	57/183	17/160	26/104	41/173	10/36	0/0	0/0	12/28	2/5
Lecture	0/0	0/0	0/0	5/14	0/0	15/53	15/54	37/117	16/79	18/40	14/52
Grading	0/0	0/0	0/0	0/0	0/0	0/0	7/19	6/17	17/51	16/35	4/10
Instructor	1/3	2/11	0/0	1/2	0/0	8/23	1/5	6/19	1/2	2/10	0/0
Tactics	0/0	7/22	4/15	6/20	2/6	1/3	3/10	0/0	0/0	0/0	4/13
Feedback	35/110	34/101	29/65	43/125	69/202	67/199	48/144	71/212	11/32	21/64	25/75
Final Assignment	0/0	0/0	4/10	0/0	0/0	0/0	1/3	0/0	0/0	4/14	19/53