

PRIOR LEARNING ASSESSMENT—VIDEO OPTION

CA101 PUBLIC SPEAKING (3 CR.)

The Oral Communication Video option is a special application of the Experiential Essay approach. Because of the nature of the learning to be demonstrated, however, a recorded speech must be submitted for assessment along with written documents that illustrate an understanding of certain principles of public speaking. The outcomes of this option align with those of CA 101 Public Speaking. Successful completion of the submission will earn three credits which can be used to satisfy the oral communication requirement within Stritch's General Education Core.

Oral Comm Video Submission Process

1. Review all assessment requirements and samples below.
2. Complete the Oral Comm Permission form, establishing relevant public speaking experience.
3. Fill out the Oral Comm Petition Form.
4. After requirements have been completed, upload the video and written materials to the Oral Comm Video Submission assignment page.
5. Pay the appropriate petition fee (\$319 for a first-time petition, \$160 if a second or later one). The fees will be added to your student account. Payment may be made directly to the Business Office.
6. Allow two to four weeks for evaluation. For graduating students suggested due dates are:
For May graduates—December 31
For August graduates—May 31
For December graduates—August 31
7. Assessment results and evaluator comments will be uploaded to the assignment page. Partial credit will not be awarded. One revision & resubmission is allowed to earn full credit.
8. If credit is granted, sign and upload the award notice. Credits will be posted upon acceptance.

Oral Comm Video Submission Requirements

Students petitioning for prior learning credit for Public Speaking must submit:

1. a video recording of a 12-15 minute persuasive speech
2. a completed Persuasive Speech Cover Sheet
3. a full-content formal outline which identifies the key components of the speech, &
4. a learning essay describing relevant adult speaking experiences and demonstrating an understanding of the underlying concepts of speech writing and delivery.

Petitioners should allow at least two weeks assessment time during the regular school semester. Petitions made during the summer may require additional time. Students may revise and resubmit once only.

The Persuasive Speech

The petitioner will present a 12-15 minute persuasive speech utilizing Monroe's Motivated Sequence. An overview of the Motivated Sequence may be reviewed below. This [sample](#) also illustrates how to apply this model. A quick internet search will also uncover numerous discussions of this method.

The speech format and delivery should fulfill the criteria noted on the Persuasive Speech Rubric included in these guidelines. The speech will be evaluated using these criteria. Record yourself as if speaking in front of an audience, from a sufficient distance to capture body language, gestures, etc.

Upload the speech to the Oral Comm Video Submission assignment page.

The Persuasive Speech Cover Sheet

Type responses to the supplied questions below in a Word document and upload. Make sure to title the document clearly. Also be sure to offer FULL answers...evaluation is based on depth and scope of answers.

The Formal Outline

The petitioner will write a full-content formal outline, which showcases the key components of the speech. See the "Sample Formal Outline" included in these guidelines for support with that effort.

NOTE: Although you are submitting a Formal Outline, you are encouraged to also develop a Key-Word/Speaking outline for when you actually present your speech. You do NOT want to read your speech to your audience. The goal is to appear as if you are "speaking on your feet" as much as possible.

The Documentation of Experience Essay

The petitioner will submit an essay that demonstrates his or her understanding of what it takes to prepare and deliver an effective speech. Petitioners are required to explain key concepts noted below and provide concrete examples of how they have applied each concept in their actual speaking experiences:

- Audience Analysis
 - Organization of information
 - Selection and citation of appropriate outside sources
 - Effective delivery techniques (i.e., tone of voice, eye contact, speaking on one's feet, etc.)
 - Effective creation and use of visual aids
 - Reflection upon the petitioner's strengths and challenges in public speaking activities
- (The petitioner may also submit letters of documentation to support his/her credit request.)

Essays should be written and formatted according to college-level expectations. While there is no strict page requirement, typical essays are 4-5 pages in length, double-spaced.

CA 101 Public Speaking Evaluation-Persuasive Speech Rubric

Speaker's Name: _____

| | |
|---------------------|---|
| 5 points | Introduction (Setting Context) <input type="checkbox"/> Central idea concisely stated <input type="checkbox"/> Effectively gained audience's attention <input type="checkbox"/> Established personal credibility <input type="checkbox"/> Previewed main points of speech |
| 10 points | Body <input type="checkbox"/> Main points ordered in a way that makes them easy to follow <input type="checkbox"/> Effective use of transitions between intro/main points/conclusion <input type="checkbox"/> Information presented to appropriate depth <input type="checkbox"/> Clear and accurate language |
| 10 points | Supporting Evidence <input type="checkbox"/> At least three (3) separate sources included <input type="checkbox"/> Sources are both credible and recent <input type="checkbox"/> Sources are appropriately cited in oral fashion |
| 10 points | Use of Monroe's Motivated Sequence <input type="checkbox"/> All five (5) steps are fulfilled within message <input type="checkbox"/> Getting Attention/Demonstrating Need occur at the beginning of the speech |
| 5 points | Conclusion <input type="checkbox"/> Restated main ideas/refocused on central idea <input type="checkbox"/> Issued an explicit "call to action" - encouraged audience to "do" something <input type="checkbox"/> Created sense of closure/concluding mood |
| 15 points | Speaking On Your Feet (Delivery) <input type="checkbox"/> Followed time restrictions <input type="checkbox"/> Minimal reliance on outline/notes <input type="checkbox"/> Appropriate vocal qualities (rate, pitch, volume, etc.) <input type="checkbox"/> Appropriate body language (eye contact, gestures, posture, etc.) |
| 10 points | Speech Outline <input type="checkbox"/> Shows organization of ideas <input type="checkbox"/> Properly subordinated ideas <input type="checkbox"/> References <input type="checkbox"/> Motivated Sequence Steps clearly labeled/noted on outline |
| 10 points | Visual Aides <input type="checkbox"/> Coordinated visual aides with vocal message <input type="checkbox"/> Visual content supports spoken message (aided understanding) <input type="checkbox"/> Easy to interpret (legible, meaningful) <input type="checkbox"/> Appropriate quantity and quality |
| 5 points | Speech Cover Sheet Responses |
| 20 points | Documentation of Experience Essay |
| TOTAL POINTS | _____ |

Persuasive Speech Cover Sheet

Type responses to the following on a separate sheet...ATTACH to your speech outline. Be sure to offer FULL answers...evaluation is based on depth and scope of answers.

1. Audience Analysis:

Who exactly is your audience?

What do they likely already know/think/believe about your subject?

How will that influence your language and visual aide choices?

Will they be interested in your point of view? Why or why not?

2. What exactly are you trying to persuade your audience to think/feel/do?

3. Why is this topic/issue important to you? What personal experience and/or interest do you bring to the issue? How will that affect your credibility on the issue?

4. What TYPES of sources will you use? How will they help you establish credibility for your topic?

5. Note how you fulfill EACH of the five (5) steps of Monroe's Motivated Sequence (text p. 63). (Remember to note the steps on your outline, as well.)

SAMPLE: Formal Speaking Outline

- Title:** WE DON'T HAVE TO LIVE IN SLUMS
- Topic:** Student Off-Campus Housing Problems at Kansas State University
- Specific Purpose:** To persuade students to join the Off-Campus Association and sign a petition.
- Thesis Statement:** It's time we finally got together to do something about substandard living conditions at Kansas State.

INTRODUCTION

Gaining Attention: Slumlords--you'd expect them in New York or Chicago, but in Manhattan, Kansas? You'd better believe there are slumlords in Manhattan, and they pose a direct threat to you if you ever plan to rent an off-campus apartment.

Speaker Credibility: I know about slumlords; I rented a basement apartment from one last semester. Minor problems at first:

- A. Dead roaches in the refrigerator;
- B. Bathroom and kitchen leaks that caused mold and ruined the apartment below.

More serious problems included:

- A. Hot water heater and furnace were connected improperly.
- B. No smoke detectors or fire extinguishers, which posed a fire hazard.
- C. No emergency exit and windows too small for escape.

I was living in an accident waiting to happen.

Thesis Statement: The worst thing about my ordeal was I was not an isolated instance; many Kansas State students are living in unsafe housing and paying for it, not only with their money, but their happiness, their grades, their health, and their safety. That needs to change!

BODY

(Demonstrating the Need)

- I. We can't be sure how many students are living in substandard housing, housing that does not meet the code specifications required of rental property.
- II. We can be sure, however, that a large number of Kansas State students are at risk of being caught in the same situation I was.

- A. The Registrar reports approximately 17,800 students are attending Kansas State this semester.
- B. Housing claims that 4,200 live in the dorms.
- C. This means approximately 13,600 students live off-campus in fraternities or sororities, at home, and many likely live in off-campus apartments, as I do.

Source: Kansas State 2001 Campus Bulletin

- III. Many of these 13,600 students share traits that make them likely to settle for substandard housing.
 - A. Students want to live near campus; neighborhoods feature much older housing stock as well as houses that were never meant to be divided into separate rental units.
 - B. Students are limited in the amount they can pay for rent, so landlords use low rents as an excuse not to repair and maintain properties.
 - C. Many students are young, and consequently they are naïve when it comes to knowing their rights and understanding housing codes, let alone knowing how to check to make sure a water heater is properly connected.
- IV. Further adding to the problem is the fact that for students who are willing to accept substandard housing, there are as many or more landlords willing to supply it.
 - A. Currently, the Consumer Relations Board here at Kansas State has on file student complaints against approximately 100 landlords.

Source: Consumer Relations 2000 Off-Campus Housing Report

- B. There are surely complaints against many more that have never been formally reported.

(Transition: So where does the problem lie...whose responsibility is all this?)

- V. There are two main causes of the substandard housing problem.
 - A. The first, and most significant, is the simple fact that it is possible for a landlord to lease an apartment that does not meet housing code requirements.
 - 1. The Manhattan Housing Code Inspector will evaluate an apartment, but only after the tenant has given the landlord a written complaint and the landlord has had 14 days to remedy the situation.
 - 2. In other words, the way things are now, the only way the Housing Code Inspector will evaluate an apartment to see if it's safe is if someone has been living in it for at least two weeks!
 - B. A second cause of the problem is the fact that campus services designed to help students avoid substandard housing are not well known.
 - 1. The Consumer Relations Board here at Kansas State can help students inspect apartments for safety before they sign a lease, it can provide students with vital information on their rights as tenants, and it can mediate in landlord-tenant disputes.
 - 2. The problem is many people don't know these services exist.
 - 3. The Consumer Relations Board is not listed in the university catalog nor in any of the admissions literature.
 - 4. The Board does receive money for advertising from the student senate, but those funds aren't enough to cover full-fledged advertising in various campus media.

(Transition: It's clear we have a problem, but what may not seem so clear is what we can do about it. After all, what can one student do to change the practices of numerous Manhattan landlords?)

SATISFYING THE NEED

- I. Students working alone may not be able to make a difference, but just think of what we could accomplish if we got all 13,600 off-campus students involved in this issue!

- A. That's what Wade Whitmer, director of the Consumer Relations Board, is hoping will happen.
 - 1. He is reorganizing the Off-Campus Relations Board to craft an ordinance requiring landlords to have their apartments inspected for safety before those apartments can be rented out.
 - 2. The Manhattan code inspector has already said he would back such an ordinance if students also got on board with that effort.
 - 3. Students could become members of the Off-Campus Relations Board to show their support for the ordinance.
- B. A second thing you can do to help insure that no more Kansas State students have to go through what I did is to sign my petition asking the student senate to increase the Consumer Relation Board's advertising budget.
 - 1. We need to be able to better inform students about their services.

(Transition: An important thing to remember about substandard housing is that it is not only distasteful, it is dangerous.)

VISUALIZATION

- I. If we can get the Off-Campus Association organized and involved with your help, the city's commissioners will see that someone does want the ordinance, and they will be more likely to pass it.
- II. And if we are able to expand their advertising budget, we can let more people know about the help they can offer.
 - A. A service can't do any good if no one knows about it.
- III. In the end, I was lucky, but what about future students who may not be so lucky?
 - A. How many students might be seriously injured...or possibly even killed...if we don't hold landlords accountable and make sure off-campus housing is affordable AND safe?
 - B. I hate to even think about it...but what if I hadn't been able to get help? Would I even be standing here today?
 - C. Could YOU be the next victim?

(Transition: So how can you make a difference in all this? What can YOU do to help?)

CALL TO ACTION

- I. Kansas State students have been putting up with substandard living conditions for too long.
- II. It's time we finally got together to do something about this problem.
 - A. Join the Off-Campus Association.
 - B. Sign my petition.
 - C. Let's send a message to these slumlords that we're not going to put up with this any more.
 - 1. We don't have to live in slums.

REFERENCES

Kansas State University Admissions Office. *2000 Campus Bulletin*, Kansas State University Press, 2001.

Kansas State Consumer Relations Board, *2000 Off-Campus Housing Report*, Kansas State University Press, 2000.

■ Motivated Sequence Design

The **motivated sequence design** is also related to the problem-solution design but is distinctive enough to discuss separately.²⁵ This design has five steps, beginning with arousing attention and ending with a call for action:

1. *Arouse attention.* As in any speech, you begin by stimulating interest in your subject. In Chapter 12 we discussed six factors that affect attention: intensity, repetition, novelty, activity, contrast, and relevance. These same techniques may be used to gain attention in persuasive speeches.
2. *Demonstrate a need.* Show your listeners that the situation you wish to change is urgent. Help them see what they can win or lose if they accept or reject your plan for change. To create such understanding, tie your proposal to the basic needs discussed in Chapter 4.
3. *Satisfy the need.* Present a way to satisfy the need you have demonstrated. Set out a plan of action and explain how it would work. Offer examples that show how your plan has worked successfully in other places.
4. *Visualize the results.* Paint verbal pictures that illustrate the positive results listeners can expect. You could show your listeners how their lives will be better when they have enacted your plan. Such a picture of the future can help overcome resistance to action. You could also paint a dire picture of what life could be like if they do not go along with your suggestions. You might even put these positive and negative verbal pictures side by side to strengthen their impact through contrast.
5. *Call for action.* Your call for action may be a challenge, an appeal, or a statement of personal commitment. The call for action should be short and to the point. Give your listeners something specific that they can do right away to start the change. If you can get them to take the first step, the next will come more easily.

Let's look at how this model might work in a brief persuasive speech that appeals to audience motivations for recognition, friendship, and nurturance, using language that activates feelings of sympathy and identification:

- | | |
|------------------------------|--|
| 1. <i>Arouse attention</i> | Have you ever dreamed about being a hero or heroine? Have you ever wished you could do something that would really make a difference in our world? Well, I'm here to tell you how you can if you invest only three hours a week. |
| 2. <i>Demonstrate a need</i> | Our community needs volunteers to help children who are lonely and neglected. Big Sisters and Big Brothers of Omaha have a program for these children, but it takes people to make the program work. Last year they had forty-eight student volunteers. This year only thirty have signed up to help. They need at least thirty more. They need you. |
| 3. <i>Satisfy the need</i> | Volunteering to be a big brother or a big sister will help keep this vital program going. It will also make you a hero or heroine in the eyes of a child. |

4. *Visualize the results*

Maybe you can have an experience that will be as rewarding as mine has been. Last year I worked with ten-year-old Kevin two afternoons a week. He needed help with his homework because his grades were just barely passing. But more than school help, he needed someone who cared about him. The first six weeks, his grades went from D-'s to C-'s, and I took him to a basketball game one weekend. The next six weeks, his grades went up to C's and C+'s, and I took him to a movie. This year Kevin is doing well in school. He's making B's and above in all his courses, but we still meet and work together because I couldn't bear not to see him. I guess this is a small contribution to humankind, but not to Kevin. When I look in his eyes, I see a glorified reflection of myself.

5. *Call for action*

Won't you make the commitment to become one of the heroines or heroes of our community? Just one or two afternoons a week can make a difference in the life of a child and in our own future. The pay is not good—nothing!—but the rewards are enormous. I've got the applications with me. Let me sign you up now!

If you plan to use the motivated sequence design, first determine where your listeners stand on the issue, and then focus on the steps that will carry persuasion forward. For example, if you are speaking to an audience that is already convinced of the need for a change but lacks a plan to make it work, you could focus on step 3, "Satisfy the need." However, if you are facing an audience that contests the need, your emphasis should be on step 2, "Demonstrate a need."