COMM 100 General Education Procedures (2018-2019) (updated 11/12/2018)

Important note: This exam is offered as a potential opportunity to waive the Mason Core Communication requirement mandated by the University. **No course credit will be granted.** Successful completion of both the written and oral parts of the process will be necessary to grant a waiver. Students are strongly encouraged to take the course. **All testing dates and results apply to a future semester, not the current one.** In other words, they are scheduled to help you in an **UPCOMING** semester, if successful.

Part I: Exam
Part II: Speech
References
Testing Dates

PART I: EXAM (Comprehensive)

At LEAST two weeks prior to the written exam date, students must contact (by e-mail) the Test-out Coordinator, Basic Course Coordinator Dr. Sara Mathis (bcc@gmu.edu) for approval to take the test. On the SUBJECT line of the e-mail, the student must include his or her name and the words: *Requesting Test-out Approval.*

The exam (part 1) will consist of 100 multiple choice questions. The test questions are typical questions used in general education public speaking courses throughout the country and are based on the textbook used in the GMU public speaking course (*The Speaker's Primer*). Those preparing should carefully study every word of the text. The test is very thorough, academically challenging, and comprehensive. The Communication Department does not distribute test preparation materials. The student is responsible for providing their GMU Student ID and personal computer to complete the exam. The department will not provide a copy of the textbook for students who plan to test out of course.

The standardized test-out exam for this course will be delivered in October/February during a Block Exam timeframe. A link to the exam will be available 7:30am through 5:00pm on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. **You must take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the test-out exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.** For more information on Respondus visit the following link:

https://coursessupport.gmu.edu/Students/index.cfm?audiencename=Students&categoryname=Bb%20Assessments&datname=Respondus%20LockDown%20Browser

Note that exam dates and times occasionally change during the semester due to campus closures. Since this standardized exam is proctored online campus closures will not change the date of the exam. It will not be possible for your instructor to move your exam date, unless in the case of documented emergencies as shown in the syllabus. Students who wish to take the exam at the ODS Testing Center must submit the ODS test proctoring form to their instructor at least two weeks prior to the testing date. Technology failures, work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered a personal emergency.

Exams are to be scheduled, reviewed, and graded by the Test-out Coordinator. Students must achieve a grade **of 80% or higher** to pass the *knowledge* portion (Part I-Test) of the General Education Waiver in order to take the *application* portion (Part II-Speech Delivery). Exam results will be distributed the following business day via e-mail to the student's GMU account. Any disputes and/or problems are to directed to the Test-out Coordinator, Basic Course Coordinator Sara Mathis (bcc@gmu.edu).

If the student has not passed the written exam, she or he will NOT be eligible to re-take the first part of the waiver nor continue on to Part II-Speech Delivery. Such students will need to enroll in COMM 100 or COMM 101 in order to satisfy the General Education Communication Requirement.

PART II: SPEECH (To a Panel of Experts)

Students who pass the Part I-*knowledge* portion of the waiver process are then eligible to participate in the Part II-*application* portion of the waiver process. The student **must** deliver the speech on the next regularly scheduled speech delivery date, which is scheduled two weeks after the *Knowledge* portion of the waiver.

Students will deliver a **6-8 minute Persuasive Speech** (based on the provided guidelines/rubric) to a panel of 2-5 full-time Communication Department faculty members. Students must achieve a grade **of 80% or higher** to pass the *speech* portion (Part II-Test) of the General Education Waiver. The student is required to bring 5 copies of her or his full sentence outline that follows the sample outline format. Each main point must include citations of quality sources and supporting evidence for any claims made. Please see the attached assignment and grading rubric for detailed explanations of the expectations for this speech.

References to study.

Valenzano, J. M., III, Braden, S.W., Broeckelman-Post, M.A., & Hyatt Hawkins, K. (2018). The Speaker's Primer Customized for George Mason University, 2018-2019 Edition. Southlake, TX: Fountainhead.

This book is ONLY available at the GMU book Store.

Communication General Education TESTING DATES for 2018-2019:

PART I of EXAM (Respondus Online Exam)	Part II: (Robinson A, --Conf. Room)
FALL SEMESTER, 2018:	**FALL SEMESTER, 2018:**
Test: Thursday, Oct.10, 2018, 11:00 am sharp	Thursday, Oct. 25, 2018 (1:00 pm for set-up)
SPRING SEMESTER, 2019:	**SPRING SEMESTER, 2019:**
Friday, February 15, 2019 11:00 am sharp	Thursday, March 7, 2019 (time TBD)

Testing is done PRIOR TO THE SEMESTER IN QUESTION:

* These dates coincide with University-wide enrollment dates, so that you test in the semester BEFORE you plan to enroll in COMM 100. In this way, you will know whether you will need to take the course in a subsequent semester. We do NOT offer the Test-out Exam in time to allow you to DROP a class mid-way through the semester. That is NOT the purpose of the Exam. The purpose is to determine if you have mastered the entire course content and the all of the requisite speaking skills to test out in the FOLLOWING semester. There can be no "special" Exam sessions or exceptions to this rule.

* Any student who successfully passes PART I: EXAM **MUST** proceed to PART II: SPEECH on the next regularly scheduled date (two weeks after the written exam is passed). No exceptions!

Grading Criteria:

  A = Superior….Wow!!! This was <u>CLEARLY</u> an excellent, superior speech. …..Very memorable!
  B = Above Average…great!! This speech went <u>ABOVE</u> what the average speaker was asked to do.
  C = Average…pretty good. This speaker did what was required and presented a <u>GOOD</u> solid speech.
  D = Below average…ok. This speaker did ok, and hit most of the basic categories. More practice needed.

Any speech evaluation is a reflection of how you did on a particular speech. It is not to be seen as a comment on you as a person. You are not your behavior! Remember that all feedback has the same simple purpose: to allow you to see areas that are working well and also to see areas that might be improved with perseverance, preparation, practice.

The panel of experts will evaluate your performance and inform you of their decision. Their decision is final and cannot be appealed. Each student may only attempt the test-out once.

PERSUASIVE SPEECH

<u>**Overview:**</u>

The purpose of a persuasive speech is to change your audience's attitudes, actions, or beliefs about a topic of your choice. In this speech, you are not only helping your audience understand your topic, but you are also changing the way they think, what they feel, or what they do.

For this speech, you will persuade the audience to support a community organization in some way. In your speech, you will need to establish the significance of the social problem that this organization addresses, persuade your audience that the organization you have selected is having an important and significant impact on their cause, and tell your classmates how they can get involved.

When selecting a topic for your persuasive speech, you should begin by asking yourself a series of questions about each issue that you consider:

1. What are some of the most significant social issues facing my local community, another community that I care about, or society more broadly?
2. Which organizations are working to address the social problems that I identified? Of these organizations, which is having the most significant impact in solving the problem and/or bettering the lives of others? Which organization is in greatest need of support?
3. Is this an organization in which I am interested? Are this organization and the issues that it addresses important to me? Do I feel strongly about this organization and believe that it should be important to others?
4. Will my audience be interested in this organization and the ways that it impacts an important social issue? How much does my audience already know about this organization?
5. Is this an organization about which I can actually change my audience's attitudes, actions, or beliefs? *If everyone in the audience already knows about and supports the chosen organization, then you will not really be persuading them!* Likewise, if your organization is too controversial or addressing an issue about which your audience already has strong beliefs (e.g.: abortion, capital punishment, etc.), then you are unlikely to change your audience's attitudes, actions, or beliefs in such a limited amount of time.
6. Will persuading my audience about this topic help somebody in some way?

After selecting a topic, you should develop a specific purpose and thesis statement for your persuasive speech. Decide which pattern of organization is best for presenting your main points, and incorporate support materials as you develop your speech outline. Use one of the Persuasive Speech Outline templates in the following section to help plan and organize your speech.

<u>**Organizing your speech:**</u>

Though there are several patterns of organization that can be used effectively for a persuasive presentation, there are three that usually work best.

The first is the problem-cause-solution format. In this type of persuasive speech, your first main point explains the problem(s) associated with your topic, the second main point explains the cause(s), and the final main point proposes the solution(s). There are several variations of this pattern of organization that might be effective for your speech (see your textbook for more details).

The second pattern of organization that is especially effective for a persuasive speech is the comparative advantages format. In this pattern of organization, each main point is an argument or reason that supports your thesis and shows why your solution is a better option than the alternative. If you choose this pattern of

organization, you should make sure that each of your main points is an argument that supports your thesis and make sure that each main point is a separate argument or point of comparison.

The third pattern of organization that is effective for a persuasive speech is Monroe's Motivated Sequence. This pattern is especially effective if you desire a *change in behavior* or *action* from the audience. In this pattern of organization, you will work through the five steps of Monroe's Motivated Sequence: Attention, Need, Satisfaction, Visualization, and Action.

For this assignment, your instructor might ask you to use a specific pattern of organization. Refer to your textbook and notes from class discussions for more information on these patterns.

Research: For this speech, you will need to conduct additional research. You should consult a variety of sources, such as newspaper articles, magazines, peer-reviewed academic journals, books, interviews with experts, and websites, as you did in your Annotated Bibliography Assignment. You will need to include an APA format References page with your outline.   During your speech, you should **orally cite at least five sources**. You should include at least **three different types of sources and use at least three different types of support materials.** You may cite a source multiple times, but that will count as only one source. **Label each of your types of sources and support materials in your final full sentence preparation outline using the "Add Comment" feature.**

Presentation Aids: For this speech, you should use at least one type of presentation aid to enhance your speech. Your instructor might ask you to use a specific type of presentation aid. Refer to your textbook and class discussions for guidelines when developing your presentation aids.

Notes: While planning your speech, you will develop a full sentence preparation outline that you will turn in before you give your speech. When you give your speech in class, you should use only **one note card** with a key word speaking outline.

Length: 6-8 minutes

Problem, Cause, Solution Template Outline

I. Introduction

   A. Attention Getter

   B. Audience Relevance

   C. Speaker Credibility

   D. Thesis

   E. Preview

Transition to first main point

II. Body

   A. Main Point 1: Problems

       1. Sub point 1: Problem 1

       2. Sub point 1: Problem 2

   Transition (summary, signpost, preview)

   B. Main Point 2: Causes

       1. Sub point 1: Cause 1

       2. Sub point 2: Cause 2

   Transition (summary, signpost, preview)

   C. Main Point 3: Solutions

       1. Sub point 1: Solution 1

       2. Sub point 2: Solution 2

Transition and signal closing

III. Conclusion

   A. Restate Thesis

   B. Review Main Points

   C. Memorable Closer

References
(on new page)

Comparative Advantages Template Outline

I. Introduction:

    A. Attention Getter

    B. Audience Relevance

    C. Speaker Credibility

    D. Thesis

    E. Preview

Transition to first main point

II. Body

    A. Main Point 1: 1st argument supporting why your option is better than the alternative

        1. Sub point 1: alternative option

        2. Sub point 2: your option

Transition (summary, signpost, preview)

    B. Main Point 2: 2nd argument supporting why your option is better than the alternative

        1. Sub point 1: alternative option

        2. Sub point 2: your option

Transition (summary, signpost, preview)

    C. Main Point 3: 3rd argument supporting why your option is better than the alternative

        1. Sub point 1: alternative option

        2. Sub point 2: your option

Transition and signal closing

III. Conclusion

    A. Restate Thesis

    B. Review Main Points

    C. Memorable Closer

References
(on new page)

Monroe's Motivated Sequence Template Outline

I.   Attention (Introduction)

    A.   Attention Getter

    B.   Audience Relevance

    C.   Speaker Credibility

    D.   Thesis

    E.   Preview

Transition to first main point

II. Body

    A.   Main Point 1: Needs

        1.   Sub point #1 Physiological Needs
        2.   Sub point #2 Safety Needs
        3.   Sub point #3 Social Needs
        4.   Sub point #4 Self-Esteem Needs
        5.   Sub point #5 Self-Actualization Needs

Transition (summary, signpost, preview)

    B.   Main Point 2: Satisfaction – *The opposition should be cited heavily throughout.*

        1.   Sub point #1 Proposal and/or Opposition
        2.   Sub point #2 Proposal and/or Opposition

Transition (summary, signpost, preview)

    C.   Main Point 3: Visualization – *With supporting metaphors, similes, analogies, illustrations, etc.*

        1.   Sub point #1 with supporting language structures
        2.   Sub point #2 with supporting language structures

Transition (signpost, summary, preview)

    D.   Main Point 4: Action – *Insert specific 3-5 step action sequence in the Action step!*

Transition to Conclusion:

III. Conclusion

    A.   Restate the Thesis

    B.   Review Main Points

    C.   Memorable Closer

References
(on new page)

Persuasive Speech Evaluation Form

Name:_____ Topic:_____ Time:_____

INTRODUCTION	Missing 0	C 7-7.5	B 8-8.5	A 9-10	
Attention getter is (C) present, (B) uses a meaningful narrative, quotation, statistic, or question that is related to the topic, and (A) involves the audience or creates information hunger					
Background and audience relevance (C) some background information about the topic is provided, (B) the significance of the topic is firmly established, and (A) topic is clearly connected to this specific audience					
Speaker credibility (C) speaker provides a reason for choosing the topic, (B) explains why they care about the topic, and (A) explains why they have compelling experience or expertise in this area					
Thesis (C) The thesis is clearly stated (B) in a clear, complete, single declarative sentence, and (A) uses carefully chosen language that sets the tone and direction for the speech					
Preview of main points (C) tells the audience what main points will be discussed, (B) uses signposts, and (A) uses concise, carefully worded phrasing *There is no Preview statement if using Monroe's Motivated Sequence*					___/10

BODY	Missing 0	C 21-23.5	B 24-26.5	A 27-30	
Main Point 1 (C) is clearly stated and supports the thesis, (B) is well developed using a variety of support materials and (A) is supported by distinct, clearly worded and supported subpoints					
Main Point 2 (C) is clearly stated and supports the thesis, (B) is well developed using a variety of support materials and (A) is supported by distinct, clearly worded and supported subpoints					
Main Point 3 (C) is clearly stated and supports the thesis, (B) is well developed using a variety of support materials and (A) is supported by distinct, clearly worded and supported subpoints					
Transitions (C) speaker clearly indicates when they are moving to each new main point (B) and has an effective summary, signpost, and preview in **each** transition, and (A) include pauses, gestures, or movement to reinforce the transition					
Quality of Arguments: (C) speech has some good arguments, along with a few fallacies, (B) speech uses sound reasoning and argumentation and is free of fallacies, and (A) arguments are well-supported and persuasively constructed					___/30

SUPPORT MATERIALS	Missing 0	C 17.5-19.5	B 20-22	A 22.5-25	
Support Materials (C) uses at least **three** different types of support materials (B) that effectively support the speech and enhance understanding and (A) help to establish significance and make the speech memorable **Types:** examples, statistics, testimony, analogies, metaphors, narrative, illustrations, descriptions, explanations, definitions					
Source Quality: (C) cited **five sources,** (B) including **three types** of sources, and (A) all sources were high quality and had strong credibility **Types:** interview, book, academic journal, newspaper or magazine, website or media source					
Source Citations: (C) all sources had some type of oral citation and (B) each citation had the name of the person/organization/publication and date and (A) provided the credentials of the expert who provided the information when possible					___/25

CONCLUSION	Missing 0	C 7-7.5	B 8-8.5	A 9-10	
Signals conclusion: (C) transition to the conclusion is indicated (B) using a clear signpost (A) that is reinforced through vocal tone, gestures, movement, and /or a brief pause					
Restates thesis: (C) topic of speech is clearly mentioned (B) in a clear, complete declarative thesis statement (A) using carefully chosen language that reinforces the tone of the speech					
Reviews main points: (C) tells audience which main points were discussed (B) using clear signposts (A) using concise, carefully worded phrasing					
Memorable closer: (C) brings a sense of closure to the end of the speech (B) in a memorable way that has audience impact and (A) ties back to the attention getter					___/10

AUDIENCE ADAPTATION	Missing 0	C 10.5-11.5	B 12-13	A 13.5-15	
Topic (C) is appropriate for this assignment and context, (B) discusses a significant problem and argues for that significance, and (A) clearly advocates for an organization that is helping to solve the problem					
Audience Analysis: (C) speech is appropriate for and considerate toward all members of the audience, (B) is clearly adapted for this specific audience and context, and (A) incorporates specific characteristics of the audience into the speech					
Language (C) is appropriate for the audience and occasion, (B) uses several memorable phrases, and (A) incorporates several language structures and devices					___/15

PRESENTATION AIDS	Missing 0	C 7-7.5	B 8-8.5	A 9-10	
PowerPoint or other Presentation Aid (C) supports the speech, (B) utilizes images, graphs, diagrams, objects, demonstrations, or other visual resources that complement the presentation rather than primarily using text that repeats the presentation, and (A) is visually appealing and utilizes blank slides or is hidden when appropriate					
Visual Citations (C) some type of verbal or visual reference is made to the source of images, graphs, diagrams, etc. used on slides under the images, (B) name of source or URL appears under some of the images in the presentation, or (A) **all** images have the name of a source or URL under them *If visual citations are not needed for the type of presentation aid used, then this category should receive the same score at the one above*					___/10

DELIVERY	Missing 0	C 17.5-19.5	B 20-22	A 22.5-25	
Extemporaneous: (C) reads heavily from notecards or manuscript throughout the speech, (B) occasionally reads portions of the speech from notecards, (A) student refers to notecards occasionally, but notecard use does not interfere with delivery					
Vocal Delivery: (C) speaker can be heard and understood throughout speech, and (B) vocal delivery conveys enthusiasm for the topic and keeps audience attention, and (A) vocal delivery engages audience and commands the attention of the room throughout speech *Pronunciation, Articulation, Volume, Pitch, Rhythm, Rate, Tone, Vocalized Pauses*					
Nonverbal Delivery: (C) attempts to use gestures, movement, and facial expressions a few times during the speech but may include a few distracting movements (swaying, rocking, repetitive motions, etc.) (B) speech uses gestures, movement, and facial expressions during the speech that at times complement the message, (A) speech uses intentional and effective gestures, movement, and facial expressions to enhance the speech, enhance credibility, and maintain audience attention *Apparel, Posture, Facial Expressions, Gestures, Movement*					
Eye Contact: (C) speaker looks at audience a few times during the speech, (B) makes eye contact with some audience members during significant portions of the speech, (A) makes eye contact with all members of the audience throughout the speech					___/25

POINT DEDUCTIONS	
Over time or under time: deduct 1 point for every 10 seconds	
Missing instructor evaluation: deduct 10 points	

Total Score: ___/125