

THE FIRST COURSE IN SPEECH IN SELECTED  
COLLEGES AND UNIVERSITIES: A STATUS  
SURVEY AND SUGGESTED MODEL

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A Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
Franklin Maurice Pullig  
August 1969

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## A B S T R A C T

Pullig, Franklin Maurice. The First Course in Speech in Selected Colleges and Universities: A Status Survey and Suggested Model. Unpublished Doctoral Dissertation, University of Houston, Houston, Texas, 1969.

Purpose of the Study. The purposes of this study were (1) to determine the current status of the first course in speech in selected colleges and universities in the State of Louisiana in terms of aims and objectives, content, methodology, and evaluational procedures, (2) to determine the opinions of the heads of the speech departments regarding the relative importance of the aims and objectives, content, methodologies, and evaluational procedures and standards being used in the first course in speech, and (3) to suggest a model for the first course in speech at the college and university level based upon the findings of the study.

Procedures and Sources of Data. Data utilized in this study were obtained from personal interviews with the heads of the speech departments in each institution included in the study, professional literature in the field, catalogues from each college or university, bulletins of the Louisiana State Department of Education, and the textbooks used in the basic speech course in each college or university.

An interview form was used to obtain the opinions of the department heads about the importance of aims and

objectives, content areas, methodologies, and evaluational procedures for the first speech course. Each person interviewed rated each item on the form by using a rating scale to show his opinion of its relative importance. A frequency count was made of the ratings for each item and the median score was used to interpret the assigned importance of each item.

Findings of the study were presented in tabular and textual form to show the current status of the basic speech course and the opinions of the department heads regarding the aims and objectives, content, methodology, and evaluational procedures which should be used in the course.

Conclusions. The findings of the study support the following conclusions:

1. The first speech course in those colleges and universities under the jurisdiction of the Louisiana State Board of Education was mainly one in public speaking.
2. The general objectives of the course were the improvement of the student's ability to collect, organize, and present information in the form of public speeches with the assumption that these experiences would also provide improvement in oral communication ability generally.
3. The content of the course consisted of the study of rules and standards of speech delivery, and the selection of subjects and organization of information for presentation in speeches before the class.
4. Teaching methods were mainly lecture, discussion and student performance.

5. Evaluational procedures were written tests, discussion of student performance and use of rating charts for judging the student's ability to prepare and deliver speeches.
6. Only two of the nine institutions had provisions for evaluating the quality of the basic course itself. A committee of speech faculty members was the chief means of course evaluation.

Recommendations. The following suggestions were offered for possible improvement of the basic speech course at the college and university level:

1. The first course in speech should be concerned with general oral communication and not limited to public speaking only.
2. The objective of the course should be to help the student gain attitudes which cause him to view oral communication as a worthwhile activity. Such attitudes should cause the student to seek knowledge and skills necessary for continuing improvement.
3. Content of the course should provide basic facts, rules and standards for effective oral communication in its various forms, including public speaking, discussion, conversation, and reading aloud.
4. Methods used in the course should be those which provide the student with needed information and practice in the use of the several forms of oral communication.
5. Evaluational procedures should provide the student with a clear understanding of his strengths and weaknesses in the knowledges, skills and attitudes needed for effective oral communication, and prescribed means for improvement in areas of deficiency. Also, evaluational procedures should be used to insure the quality of the basic course itself.

## ACKNOWLEDGMENT

To the dissertation committee goes my deepest gratitude for contributing so freely their time and talents. Special recognition is given to Dr. William O. Nesbitt, chairman of the committee, for his valuable guidance in the growth and development of this dissertation. The other members of the committee, Dr. Charleta J. Dunn, Dr. J. M. Muse, and Dr. Marvin D. Sterrett, offered valuable counsel and assistance.

Sincerest appreciation goes to the heads of the speech departments and other speech faculty members in the state colleges and universities of Louisiana for their cooperation in this research study.

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## CHAPTER I

### THE PROBLEM AND ITS INVESTIGATION

The first course in speech in colleges and universities has tended to emphasize public speaking with some attention given to voice and diction. Commonly referred to as the basic, or fundamentals course, it has typically been the only formal training in speech for the majority of students other than those majoring in the area of speech.

A single speech course may not meet the needs of all students, but if most of them are likely to take only one course--that course should be carefully planned and most effectively taught to insure maximum contribution to the student's understanding and use of oral communication.

#### I. THE PROBLEM

This descriptive study is concerned with the first course in speech in selected colleges and universities in the State of Louisiana. Specific purposes of the study are:

1. to determine the current status of the first course in speech in terms of aims and objectives, content, methodology, and evaluational procedures.

2. to determine the opinions of the heads of the departments of speech regarding the relative importance of

the stated aims and objectives, content, the methodology being used, and the evaluational procedures and standards used in the first course in speech.

3. to suggest a model for the first course in speech at the college and university level based upon the findings of the study.

## II. NEED FOR INVESTIGATION OF THE PROBLEM

Few secondary school students take speech courses. Kerikas surveyed schools with total enrollments of 86,000 students and found that about 11,000, or only 13 per cent took speech courses.<sup>1</sup> Carroll found that about ten per cent of the students in Louisiana high schools took speech during the 1961-62 school year.<sup>2</sup> Brown's Louisiana study noted similar findings for 1965-66.<sup>3</sup> The small percentage of

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<sup>1</sup>Emanuel J. Kerikas, "Current Status of Speech Education in the Public Secondary Schools of the Intermountain States," (unpublished Doctoral dissertation, Northwestern University, 1962).

<sup>2</sup>Gaye Carroll, "The Status of Speech in Louisiana," (unpublished Master's thesis, Louisiana State University, 1963).

<sup>3</sup>Woody G. Brown, "A Survey of Speech Education in the Louisiana Public High Schools," (unpublished Master's thesis, East Texas State University, 1967).

students taking speech may be accounted for, in part, by the fact that speech is not a requirement for graduation from Louisiana secondary schools.<sup>4</sup>

Colleges and universities have not required speech courses of all students, but many curricula have required one or two courses in public speaking or fundamentals of speech.<sup>5</sup> An examination of the current catalogues of the institutions included in this study indicated similar requirements.<sup>6</sup>

Since few high school graduates come to higher education with formal speech training and few curricula in colleges and universities require more than the basic course in speech, speech educators are being asked to do a lot in a short space of time in the educational experience of the college or university student. Townsend has stated that

A small percentage of students take work  
(in speech) beyond the fundamentals level  
and an even smaller percentage advance to

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<sup>4</sup>Louisiana State Department of Public Education, Courses Offered: Public Secondary Schools in Louisiana. (Bulletin No. 1015. Baton Rouge, Louisiana, 1962-63), 22 pp.

<sup>5</sup>Maurice Pullig, "A Survey and Analysis of Required Speech in Colleges and Universities of the South," (unpublished Master's thesis, Baylor University, 1957).

<sup>6</sup>See Limitations of the Study, p. 5 for a list of the institutions included in the study.

graduate work. The impression, then, is made by what is done in and by who conducts fundamentals courses. The reputation in the public mind of the field of speech and those of us who attempt to carry it on rests mainly, therefore, on fundamentals.<sup>7</sup>

It seems reasonably clear that the first course in speech may be the only opportunity for most students to gain formal training in oral communication. The ability to use speech well is a necessity. Monroe has alluded to the general objective of the fundamentals course in declaring that

The shifting of public thought has always been dependent upon the communication of ideas by articulate persons....If speech courses are to turn out students who can be expected to make some active contribution, the courses should help them gain a better command of the tools of oral communication.<sup>8</sup>

Members of the Speech Department at McNeese State College in Lake Charles, Louisiana, began a review of their basic speech course in 1967. Faculty members were concerned with the need for more clearly defined aims and objectives, course content, teaching methods, and evaluational procedures.

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<sup>7</sup>Howard W. Townsend, "Improving the Fundamentals Course," The Southern Speech Journal, Vol. XIII, No. I (September, 1947), pp. 1-3.

<sup>8</sup>Ruth Monroe, "Renewal of Public Philosophy," The Speech Teacher, Vol. XIV, No. I (January, 1967), pp. 42-44.

It was apparent that information about the first course in the other state colleges and universities of Louisiana would be helpful in evaluating the course at McNeese and in developing a suitable model. No study of the first course in speech in these institutions had been reported.

Personal interviews with the heads of the departments of speech in the state colleges and universities offered the chance to obtain information from those persons most familiar with the needs of the first course in speech. An examination of the current catalogues and the required textbooks for the first course in these institutions were considered to be valuable in developing a model for the course. Such a model could offer suggestions for aims and objectives, content, methodology, and evaluational procedures for the basic course, as well as a possible basis for unity in the structure and teaching of the course in state colleges and universities of Louisiana.

### III. LIMITATIONS OF THE STUDY

This study was conducted within the following limitations:

1. Only the first, or basic course in speech was considered.
2. Only those colleges and universities under the



jurisdiction of the Louisiana State Board of Education were included in the survey. The institutions were:

Grambling College, Grambling, Louisiana

Louisiana Polytechnic Institute, Ruston, Louisiana

McNeese State College, Lake Charles, Louisiana

Nichols State College, Thibodeaux, Louisiana

Northeast Louisiana State College, Monroe, Louisiana

Northwestern State College of Louisiana, Natchitoches,  
Louisiana

Southeastern Louisiana College, Hammond, Louisiana

Southern University, Baton Rouge, Louisiana

The University of Southwestern Louisiana, Lafayette,  
Louisiana

3. The survey of the status of the first course in speech included statements and opinions of the heads of the departments of speech in each institution concerning the aims and objectives, content of the course, teaching methodology, and evaluational procedures and standards. The survey also included an examination of the current catalogue of each institution and an examination of the required textbook being used in the basic speech course at each institution.

4. The study was conducted during the 1968-69 academic year.

#### IV. SOURCES OF DATA

The following were the sources of data used in this study:

1. Information gained from personal interviews with the heads of the departments of speech in colleges and universities under the jurisdiction of the Louisiana State Board of Education.

2. The official catalogue of each institution for the 1968-69 academic year was examined to determine course descriptions, credit, length of the course, and prerequisites for the first course in speech.

3. The required textbooks being used in the first course in each institution were examined to determine titles, authors, types, and subjects treated in the chapters of the books.

#### V. COLLECTION OF THE DATA

During the 1968-69 academic year, the heads of the departments of speech in the colleges and universities under the jurisdiction of the Louisiana State Board of Education were personally interviewed. A prepared interview schedule, or form (see Appendix A), was used to determine their opinions and the current status of the first course in terms of the following:

1. The aims and objectives of the course in terms of (a) knowledge which the student is expected to gain from the course; (b) feelings or attitudes which the student is expected to acquire as a result of taking the course; and (c) oral communication behavior which the student is expected to demonstrate as a result of the course. Each department head was asked to assign a degree of relative importance to items listed as suggested aims and objectives and to list additional items which he felt should be included.

2. The content included in the course at each institution such as voice and diction, public speaking and interpretative reading. Suggested items were rated and interviewees were asked to list additional content areas which they felt should be included.

3. The methodology used in teaching the first course in speech. A list of items including activities, materials and resources, roles assumed by instructors and students, and innovations were offered for rating and each person was given the opportunity to make additions to the list.

4. Evaluational procedures and standards. A list of suggested items such as standards for student performance, evaluational methods and procedures for student learning and performance, and evaluational procedures for evaluation of the course itself were provided for rating by the department

heads. They were asked to offer additional items felt to be important to the first course.

An information form (see Appendix B) was prepared for use in the examination of the current catalogue of each institution. The following information was collected:

1. The title of the first course in speech.
2. The amount of credit given for the course.
3. The number of hours per week for lecture and laboratory.
4. The length of the course in semesters or quarters.
5. Prerequisites for the course.
6. Description of the first speech course as contained in the current catalogue.

An additional form (see Appendix C) was prepared for use in examining required textbooks for the basic speech course at each institution. Information collected included:

1. The title of the book.
2. The name of the author.
3. The date of publication and edition number.
4. The basic type, or emphasis of the book.
5. The subject matter emphasized in the chapters of the book.

## VI. PROCESSING THE DATA

Copies of the prepared information form were used for recording information gained by personal interviews with the heads of the departments of speech in the colleges and universities surveyed. Each person interviewed was asked to give his opinion of the importance of suggested aims and objectives, content, methodology, and evaluational procedures and standards for the first course in speech. Also, each person was asked to suggest additional items which he felt important to the first course. The following scale was used to note opinions of the relative importance of each item to the first course:

- 4--very important, or essential to the course.
- 3--important, but not essential.
- 2--least important, or of minor value.
- 1--not important, or not related to the course.

Information was processed in the following manner:

1. Median ratings of the assigned value of relative importance were calculated for all items suggested and for all items added by interviewees.
2. Current catalogue information was summarized to present (a) typical titles of the first course in speech;

(b) average amount of credit given for the course; (c) the average number of hours per week of lecture and/or laboratory; (d) the average length of the course in semester or quarter hours; (e) prerequisites for the course; and (f) typical descriptions of the course.

3. Information gained from examination of the required textbooks for the first course was summarized to present (a) titles of the books; (b) authors of the books; (c) publication dates and editions; (d) basic types or emphasis of the books; and (e) the typical subject matter emphasized in chapters of the textbooks.

## VII. REPORTING THE DATA

Information collected from personal interviews with the heads of the departments of speech and an examination of the current catalogue and required textbooks for the first course in speech at each institution was summarized and presented in tabular form. Tabular forms showing the median ratings of relative importance of items related to the first course were designed to present the following:

1. Knowledge which the student is expected to gain from the first course in speech.

2. Attitudes about oral communication which the student is expected to develop.

3. Oral communication skills which the student is expected to demonstrate.

4. Content which should be included in the course.

5. Methodology which should be used in teaching the first course in speech.

6. Procedures which should be used to evaluate students in the first speech course and procedures for evaluating the effectiveness of the course itself.

The following tabular forms were included to present information gained from current catalogues of the colleges and universities:

1. Typical course titles.

2. Average credit given for the course.

3. Number of clock hours per week for lecture and for laboratory.

4. Average length of the course in semesters or quarters.

5. Typical prerequisites for the course.

6. Typical course descriptions.

The following tabular forms were included to present information about textbooks required for the first course:

1. Book titles, authors' names, and publication dates and edition numbers.

2. Types of books according to areas of speech emphasized.

3. Typical subject matter treated in the chapters of the textbooks.

#### VIII. DEFINITION OF THE TERMS

The following definitions were used in this study:

The First Course--that speech course most frequently prescribed to be taken first by majors or non-majors.

State Colleges and Universities--those four-year colleges and universities operating under the jurisdiction of the Louisiana State Board of Education.

Status of the First Course:

Aims and Objectives--department heads' opinions of the ways which students should think, feel, and act about oral communication as a result of taking the first course in speech.

Content--those units of subject matter and types of activities which are, or should be, included in the first course in speech.

Methodology--particular methods used in the teaching of the course such as lecture, activity, materials and resources, roles of the instructor and students, and planned or adopted innovations.

Evaluational Procedures and Standards--methods and standards used to evaluate the thinking, feeling, and skills



of the students relative to oral communication, and procedures and standards for evaluation of the effectiveness of the course itself.

Relative Importance--the degree of importance attributed by speech department heads to the aims and objectives, content, methodology, and evaluational procedures of the first course in speech. The following scale was used:

4--very important, or essential to the course.

3--important, but not essential.

2--least important, or of minor value.

1--not important, or not related to the first course in speech.

Model for the First Course--a detailed plan describing suggested (a) aims and objectives; (b) content; (c) methodology; and (d) evaluational procedures and standards for the first course in speech at the college and university level.

## IX. PRESENTATION OF THE FINDINGS

The need for a study of the first course in speech in state colleges and universities in Louisiana and the development of a suggested model for the course have been presented in Chapter I. Included in the chapter were the

procedures which were used in collecting, processing, recording, and reporting the data.

Chapter II, "Literature and Research," presents a review of the literature related to the first course in speech at the college and university level in terms of aims and objectives, content, methodology, and evaluational procedures and standards.

A description of the data collection, processing and recording procedures, techniques of comparison of data from colleges and universities, and identification of participants are included in Chapter III, "Research Procedures."

Chapter IV, "Findings of the Study," presents a summary of the findings and an interpretation of them in tabular and textual forms.

The final chapter, Chapter V, "Summary and Recommendations," includes a summary of the findings, generalizations drawn from the study, and a suggested model for the first course in speech at the college and university level.

## CHAPTER II

### LITERATURE AND RESEARCH

A review of the literature and research has revealed some studies and articles about the first course in speech at the college and university level, but none were found which concerned the first course in Louisiana colleges and universities in particular.

The problem of defining aims and objectives for the first speech course is not a new one, as Eugene White stated in 1954:

The question, "What should be the objectives and the nature of the first course in speech?" constitutes one of the most challenging problems faced by our profession...since most students enroll only for the first course, to a considerable extent it is here that we earn prestige for our discipline and respect for ourselves as valuable members of the teaching community. If our course objectives or our procedures are impractical, we will not measure up to our greatest opportunity for service.

Admittedly, the speech profession has long recognized this fact. Consideration of the problem antedates the formation in November, 1914, of the National Association of Academic Teachers of Public Speaking, and since that time it has been a perennial subject for articles in our journals and papers at regional and national meetings.<sup>9</sup>

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<sup>9</sup>Eugene E. White, Wayne C. Minnick, C. Raymond Van Dusen, and Thomas R. Lewis, "Three Interpretations of the First Course in Speech: A Symposium," The Speech Teacher, Vol. XX, No. 2 (Winter, 1954), pp. 163-170.

Hargis mailed questionnaires to 440 speech department chairmen in large, medium and small schools which represented private, state and municipal, and teacher's colleges in all geographical parts of the United States. General conclusions, based upon a 50 per cent return of the questionnaires, were that the basic course should be a one semester course in public speaking. Principal suggestions for objectives were to instruct in basic principles of speech; develop self-confidence and poise; to provide practice in effective oral expression; to provide practice in speech delivery; to develop effective voice; to train in adequate speech composition and clear organization.<sup>10</sup>

Meikle's examination of national surveys of the beginning course, dating from 1949 through 1964, revealed that the first course was most often devoted to performance improvement as a goal, but methods and materials were used in the course to stress speech theory. Meikle suggested bringing practice and theory into a more unified whole by placing less emphasis on performance and more emphasis on analytical activities to implement speech theory.<sup>11</sup>

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<sup>10</sup>Donald E. Hargis, "The First Course in Speech," The Speech Teacher, Vol. V, No. I (January, 1956), pp. 26-33.

<sup>11</sup>James Lane Meikle, "An Analysis of Assumptions Implied in Selected Practices Common in College Beginning Courses in Speech," (unpublished Doctoral dissertation, University of Kansas, 1966).

Barnes suggested that the basic course might be one of three types--a survey for acquainting students with the field of speech, a specialized performance course for majors and advanced students, or a service course designed to meet particular needs of individual students.<sup>12</sup> Hance recommended that the development of skills should be the objective of the fundamentals class, but stated that "skills and content should not be regarded as separate, or unrelated."<sup>13</sup> This would imply both theory and performance.

Minnick, Van Dusen and Lewis discussed three approaches to the first course. Minnick proposed public speaking as the first course because of the requirement for effective participation in a democratic society and the belief that any one course can attain only a few of the most valued goals in speech. Van Dusen favored the voice and diction approach since he estimated that about 25 per cent of the school population needed training in that area. He also suggested that such a course should be offered at the freshman level, followed by public speaking at the sophomore level. The

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<sup>12</sup>Harry G. Barnes, "Teaching the Fundamentals of Speech at the College Level," The Speech Teacher, Vol. III, No. 4 (November, 1954), pp. 239-251.

<sup>13</sup>Kenneth G. Hance, "The Character of the Beginning Course: Skills and/or Content," The Speech Teacher, Vol. X, No. 3 (September, 1961), pp. 220-224.

communications approach was recommended by Lewis. The objective of such a course would be to help students learn to send and receive oral messages in such a way that they have the best chance of being received as intended by the sender.<sup>14</sup>

In brief, the first course in speech has tended to be one of public speaking in most colleges and universities. The objectives of such courses have been the development and improvement of the student's skill in preparation, organization and delivery of speeches. The theory of the public speaking approach seems to be that if the student learns to speak well in the classroom, he will also speak better in life outside the classroom.

The content of the first speech course has usually included lectures on finding subjects, sources and materials for speeches; organization and outlining; fundamentals of persuasion for speeches of persuasion; general rules for bodily action in delivering speeches; elements of voice and diction; and occasionally theories about stage fright and gaining poise and confidence. Student performance has mainly been devoted to the presentation of speeches in the classroom. Where basic courses have been primarily concerned with voice and diction, the content has included phonetics,

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<sup>14</sup>White, Minnick, Van Dusen, and Lewis, op. cit., pp. 164-170.

pronunciation, voice quality, rate of speech, breathing, and such areas as the anatomy of the speech mechanism. Performance of the students has consisted of speeches, readings, and perhaps discussion.

A survey of 670 institutions was made by London, who also conducted personal interviews at 25 institutions. Extemporaneous speaking was included in the first course by most of the schools surveyed as the main content, with voice and diction and listening habits, following in that order.<sup>15</sup>

Since the late 1950's more attention has been given to the listening as a part of speech training. Joel Stark investigated the relationship of vocal and communication aspects of speech competency with listening comprehension. A listening comprehension test was given to a group of students. Also, their speech competency was rated by a panel of speech experts. Stark concluded from the findings of the research that competency in speech is related to listening ability and suggested an increased emphasis on

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<sup>15</sup> Norman T. London, "An Investigation of Professional Attitudes Toward a First-Course Requirement in Speech in American Colleges," (unpublished Doctoral dissertation, New York University, 1962).

speaker-listener relationships as a goal of speech courses.<sup>16</sup>

Materials for teaching listening in the beginning course were the subject of Erway's study. Students were provided with tape recorded samples of contemporary speech and asked to summarize the main divisions of the speech, label the organizational pattern, identify techniques of using supporting material, give examples of motivational appeal used in the speech, and answer questions on the style of the language used by the speaker. The general conclusions, based on the study, were:

1. The level of difficulty in listening was more effectively determined by student reaction than by expert opinion.

2. Identification of several aspects of speech content at one time is more difficult than the identification of a single factor.

3. Aspects of language (meaning of words) were also factors of difficulty.

4. No correlation was found between the length of listening and the expressed interests of students.

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<sup>16</sup>Joel Stark, "An Investigation of the Relationship of Vocal and Communicative Aspects of Speech Competency With Listening Comprehension," (unpublished Doctoral dissertation, New York University, 1956).



5. Students rated the materials as helpful in understanding speech theory and the development of listening skills.

6. Those students in the final evaluation group obtained a mastery score of 75 per cent or higher on a constructed test.<sup>17</sup>

The following suggestions for better listening have been offered in an article by Ralph G. Nichols to students in speech classes:

1. 1. The listener should find areas of interest in the speech.

2. The content of the speech, not delivery, should be judged. The listener should listen for ideas.

3. The listener should resist distractions and work at listening.

4. The listener should withhold evaluation until comprehension is complete; he should have an open mind.

5. The student should exercise his mind by gaining more practice and experience in listening.<sup>18</sup>

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<sup>17</sup>Ella Anderson Erway, "The Development of Programmed Materials for Teaching Cognitive Listening Skills in a Speech Laboratory in the Beginning Speech Course at Hunter College," (unpublished Doctoral dissertation, Columbia University, 1966).

<sup>18</sup>Ralph G. Nichols, "Do We Know How to Listen? Practical Helps in a Modern Age," The Speech Teacher, Vol. X, No. 2, (March, 1961), pp. 118-124.

Methodology in the first course in speech at the college and university level has mainly involved lecture by the instructor on the theory of speaking, followed by performance by the students, and finally criticism of that performance by the instructor and perhaps classmates of the speakers. Student performance may be thought of as the laboratory method within the classroom. Extension of this method, in more recent years, has involved the use of audio and video tape recordings of student speech activity.

The Air Force Academy used videotapes of speeches made by the cadets. In response to questionnaires concerning the use of these tapes, the cadets indicated that critiques of speeches were more meaningful when accompanied by the playback of the videotapes. The study showed that 72 per cent of the students felt that playbacks of the tapes aided "very much" and 28 per cent a "moderate amount."<sup>19</sup>

Nelson discovered that students in discussion classes were better able to recognize their own speech faults by viewing tapes of their own speech. They had not believed previous criticisms, without videotapes, until they observed themselves. Nelson suggested that the instructor's effective-

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<sup>19</sup>Chester F. Caton and George K. Feather, "Teaching Speech With Television," National Association of Educational Broadcasting Journal, Vol. XXIV (Nov.-Dec., 1965), p. 26.

ness as a communicator may be enhanced by using videotapes if he reserves his comments until after the student views the replay of his own speaking behavior.<sup>20</sup>

Audio and video tape recordings have offered not only a method for teaching speech, but a method for evaluation. Hirschfeld used videotape in the speech classroom for student self-evaluation and analysis. Extemporaneous speeches of a minute and a half in length were taped and replayed. Students evaluated their own speech as well as that of their classmates. Rating scores of students were within one or two scale points of the instructor's score. Student ratings of other students were highest, self-ratings next, and ratings of the instructor were lowest. Students recognized more stage fright in their own speeches than did others and seemed surprised that so little of what they felt inside was observed by classmates and instructor. The researcher recommended recording speeches early in the semester; using classmate evaluations as more reliable evaluation than self-evaluation; repeated observations for more awareness of essentials of good speech; and not grading taped speeches as a part of the course grade.<sup>21</sup>

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<sup>20</sup>Harold E. Nelson, "Videotaping the Speech Course," The Speech Teacher, Vol. XVII, No. 2 (March, 1968), p. 101.

<sup>21</sup>Adeline G. Hirschfeld, "Videotape Recordings for Self-Analysis in the Speech Classroom," The Speech Teacher, Vol. XVII, No. 2 (March, 1968), pp. 116-118.

Typically, evaluational procedures in the first speech course have consisted of written tests over speech theory and written or oral critiques of student performance. Rating charts have been widely used for evaluating student speeches or readings. Such charts, or forms, have varied somewhat according to the wishes of individual instructors, but have included the basic aspects of delivery and content to be considered in evaluation. Textbooks on public speaking and voice and diction usually include sections on speech delivery and speech organization and content. Typical of the elements of delivery are those offered by Anderson as the characteristics of a good speaking voice:

1. Adequate loudness.
2. Clearness and purity of tone (quality).
3. A pleasing and effective pitch level.
4. Ease and flexibility.
5. A vibrant, sympathetic quality (aliveness).
6. Clearness and ease of diction  
(articulation and pronunciation).<sup>22</sup>

The aspects of bodily action, such as stance, eye-contact with members of the audience, gestures and use of visual aids, are also usually considered. Items included on rating charts having to do with speech content question whether the subject is suitable and worthwhile for the audience, the occasion, and the time of the speech. Those

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<sup>22</sup>Virgil A. Anderson, Training The Speaking Voice, (second edition; New York: Oxford University Press, 1961), pp. 8-9.

characteristics, revealed by research studies in general, which are most often associated with effective speaking have been listed by Ross:

1. Clear organization leading to a meaningful conclusion.
2. A definiteness of concept and preciseness in language and wording.
3. Clear, distinct, and pleasant voice and articulation.
4. A forthright sense of communication indicated by some direct eye-contact.
5. An alertness of body and mind, indicating enthusiasm.
6. A controlled yet flexible use of bodily activity which enhances or reinforces meaning.<sup>23</sup>

Lothers conducted a study designed to secure the responses of teachers and students about criticisms and rationales for the methods used in critiques of classroom speeches in the beginning course. The following conclusions and recommendations were offered:

1. The instructor should establish rapport with students first and always mention something praiseworthy.
2. Criticisms should be geared to the student's potential level for motivation to establish goals.
3. Oral critiques should serve for all who have similar problems.
4. Written critiques give students the satisfaction of knowing the results of their performance.

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<sup>23</sup>Raymond S. Ross, Speech Communication: Fundamentals and Practice (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1965), p. 57.

5. Student evaluation (of classmates) provides variation in the approach.
6. For setting higher goals, place more emphasis on favorable than upon unfavorable comments. Use written records to provide a record of individual progress and needs.
7. Student evaluations provide opportunity to learn from the course how to evaluate their own, as well as the speeches of others.<sup>24</sup>

While much has been written about evaluational procedures and standards for rating the performance of students in the basic speech courses, procedures for determining the effectiveness of the course itself are seldom mentioned. Van Dusen has suggested that departments should attempt some standardization at the freshman and sophomore level for higher consistency and that there should be more basic agreement on course titles and content. He stated that:

Speech course titles and content have been as diversified as the patterns in grandma's crazy quilt and thus have caused difficulty in interpretation and evaluation on the part of professional workers for a long time.<sup>25</sup>

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<sup>24</sup>William T. Lothers, "A Survey Study of Methods and Rationales in the Critiques of Classroom Speeches in the Beginning Course," Speech Monographs: Abstracts of Dissertations in the Field of Speech, Vol. XXXIV (August, 1967),

<sup>25</sup>C. Raymond Van Dusen, "A Framework for Consistency in Speech Course Offerings," The Speech Teacher, Vol. VII, No. 4 (November, 1958), pp. 340-343.

Townsend offered a number of suggestions for improving the fundamentals course:

1. A standing committee to receive suggestions from staff members, analyze textbooks and materials, formulate plans for presentation of suggestions to the department for acceptance or rejection.
2. The chairman of the committee should serve as a "foreman" and aid new faculty members.
3. A syllabus should be developed, but should never be static. It should contain objectives, procedures, materials, and a list of minimum requirements which are approved by the department.
4. Students should be provided with a syllabus, or a brief outline of the instructor's syllabus.
5. All teachers in the department should teach at least one section of the basic course when their specialized areas are not too crowded.
6. A laboratory should be provided for those students who need individualized assistance.
7. New members of the department should have a thorough briefing on the basic course. There should be a regular staff meeting for discussion of the course.
8. The course syllabus should not regiment the faculty, but should be used as a guide.
9. The program should be under the direction of the department chairman and procedures should be conducted in a democratic way.<sup>26</sup>

In summary, the first course in speech at the college and university level has mainly been one of public speaking. The aims and objectives of the course have generally been the development and improvement of the student's skill in

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<sup>26</sup>Townsend, op. cit., pp. 1-3.

speaking. The content of such courses has included selecting topics for speeches, organization and outlining, and presenting speeches. Some attention has been given to bodily action and the elements of voice and diction. Methodology has chiefly been lecture on speech theory and student performance. Audio and video tape recordings of student performance have been included in more recent years as a method, as well as an evaluational tool. Other evaluational procedures have included oral critiques of student performance by instructors and classmates and written critiques in the form of rating charts. The literature and research reveal little about evaluational procedures used for judging the effectiveness of the basic course itself. Indications are that where such evaluations have taken place, faculty committees have been responsible for decisions about the objectives, content, methodology, and evaluational procedures used in the first course in speech at the college and university level.

Chapter III presents a description of the survey instrument used in the study and procedures used in the collection, treatment and presentation of the data.



## CHAPTER III

### RESEARCH PROCEDURES

A review of the literature and research related to the first speech course at the college and university level, examination of recent textbooks written for the course, and experience in teaching the first speech course at the college level for 15 years were the bases for developing an instrument for collecting data. A form (See Appendix A) was prepared for use in interviewing the heads of speech departments in the institutions surveyed.

#### I. THE SURVEY INSTRUMENT

The interview form contained three sections pertaining to the aims and objectives of the first speech course:

1. Knowledge which the student should gain from the course.

2. Attitudes which the student should develop about oral communication.

3. Skills in oral communication which the student should develop as a result of taking the first course.

Lists of types of knowledge, attitudes, and skills were provided rather than offering open-ended questions about each category.

One section of the form concerned the content of the first speech course and offered a list of possible areas. Two sections of the form were devoted to methodology. One provided a list of methods used in teaching the course and the other was a list of possible roles which the instructor might assume during the time the course was being offered.

Two sections were also devoted to evaluational procedures which might be used for the first speech course. One of these sections was a list of procedures used to evaluate the student's knowledge, attitudes and speech skills, the other was a list of possible procedures which might be used to evaluate the effectiveness of the course itself.

A rating scale was presented for determining the opinions about each statement or item concerning the aims and objectives, content, methodology, and evaluational procedures. A description of the scale follows:

- 4--(indicating that the item was essential to the first course in speech).
- 3--(indicating that the item was important, but not essential to the course).
- 2--(indicating that the item was least important, or of minor value to the course).
- 1--(indicating that the item was not important, or not related to the first course in speech).

Two additional forms (See Appendixes B and C) were developed for the purpose of examining textbooks required for the first course and the current catalogue of each institution included in the survey. The catalogue information form included the following:

1. The title of the first course in speech.
2. Credit given in semester or quarter hours.
3. Time scheduled for lecture and/or laboratory.
4. Length of the course in semesters or quarters.
5. Prerequisites for the first course in speech.
6. Course description as written in the current catalogue.

The form used for examination of the required textbook in each institution included the following information:

1. The title, author, publication date, and edition of the book.
2. The basic type of textbook according to its emphasis (public speaking, voice and diction, communication, etc.).
3. Subject matter emphasized in the chapters of the book.

## II. COLLECTION OF THE DATA

In the Spring of 1969, heads of the departments of speech in nine state colleges and universities in the State of Louisiana were personally interviewed about the first course in speech. Each interview took approximately one

hour. The interview form was explained in detail and each person was asked to circle the number on the scale following each item which best expressed his opinion. Also, each participant was asked to list additional items at the end of each section of the form if he felt that such additional items helped to express his opinions about the first course in speech. At the conclusion of the interview, each person was asked the name of the textbook required for the course and the course number. These were noted on the interview form. Current catalogues were requested by mail from each college or university included in the survey.

The following institutions were included in the survey:

Grambling College, Grambling, Louisiana

Louisiana Polytechnic Institute, Ruston, Louisiana

McNeese State College, Lake Charles, Louisiana

Nichols State College, Thibodaux, Louisiana

Northeast Louisiana State College, Monroe, Louisiana

Northwestern State College of Louisiana, Natchitoches, Louisiana

Southeastern Louisiana College, Hammond, Louisiana

Southern University, Baton Rouge, Louisiana

The University of Southwestern Louisiana, Lafayette, Louisiana

At six of the nine institutions, heads of the speech departments were interviewed. Speech and English were in a single department at one college and the head of the department of English recommended the person in speech to be interviewed. The head of the speech department at one college recommended another speech faculty member because of that person's experience in teaching the first course in speech. Because the writer was head of the speech department in one of the institutions, he interviewed the former department head, who was still on the teaching staff. In all cases the interviewee had considerable experience in teaching the first course in speech at the college or university level.

### III. TREATMENT OF THE DATA

Although this study was essentially descriptive in nature, an elementary statistical technique was applied to assist in the logical interpretation of the data.

After all interviews were completed, median ratings were calculated for each item on the interview form by making a frequency count of the ratings and selecting the number which divided the top four rating scores from the bottom four scores. Median scores were used to avoid the need for arbitrary grouping and assigning of intervals for purposes of interpreting the results of the survey of

opinions. Median scores yielded integer values of 4, 3, 2 or 1, and could be interpreted according to the original rating scale as follows:

4--indicated that the item was judged as essential in relation to the basic speech course.

3--indicated that the item was judged to be important, but not essential.

2--indicated that the item was judged to be of minor value.

1--indicated that the item was judged to be of no value or not related to the basic speech course.

Information gained from examining required textbooks used in the fundamentals course in each institution was recorded and included the title of the book, author, publication dates and edition numbers, the particular type or emphasis of the book, and the types of subject matter emphasized in the chapters of the book. The frequency of use of each textbook by institutions included in the survey was recorded, and the frequency of occurrence of emphasized subject matter in chapters of all textbooks was noted.

Current catalogues of the colleges and universities were examined and the descriptions of the basic course, credit given for lecture and/or laboratory, length of the course, and prerequisites were recorded and the frequency of each noted.

#### IV. PRESENTATION OF DATA

Data obtained from interviews, examination of required textbooks, and examination of the current catalogue of each college or university was analyzed and presented in tabular and textual form. Tabular forms were presented in the following manner:

1. Aims and objectives for the first speech course at the college and university level were listed according to (a) knowledge which the student might be expected to gain from the course, (b) attitudes about oral communication (speech) which the student might be expected to develop, and (c) speech skills which the student might be expected to develop as a result of taking the course. Median ratings as well as the frequency distribution of ratings were presented for each item in each of the three areas related to aims and objectives.

2. The frequency of ratings and median rating of each one of a list of possible content areas for the basic speech course.

3. Types of methodology which might be used in teaching fundamentals of speech were shown along with the frequency of ratings and the median rating for each type.

4. Frequencies and median ratings were given for each one of a list of possible roles which the instructor of the course might assume.

5. Evaluational procedures which might be used to judge the knowledge and skills of students were presented with frequencies of ratings and median scores for each procedure.

6. A list of possible procedures for evaluating the effectiveness of the basic speech course were shown along with frequencies and median ratings for each listing.

Information from the current catalogues of the institutions surveyed was shown in the following types of tables:

1. Course titles, length of the course, lecture and/or laboratory hours, amount of credit, and prerequisites for the course.

2. The description of the basic course as written in the current catalogue of each college or university.

The following types of tables were offered to show information about the required textbooks used in the basic course:

1. Book titles, authors, publication dates, edition numbers, the basic type of emphasis of each book, and the number of institutions using each book.



2. The types of subject matter emphasized in the chapters of all textbooks examined and the frequency of each type.

The findings of the study of the first speech course in selected colleges and universities of the State of Louisiana are reported in the following chapter, Chapter IV.

## CHAPTER IV

### FINDINGS OF THE STUDY

The status of the beginning speech course in selected colleges and universities in the State of Louisiana and a summary of the opinions of the heads of the speech departments concerning aims and objectives, content, methodology, and evaluational procedures for the first course will be presented in this chapter. A suggested model for the basic speech course at the college or university level, based upon the findings of the study, is outlined in Chapter V.

#### I. STATUS OF THE FIRST SPEECH COURSE

Personal interviews with the heads of the speech departments, examination of the current catalogue of each college or university included in the study, and an examination of the required textbooks used in the basic course in these institutions provided information for determining the current status of the fundamentals course.

A. Course titles. The title, "Fundamentals of Speech," was used by most of the colleges and universities. This title was used by five of the nine institutions surveyed. The title, "Fundamentals of Voice and Diction," was used by one college, "Fundamentals of Public Speaking," by one university,

and the other two institutions offered the titles, "Principles of Speech" and "Speech Foundations."

B. Length of the basic course. The length of the first course was one semester in eight of the institutions. One college offered a two-semester course which was in reality two courses offered in sequence. Most non-speech majors took only the first semester of the course.

C. Lecture and laboratory hours. The number of lecture hours listed by seven of the institutions was three. One college offered a two lecture hour course and one offered a two lecture hour, two laboratory hour class per week. The laboratory hours were devoted to audiotape recording and listening by students using prepared voice and diction exercises.

D. Course credit. A credit of three semester hours was offered for the basic course in seven of the nine colleges or universities. One college gave two semester hours of credit and the remaining college, which reported two one-semester courses in sequence, offered three semester hours of credit for each half of the course.

E. Course prerequisites. Only one college listed a prerequisite for the beginning course. The course was numbered as Speech 101-102 with Speech 101 being a prerequisite for Speech 102, or the second semester of the course.

Table I, page 42, shows course titles, length, lecture and laboratory hours, credit given, and prerequisites for the basic course in all of the colleges and universities included in the study.

F. Course descriptions. Catalogue descriptions of the basic course offered some indication of the objectives and content. Some descriptions were quite lengthy and mentioned such areas of emphasis as speech preparation, audience analysis, pronunciation and voice production. One catalogue description included the words, "mechanics of speech correction." Discussion with the head of the department revealed that the course was essentially oriented to voice and diction training. Personal interviews and consideration of the catalogue descriptions led to the conclusion that seven of the nine institutions were offering classes in public speaking and two colleges were emphasizing voice and diction in the first course. Table II, page 43, presents the complete description of the basic course as found in the current catalogue of each college or university.

G. Required textbooks. The use of a textbook in a particular speech fundamentals course may vary somewhat according to the wishes of the instructor, but its main emphasis and chapter material offer some indication of the nature of the course. Colleges and universities included

TABLE I  
CATALOGUE INFORMATION ABOUT THE FIRST COURSE IN SPEECH

Course Titles	Course Length	Lec. Hrs.	Lab. Hrs.	Credit Hours	Pre-requisites	Col. & Univ. Reporting
Principles of Speech	1 sem.	3	0	3	0	1
Speech Foundations	1 sem.	2	0	2	0	1
Fundamentals of Public Speaking	1 sem.	3	0	3	0	1
Fundamentals of Voice and Diction	2 sem.*	2	2	3	1st sem. for 2nd sem.	1
Fundamentals of Speech, or Speech Fundamentals	1 sem.	3	0	3	0	5

\*Both semesters were required for speech majors; non-majors usually took only the first semester.

TABLE II

DESCRIPTORS OF THE FIRST SPEECH COURSE IN CURRENT  
CATALOGUES OF THE INSTITUTIONS SURVEYED\*

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Course Descriptions

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1. An introductory course in public speaking for all students. Chief emphasis is placed upon the delivery of carefully prepared speeches. Major attention is given such principles as audience analysis, outlining, and adapting of a researched subject to common speaking situations. Proper production of voice, pronunciation, and bodily activity are also given consideration.
  2. Designed to give an introductory background to principles and methods of good communication. Emphasis placed on the standards of speech and the mechanics of speech correction.
  3. Elementary techniques and practice in several speech forms. Study of phonetics for ear training and as a tool for pronunciation. Elementary voice science and voice training emphasized in the second semester. Classwork supplemented by exercises in the speech laboratory.
  4. Theory and practice in the preparation and presentation of original speeches.
  5. The basic elements of speech applicable in daily life, such as voice, articulation, pronunciation, and bodily activity; habitation in good oral usage; practice in the adaptation of the student to the more common types of speaking situations; foundational work for those who wish to study the more advanced forms of speech; clinical attention for those with special disabilities.
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\*For a complete list of the colleges and universities included in the study, see Chapter I, page 6.

TABLE II (CONTINUED)

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Course Descriptions	
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6.	Development of desirable habits for normal speech situations; training in effective use of voice, oral language, and bodily actions; basic principles of speech composition.
7.	An orientation of the student into the functions, principles, and types of effective speech, with emphasis on the use of speech arts in business, social and professional situations.
8.	Training in collection and organization of materials on style and delivery. Improvement of pronunciation and voice quality.
9.	A course designed to develop the principles of effective oral communication in typical speaker-audience situations, through practice in informative and persuasive speaking.

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in the study were using eight different textbooks. These books tended to emphasize either voice and diction or public speaking. The public speaking textbooks included chapters on collecting information, organization and outlining of speeches, audience analysis, speech delivery, including some aspects of voice and diction and bodily action. Some included discussions of the basic elements of persuasion. Voice and diction textbooks stressed such areas as voice quality, rate of speech, articulation and pronunciation, variety and expressiveness of speech and included descriptions of the vocal mechanism. These books also included the phonetic alphabet and voice and diction exercises for production of the vowel and consonant sounds of the English language. Of all textbooks examined, six of them were basically public speaking books, two were voice and diction texts, and one may be classified as a mixture of public speaking and voice and diction. Table III, page 46, shows the books used, the basic type of each one, and the number of colleges using the book. Table IV, page 48, presents the subject matter emphasized and the frequency of occurrence in the chapters of all of the textbooks examined.



TABLE III

## REQUIRED TEXTBOOKS FOR THE FIRST COURSE IN SPEECH

Textbooks	Basic Emphasis	No. Schools Using
Anderson, Virgil A. <u>Training The Speaking Voice</u> . second edition. New York: Oxford University Press, 1961.	voice and diction	1
Baird, A. Craig, and Franklin H. Knower. <u>Essentials of General Speech</u> . third edition. New York: McGraw-Hill Book Company, 1960.	public speaking	2
Buehler, E. C., and Wil A. Linkugel. <u>Speech: A First Course</u> . New York: Harper and Row, 1962.	public speaking	1
Hahn, Elise, and others. <u>Basic Training for Speech</u> . New York: McGraw-Hill Book Company, 1952.	voice and diction	1
McBurney, James H., and Ernest J. Wrage. <u>Guide to Good Speech</u> . third edition. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.	public speaking	1

TABLE III (CONTINUED)

Textbooks	Basic Emphasis	No. Schools Using
Monroe, Alan H., and Douglas Ehninger. <u>Principles and Types of Speech.</u> sixth edition. Atlanta: Scott, Foresman and Company, 1967.	public speaking	1
Parro, Percy, and Marguerite Lyle. "A Handbook of Speech Practices." Lafayette, Louisiana: The Univer- sity of Southwestern Louisiana, 1967. (Mimeographed).	public speaking	1
Rahskopf, Horace G. <u>Basic Speech</u> <u>Improvement.</u> New York: Harper and Row, 1965.	public speaking and voice and diction	1

TABLE IV

SUBJECT MATTER EMPHASIZED IN CHAPTERS OF REQUIRED TEXTBOOKS  
USED IN THE FIRST SPEECH COURSE

Subject Matter Emphasis	No. of Texts *
1. Voice and diction principles.....	7
2. Public speaking delivery.....	6
3. Bodily action in speaking.....	6
4. Speech organization.....	6
5. Sources of information for speeches.....	6
6. Audience analysis.....	6
7. Subjects for public speeches.....	5
8. Elements of persuasion.....	5
9. Special types of speeches.....	5
10. Stage fright.....	4
11. Phonetics.....	3
12. Discussion.....	3
13. Anatomy of the human speech mechanism.....	3
14. Breathing for speech.....	3
15. Model speeches.....	3
16. Listening.....	2
17. Voice and diction exercises.....	2

\*A total of eight different textbooks were examined; two colleges used the same textbook.

TABLE IV (CONTINUED)

Subject Matter Emphasis	No. of Texts
18. Communication theory.....	1
19. Reading aloud.....	1
20. Speech psychology.....	1
21. Use of visual aids in speaking.....	1
22. Parliamentary procedure.....	1

## II. SUMMARY OF THE STATUS OF THE COURSE

Most of the colleges and universities under the jurisdiction of the Louisiana State Board of Education offered basic public speaking as the first speech course. Of the nine institutions surveyed, seven had public speaking courses and two colleges had classes in voice and diction.

Aims and objectives held for the fundamentals of speech were essentially the same in all cases. Improvement of the student's ability to communicate orally was the general aim.

Course content in public speaking classes differed somewhat from those which stressed voice and diction. In the public speaking courses, selection of speech topics, gathering information, organization and outlining of speeches, and aspects of speech delivery were stressed. Voice and diction oriented classes included such areas as voice quality, rate of speech, pronunciation and articulation, loudness of voice, and expressiveness. The study of phonetics and interpretative reading were also included and in one case, pantomime was included for training in bodily expression. Public speaking courses gave some attention to elements of voice and diction also, but tended to stress speech content, logical thinking, and clearness of ideas.

Methods used in teaching the first speech course consisted mainly of instructor lectures on speech theory and student performance. Public speaking classes involved student speeches followed by class discussion of the speeches. Voice and diction classes engaged in speeches, interpretative readings, pantomime, discussion of the readings and the pantomime, and audiotape recording and listening to voice and diction exercises.

Evaluational procedures included written tests over speech theory and the use of instructor designed rating charts for judging student performance. Such charts stressed speech content and delivery aspects when used in public speaking classes and stressed mainly the aspects of voice and diction when used in voice and diction classes.

Only two colleges indicated provisions for evaluating the effectiveness of the basic course itself. In both instances, a committee of speech faculty members was given the responsibility of studying the course. No information was available about the findings of these committees except that one was considering whether the first course should be changed from a public speaking orientation to that of communication theory and other forms of student performance. The other committee, headed by this writer, was waiting to consider the findings of this study.

### III. OPINIONS ABOUT THE BASIC COURSE

Heads of the speech departments in the nine colleges and universities included in the study were personally interviewed and asked to give their opinions about the aims and objectives, content, methodology, and evaluational procedures of the first course in speech at the college or university level. An interview form (See Appendix A) was used which contained items or statements about each area of consideration. Each person was asked to read each item or statement and then circle a scale number following the item or statement which best represented his opinion. The following rating scale was used:

- 4--indicating that the item was essential to the basic speech course.
- 3--indicating that the item was important, but not essential.
- 2--indicating that the item was least important, or of minor value.
- 1--indicating that the item was not important, or not related to the first course in speech.

A. Aims and objectives. The first section of the interview form offered items having to do with possible aims and objectives of the fundamentals of speech. These listings were divided into three sub-areas, (1) knowledge which students might gain from the course, (2) attitudes about

speech which they might be expected to develop, and (3) speech skills which they might be expected to acquire as a result of taking the basic course.

1. Types of knowledge. Rules and standards having to do with speech were largely drawn from textbooks used in the fundamentals course. Department heads were asked to rate the value of such types as rules of pronunciation, standards of bodily action in speech delivery, the characteristics of the good speaking voice, and the location and function of the parts of the human speech anatomy. A median rating of "4" was given all types on the list except the one concerning parts of the speech anatomy. Table V, page 54, includes a list of all types of knowledge, the frequency distribution of the ratings, and the median rating for each type.

2. Attitudes. Students may be expected to develop certain attitudes or feelings about speech as a result of taking the basic course. It seems logical that instructors would hope that students might develop a greater appreciation for hearing good speech and for improving their own communication ability. While the list of attitudes in Table VI, page 56, may seem somewhat ambitious, opinions of department heads about them would seem to be important in relation to the objectives of the first course. If certain



TABLE V

MEDIAN RATINGS OF TYPES OF KNOWLEDGE WHICH STUDENTS MIGHT BE  
EXPECTED TO GAIN FROM THE FIRST COURSE IN SPEECH

Types of Knowledge	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Rules of pronunciation.....	7	1	1	0	4
2. Symbols of the International phonetic alphabet.....	5	2	1	1	4
3. Standards of bodily action in speech delivery.....	7	1	1	0	4
4. Speech organization and outlining.....	8	1	0	0	4
5. Classification of types of speeches, such as informative, persuasive, or entertaining.....	7	2	0	0	4
6. Characteristics of the good speaking voice, such as rate, tone quality, and loudness.....	9	0	0	0	4
7. Sources of information for speech selection and preparation.....	5	3	1	0	4
8. Standards for analysis of audiences.....	6	1	2	0	4

TABLE V (CONTINUED)

Types of Knowledge	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
9. Standards of good listening habits.....	6	3	0	0	4
10. Standards of evaluation of speeches in terms of content and delivery.....	7	1	1	0	4
11. Location and function of parts of the human speech anatomy.....	3	4	1	1	3

TABLE VI

MEDIAN RATINGS OF ATTITUDES WHICH THE STUDENTS MIGHT BE EXPECTED TO  
DEVELOP ABOUT ORAL COMMUNICATION AS A RESULT OF  
TAKING THE FIRST COURSE IN SPEECH

Types of Attitudes	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Speech is a rewarding activity.....	8	1	0	0	4
2. A desire for more opportunity to communicate with others.....	8	1	0	0	4
3. A greater appreciation for hearing speeches.....	5	3	1	0	4
4. A recognition of the influence of speech in public thought and action.....	8	1	0	0	4
5. Good speech demands social responsi- bility.....	8	1	0	0	4
6. Good speech ability must be acquired.....	8	1	0	0	4
7. A desire to improve speech skills.....	8	1	0	0	4
8. A desire to take other speech courses.....	2	5	2	0	3

TABLE VI (CONTINUED)

Types of Attitudes	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
9. A greater appreciation for drama as a spectator, or performer.....	3	4	1	1	3
10. A greater appreciation for debate.....	1	5	2	1	3
11. A greater appreciation for good interpretative reading.....	3	4	1	1	3

attitudes are held to be essential, it would seem that course content, teaching methods, and evaluational procedures would be affected by such judgments. Table VI shows the list of attitudes, frequency of ratings and the median rating for each attitude.

3. Skills. Table VII, page 59, contains a list of basic speaking skills which students might be expected to demonstrate. These skills were selected to describe behavior which could be observed by the instructor and students in the classroom. Judgments of the value of the skills offered an important indication of what aims and objectives might be set forth for the basic course.

It is important to note that all persons interviewed were encouraged to make additions to the lists of items about aims and objectives. One department head added "effective language" and "the ability to think logically" to the section on knowledge and rated each entry "4", or essential. One person offered four items about interpretative reading which were "knowledge of the standards of bodily action in interpretative reading," "sources of information for readings," "choices of readings," and "knowledge of the distinction between interpretative reading and acting." Each of these was rated as essential. A third interviewee offered the entry, "speech as communication,

TABLE VII

ORAL COMMUNICATION SKILLS WHICH THE STUDENT MIGHT BE EXPECTED TO DEVELOP  
AS A RESULT OF TAKING THE FIRST COURSE IN SPEECH

Types of Oral Communication Skills	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Adequate speaking volume to be heard under normal speaking conditions.....	9	0	0	0	4
2. Voice quality that is pleasant, or free of excessive nasality, harshness, etc.....	8	1	0	0	4
3. A rate of speaking which permits listeners to distinguish important parts of the speaker's message.....	9	0	0	0	4
4. Clearness of articulation, or enunciation.....	9	0	0	0	4
5. Acceptable pronunciation and grammatical usage.....	9	0	0	0	4
6. Expressive, responsive delivery.....	9	0	0	0	4
7. Bodily action, such as gestures, facial expression and movement, which assist good communication.....	5	4	0	0	4
8. Logical, clear and meaningful expression and ideas.....	8	1	0	0	4

TABLE VII (CONTINUED)

Types of Oral Communication Skills	Frequency Distribution for Ratings of					Median Ratings
	4	3	2	1		
9. Ability to properly arrange written outlines of speeches.....	5	4	0	0	.....	4
10. Ability to draw conclusions from information; to differentiate between abstract and concrete ideas or statements.....	6	3	0	0	.....	4
11. Ability to recognize and identify prejudices of self and of others which affect interpretation of speech.....	6	3	0	0	.....	4
12. Ability to identify visual cues such as bodily movements, manner, dress, or facial expressions which may influence the attitude of the listener.....	5	4	0	0	.....	4
13. Ability to clearly state, or write the purposes of speeches.....	4	4	1	0	.....	3
14. Ability to locate and properly identify sources of information used in speeches..	3	5	1	0	.....	3
15. Ability to describe an audience in terms of their educational, social, religious, political, and economical orientations...	3	5	1	0	.....	3

i.e., not primarily public speaking." This item was also rated essential.

No trend or specific conclusions could be drawn from these entries since only three of the nine persons interviewed offered additional items.

B. Content of the first course. Areas of study which might be included in the course at the college or university level were arranged to include aspects of speech content and delivery. An effort was made to list not only items of the public speaking orientation, but oral communication forms such as interpretative reading, debate and broadcast speech. Only six content areas out of a total of 14 received median ratings of "4", indicating that they were judged to be essential for the basic course. Table VIII, page 62, includes the content areas, frequency distribution of ratings and the median score for each area. There were no additions made to the section on course content by the persons interviewed.

C. Methodology. Ways of teaching the basic speech course such as lecture, discussion, student performance, and the use of innovations were listed for evaluation by department heads. Also, roles which might be assumed by the instructor of the class were offered. Methods which were rated as essential to the first course were lecture,



TABLE VIII

MEDIAN RATINGS OF CONTENT AREAS WHICH MIGHT BE INCLUDED IN THE  
FIRST COURSE IN SPEECH

Types of Content	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Study of types of speeches such as informative, persuasive, etc. ....	6	2	1	0	4
2. Organization, or outlining of speeches....	6	2	1	0	4
3. Speech subjects, sources of information...	5	3	1	0	4
4. Pronunciation.....	7	1	1	0	4
5. Voice and diction.....	8	1	0	0	4
6. Communication theory.....	5	4	0	0	4
7. Interpretative reading.....	4	2	1	2	3
8. Argumentation and debate.....	0	5	1	2	3
9. Study of model speeches.....	4	3	2	0	3
10. Broadcast speaking.....	1	5	1	2	3

TABLE VIII (CONTINUED)

Types of Content	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
11. Role playing.....	0	6	1	2	3
12. Discussion techniques.....	3	4	2	0	3
13. Phonetics.....	4	4	1	0	3
14. Parliamentary procedure.....	0	4	3	2	2

discussion, student performance, audiotape recording and listening to student performance, and the use of recording and listening equipment by the students in a laboratory setting. It was interesting to note that audiotaping and replaying of speech samples was rated essential, while videotaping as a method was rated "3", or important, but not essential. Conversation with department heads revealed that some felt that videotape equipment was too expensive and would not be readily available for classroom use. Audiotape recorders have been in wide use for some time and are considerably less expensive than videotape recorders. Though instructed to rate methods for ideal situations in the first course, persons still judged the use of videotape to be important, but not essential. Median ratings of possible teaching methods are shown in Table IX, page 65. No additional methods were given by those persons interviewed when they were invited to make additions to the list.

Since the roles assumed by the instructor of the course are related to methodology, a list of possible roles were offered for rating. No additions were made to this list by those interviewed. Types of instructor roles, frequency distribution of ratings, and median scores for each type are presented in Table X, page 66.

TABLE IX

## MEDIAN RATINGS OF POSSIBLE METHODS OF TEACHING THE FIRST COURSE IN SPEECH

Types of Teaching Methods	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Lecture (instructor centered).....	5	1	2	1	4
2. Discussion (student centered).....	6	3	0	0	4
3. Student performance.....	9	0	0	0	4
4. Audio recordings of student performance...	5	4	0	0	4
5. Speech laboratory (recording and listening to speech of students by the students themselves).....	7	2	0	0	4
6. Role playing, or acting.....	0	5	2	2	3
7. Video tapes of student performance.....	4	5	0	0	3
8. Films.....	2	4	3	0	3
9. Video taped instructor lectures.....	0	4	3	2	2
10. Team teaching.....	1	3	2	3	2

TABLE X  
MEDIAN RATINGS OF ROLES WHICH MIGHT BE ASSUMED BY THE INSTRUCTOR  
OF THE FIRST COURSE IN SPEECH

Types of Instructor Roles	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Lecturer.....	6	1	2	0	4
2. Discussion leader.....	5	3	0	1	4
3. Evaluator of student performance.....	8	1	0	0	4
4. Resource person.....	7	2	0	0	4
5. Counselor to students.....	6	1	0	2	4
6. A fellow learner with students.....	4	4	1	0	3

D. Evaluational procedures. While it may not be possible to directly evaluate student attitudes about speech, they may be inferred to some degree by testing for knowledge about the subject and observing the speech behavior. Possible evaluational procedures for judging the knowledge and skills of students in the fundamentals course were offered for rating by the department heads. Written, objective and subjective tests, rating forms for student performance, written critiques of student performance by the instructor, audiotape replay of speech samples, and group discussion of student performance were judged to be essential evaluational procedures. Table XI, page 68, shows the list of procedures, frequency of ratings and the median scores for each procedure. There were no additional procedures offered by interviewees.

Procedures for judging the effectiveness of the basic course were also offered for rating by department heads. A total of seven types were listed and only three received median scores of "4", placing them in the category of essential procedures for evaluating the course. Table XII, page 70, shows the list of procedures, frequency of the ratings and the median score for each procedure. All of the persons interviewed were invited to write in other procedures which they felt should be considered, but none were offered.

TABLE XI

MEDIAN RATINGS OF POSSIBLE EVALUATIONAL PROCEDURES USED TO EVALUATE  
STUDENTS IN THE FIRST COURSE IN SPEECH

Types of Evaluational Procedures	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Written, objectives tests.....	5	2	1	1	4
2. Written, subjective tests.....	5	2	1	1	4
3. Rating forms for student performance (used by instructor).....	9	0	0	0	4
4. Written critiques of student performance by instructor.....	8	1	0	0	4
5. Audiotape replay and evaluation by instructor.....	5	4	0	0	4
6. Group discussion evaluation of student performance.....	5	3	1	0	4
7. Rating forms for student performance (used by students).....	3	5	1	0	3
8. Written critiques by students.....	3	4	2	0	3
9. Video tape replay and evaluation by instructor.....	4	5	0	0	3

TABLE XI (CONTINUED)

Types of Evaluational Procedures	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
10. Video tape replay and evaluation by students.....	4	4	1	0	3
11. Audiotape replay and evaluation by students.....	4	4	1	0	3
12. Evaluation by other instructors.....	1	4	1	3	3



TABLE XII

MEDIAN RATINGS OF POSSIBLE EVALUATIONAL PROCEDURES FOR EVALUATING THE  
EFFECTIVENESS OF THE FIRST COURSE IN SPEECH

Types of Evaluational Procedures	Frequency Distribution for Ratings of				Median Ratings
	4	3	2	1	
1. Speech faculty study committee.....	8	1	0	0	4
2. Student evaluations.....	5	4	0	0	4
3. Instructor evaluation.....	5	2	2	0	4
4. Video taped sessions reviewed by students in the course.....	3	4	2	0	3
5. Video taped sessions of the classes are reviewed by speech faculty.....	3	6	0	0	3
6. Video taped session reviewed by faculty outside the area of speech.....	0	2	5	2	2
7. Evaluation by instructors from areas other than speech.....	2	2	3	2	2

#### IV. SUMMARY

There were nine colleges and universities governed by the Louisiana State Board of Education and seven of them offered public speaking as the first course in speech. Only two colleges emphasized voice and diction in the course. Speech fundamentals was typically a three semester hour course for both majors and non-majors and no prerequisites were required.

The general aim of the course was the improvement of speaking skills and content consisted mainly of public speaking theory and student performance. Teaching methods were mainly lectures by the instructor, student speeches, and discussion. Written tests and speech rating forms were the chief evaluational procedures used. Only two of the nine institutions formally provided for the evaluation of the effectiveness of the basic course.

Personal interviews with the chairmen of the speech departments in each of the institutions were conducted to determine their opinions about the aims and objectives, content, methodology, and evaluational procedures for the first speech course at the college and university level.

Aims and objectives for the course were considered in terms of knowledge, attitudes, and skills which students

should develop as a result of taking the first course. The following types of knowledge were judged to be essential:

1. Rules of pronunciation.
2. Symbols of the Phonetic Alphabet.
3. Standards of bodily action in speech delivery.
4. Speech organization and outlining.
5. Recognition of types of speeches such as informative, persuasive, or entertaining.
6. Characteristics of the good speaking voice such as adequate loudness, rate, quality, expressiveness and pronunciation.
7. Sources of information for selecting speech subjects and the preparation of speeches.
8. Standards for analysis of audiences.
9. Standards of good listening habits.
10. Standards for evaluating speeches in terms of content and delivery.

The following were rated as essential attitudes which students should develop about speech:

1. Speech is a rewarding activity.
2. A desire for more opportunity to communicate with others.
3. A greater appreciation for hearing speeches.
4. Good speaking influences public thought and action.
5. Good speech demands social responsibility.
6. Good speech ability must be acquired.
7. A desire to improve speech skills.

The following speech skills were selected:

1. Adequate speaking volume to be heard under normal conditions.
2. Voice quality that is free from excessive nasality, harshness, or other unpleasant tone qualities.
3. A rate of speaking which permits listeners to distinguish important ideas in the message.
4. Clearness of articulation.
5. Acceptable pronunciation and grammatical usage.
6. Expressive, responsive delivery in speaking.
7. Bodily action such as gestures, facial expression and other movement which assist communication.

8. Logical, clear and meaningful expression of ideas.
9. Ability to properly arrange written outlines of speeches.
10. Ability to draw conclusions from information; to differentiate between abstract and concrete ideas.
11. Recognition of prejudices of self and others which may affect interpretation of speech.
12. Recognition of visual cues such as bodily movement, manner, dress, and facial expressions which may influence the attitude of the listeners.

Course content areas which received the highest ratings were as follows:

1. Study of types of speeches.
2. Organization and outlining of speeches.
3. Subjects for speeches and sources of information.
4. Pronunciation.
5. Elements of voice and diction.
6. Communication theory (assimilation, formulation and transmission of messages, reception and interpretation of messages, and reaction to messages).

The heads of the speech departments gave the highest median scores to the following types of teaching methods:

1. Lectures by the instructor.
2. Discussion by students and instructor.
3. Student performance (speeches, readings, discussion).
4. The use of audio recordings and playbacks of speech samples in the classroom and in a laboratory setting where students record and listen individually.

From a list of possible roles which the instructor of the class might assume, the following were rated as essential:

1. Lecturer.
2. Discussion leader.
3. Evaluator of student performance.
4. Resource person.
5. Counselor to students.

The following procedures were judged as essential for evaluation of student knowledge and performance:

1. Written objective and subjective tests.
2. Rating forms for student performance (used by the instructor).
3. Written critiques of student performance by the instructor.
4. Audiotape replay of recorded student performance for evaluation by the instructor.
5. Group discussion as a means of evaluation of student performance by students and instructor.

Median ratings of "4", or essential, were given the following procedures for evaluating the effectiveness of the basic speech course:

1. Speech faculty study committee.
2. Student evaluations (written and/or oral).
3. Instructor evaluations.

A summary of the complete study and recommendations in the form of a suggested model for the first course in speech at the college and university level are included in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was concerned with the first course in speech in those colleges and universities under the jurisdiction of the Louisiana State Board of Education.

#### I. THE DESIGN OF THE STUDY

A. Statement of the problem. The study was designed to (1) determine the current status of the first course in speech in selected colleges and universities in terms of aims and objectives, content, methodology, and evaluational procedures, (2) to determine the opinions of the heads of the departments of speech regarding the relative importance of the aims and objectives, content, methodologies, and the evaluational procedures and standards being used in the first course in speech, and (3) to suggest a model for the first course in speech at the college and university level based upon the findings of the study.

B. Sources of data and procedures used. The current status of the first course in speech was investigated by (1) examining the current catalogue of each institution, (2) the required textbook used in the course in each college or

university, and (3) by conducting a personal interview with the head of the department of speech in each institution. Catalogue information included the course titles, length, credit, prerequisites, and descriptions. Textbook information included the basic types of required texts and the subject matter emphasized in chapters of the books. Personal interviews were held for the purpose of determining the current status of the course and department head opinions about the needs of the fundamentals course. An interview form was used which offered department heads the opportunity to rate the importance of suggested aims and objectives, content areas, methodology, and evaluational procedures for the basic course. A frequency count of the ratings for each item on the interview form was made and the median score of each item was used to interpret the results of the opinion survey. The objective of the survey was to determine which items were judged to be most essential to the first speech course.

## II. CONCLUSIONS BASED UPON THE FINDINGS OF THE STUDY

The findings of the study supported the following conclusions about the status of the first speech course in the institutions included in the study:

A. The basic speech course was a one semester, three credit hour course in basic public speaking in the

majority of the colleges and universities and was typically titled "Fundamentals of Speech."

B. The general objectives of the course were the improvement of the student's ability to collect, organize, and present information in the form of public speeches. The basic assumption was that this experience would also provide improvement in general speech ability outside the classroom.

C. The content of the course included consideration of the aspects of speech preparation and speech delivery. Such areas as selection of speech subjects, collection and organization of information in outline form, voice and diction, and bodily action were emphasized.

D. Methods used in teaching the course were mainly lectures, discussion and student performance. Basic standards for preparation and delivery of speeches were presented in lecture form, students prepared and presented speeches before the class, and discussion of the speeches was held following student performance.

E. The instructor most often assumed the role of authoritative leadership in the class, providing standards and evaluating student performance.

F. Innovations such as the use of television or videotape recordings were not used. Audiotape recording of student performance was, however, used occasionally.



G. Evaluational procedures used were written objective and subjective tests over speech theory and rating charts or forms for student performance. Class discussion of student performance was used to some extent. Only two of the nine institutions surveyed had provisions for evaluation of the course itself. A faculty committee was responsible for selecting textbooks and determining the basic type and content of the course.

The findings of the study support the following conclusions about the opinions of department heads concerning the aims and objectives, content, methodology, and evaluational procedures of the fundamentals of speech course:

A. Aims and objectives judged essential for the first course included certain types of knowledge, attitudes and skills to be acquired by the students. Types of knowledge rated as essential were:

1. Standards of pronunciation and the use of the Phonetic Alphabet.
2. Characteristics of the good speaking voice such as volume, rate, quality and expressiveness.
3. Standards of bodily action in speech delivery.
4. Standards of organization and outlining of speeches.
5. Classification of types of speeches such as informative, persuasive or entertaining.
6. Standards for analyzing audiences.
7. Sources of information for speech preparation.
8. Characteristics of good listening habits.
9. Areas of consideration in evaluation of speeches such as content and delivery.

The following were judged to be attitudes which students should develop concerning speech:

1. Speech is a rewarding activity.
2. A desire for more opportunity to communicate with others through speaking and listening.
3. Speech influences public thought and action.
4. Good speech demands social responsibility.
5. Good speech ability must be acquired.
6. A desire to improve speech ability.

Speech skills rated as essential were:

1. Adequate speaking volume, clear articulation, acceptable pronunciation and grammatical usage, comfortable rate of speech for listeners, pleasant voice quality, and expressive, responsive delivery.
2. Bodily action which enhances communication of the meaning of the ideas of the speech.
3. Organization of information in a logical and meaningful way.
4. Ability to draw conclusions from information received as a listener; to recognize conditions which may interfere with communication such as prejudices and visual cues related to the manner, dress, and bodily action of the speaker.

B. Content areas which received the highest median ratings were:

1. Aspects of speech delivery such as voice and diction and bodily action.
2. Aspects of speech preparation including selection of subjects, organization and outlining.
3. Study of types of speeches or differentiation between informative, persuasive and entertaining speeches.
4. Communication theory (assimilation, formulation and transmission of messages, reception and interpretation of messages, and reaction to messages).

C. Methods of teaching the basic course which received the highest scores were:

1. Lecture (by instructor).
2. Student performance (primarily the presentation of speeches before the class).
3. Discussion by students and instructor.
4. Audiotape recording and replay of student performance in the classroom and a laboratory setting where students individually record and listen).

D. Instructor roles selected as most important were:

1. Lecturer.
2. Discussion leader.
3. Evaluator of student performance.
4. Resource person.
5. Counselor to students.

E. Evaluational procedures chosen for judging the knowledge and performance of students and for quality control of the basic course were:

1. Written tests (objective and subjective).
2. Rating forms used by the instructor to evaluate student performance.
3. Written critiques of student performance by the instructor.
4. Audiotape and replay of student performance.
5. Group discussion of student performance.
6. Speech faculty committee for study of the course.
7. Student comments about the course (written and oral).
8. Individual instructor course evaluations.

The status of the beginning speech course in the institutions surveyed and the opinions of the department heads in speech departments in those institutions concerning the needs of the basic course were found to be closely related. Aims and objectives were primarily concerned with

the improvement of the student's ability to collect, organize and present information in the form of public speeches with the assumption that such experience would assist in the improvement of general oral communication skills outside the classroom. The content of the course centered around the standards of effective public address and the chief methodologies used in teaching the course were lecture and student performance with the instructor assuming the roles of lecturer and evaluator of student performance. Evaluational procedures consisted mainly of written tests over public speaking theory and the use of instructor rating forms for evaluation of speech content and delivery.

There were some differences between the status of the course and the needs indicated by department heads in the opinion survey. Specific differences were:

1. Study of the Phonetic Alphabet as a means of improving voice and diction was included in the course content in only two of the nine institutions surveyed, but department heads rated this content area essential.
2. Communication theory was not stressed in any basic course and yet was rated essential.
3. The use of audiotape recordings as a method was rated essential, but was systematically used in only one college.
4. Procedures for evaluating the quality of the course were found in only two colleges, but opinions indicated that such procedures were essential.

### III. SUGGESTED MODEL FOR THE BASIC SPEECH COURSE

The findings of the study indicate that the aims and objectives, content, methodologies, and evaluational procedures of the basic speech course have been centered around public speaking as a means of improving the communication skills of the student. While the objectives of such a course hold value for the student, certain questions seem to be in order:

1. Is it reasonable to assume that emphasis in public speaking is the best approach for improving general oral communication ability?
2. Would methods other than lecture and student performance assist in developing oral communication skills?
3. What roles should be assumed by the instructor and students in the basic course?
4. What evaluational procedures should be used to help the student acquire the knowledge, skills and attitudes necessary for better oral communication?

Perhaps these questions may be answered by identifying the components of the basic speech course, suggesting ways of improving them, and by constructing a conceptual model to show their relationships.

A. Aims and objectives. The general objective of the fundamentals course has been the improvement of the student's skill in collecting, organizing, and presenting

information in the form of public speeches with the assumption that such experiences also offer improvement in general oral communication ability. While such objectives seem desirable, it would seem that the student would not be assured of a transfer of training from one type of oral communication to others which are a part of his life outside the classroom. Aims and objectives should include the change of oral communication behavior through the acquiring of attitudes which cause the student to seek ways to improve his communication ability.

B. Course content. Individuals participate in several forms of oral communication. They may deliver a formal speech, listen to speeches, engage in conversation or informal discussion and sometimes read aloud from prepared material. The content of the basic course should include consideration of the standards and techniques of several forms of oral communication. Specific content areas are:

1. The study of rules and standards of speech delivery, including pronunciation, grammar, voice quality, rate and volume of speech, expressiveness, and the use of the body in speaking, reading aloud, conversing or discussing.
2. Study of methods of preparing for oral communication such as collecting, organizing and outlining information for speeches, reading or discussion.

3. Study of the particular characteristics of various types of oral communication forms.
4. Study of communication theory, including the aspects involved in the oral communication setting such as the experiential background of both the speaker or reader and his listener and how such experience influences the meaning derived during communication attempts.
5. Study of the characteristics of good listening such as attentiveness, a willingness to disregard prejudice and to make a conscious, cognitive effort to interpret the meaning of messages received.

C. Methodology. Lecture, student performance, discussion and the use of audiotape recording and replay have been suggested as methods to be used in the first speech course. Provisions should be made for individual needs and development. Differences in experiential backgrounds, needs, and learning abilities of students call for flexibility in methodology. The lecture method may be useful for prescribing basic standards and rules for oral communication while the laboratory setting will provide opportunity for individual practice in the several oral communication forms. The most important consideration is to find ways of modifying instruction to fit the differing needs of individual students. Each will progress at his own pace in an effort to achieve prescribed standards. The following methods and considerations are suggested:

1. Lecture, discussion and instructional materials which provide the student with clearly prescribed rules and standards inherent in the oral communication process. The student needs to know what types of knowledge, skills and attitudes are necessary for improving his oral communication ability.
2. The laboratory should provide opportunity for diagnosis of individual needs, prescription for advancement in mastery of skills, and practice in the several forms of oral communication. The student may work alone by tape recording and listening to his own speech, or practice in the group by performing before his classmates or by participating in group discussion.

D. Roles of the instructor and students. The instructor must set goals, coordinate procedures and create conditions for the group and for individual students. The student comes to the class as a client seeking ways to improve his life by achieving certain standards prescribed by the educational system. He may work as a learner in groups or individually. The instructor may act as a motivator to encourage the student in his quest, an evaluator of student progress, a coordinator of activities designed to assist the student in achieving higher levels of mastery and as a counselor to students whose individual problems are unique.

E. Evaluational procedures. Students should be evaluated in terms of their individual progress as compared



to the aims and objectives of the course. Specific types of knowledge, skills and attitudes prescribed are the bases for evaluating the behavior of students. Both the instructor and students must be aware of the expectations or desired outcomes of the course. Evaluational procedures should appraise the extent to which the student has developed in comparison to the objectives of the course. These objectives should be standards of mastery and excellence which permit each individual student to progress as far as he is able. The following types of evaluational procedures are recommended:

1. Written objective and subjective tests for evaluating the knowledge of students about rules and standards of the various oral communication forms.
2. Written critiques or rating forms which indicate the level at which a student is performing the various forms of oral communication. Such evaluational procedures should offer the student a diagnosis of his particular needs and a prescription for the ways in which he may achieve these needs.
3. Group discussion by students and the instructor offer means of evaluating student performance as well as practice in the oral communication process. A student may value the judgments made by his classmates of his performance.
4. Tape recording and replay of student performance offers the opportunity for the student to hear himself more objectively. If video tape recordings can be used, he will also be able to see himself practicing oral communication. Such procedures offer better

possibilities for the student to become self-monitoring and to judge the effectiveness of his own communication attempts.

Procedures should be developed for controlling the quality of the basic course itself. Such evaluation offers feedback to the instructor and suggestions of ways in which the course may be altered or changed to better achieve desirable goals. The following procedures are suggested:

1. A standing committee of speech faculty members charged with the responsibility of evaluating the first speech course. This committee should be composed of those faculty members who teach the course and the chairman of the department. They should recommend course objectives, content, teaching methods and procedures for evaluating students. A course syllabus or outline should be developed which allows for individual differences of instructors, but assures essential unity among all sections of the course. This committee should hold meetings at least once each year to determine whether changes are needed in the basic course. The democratic process should be used in all meetings. New faculty members should be briefed about the course by the department head or an appointed member of the committee.
2. Students enrolled in the basic course should be given the opportunity to assist in evaluating the course. Questionnaires might be developed by the faculty committee and filled out by students near the end of the course each semester. Their response to questions about the course objectives, content, methodologies, and evaluational procedures could be helpful to the committee and the instructor of each section of the course. Student discussion of the course in class may also be valuable.

3. The instructor should also continually evaluate the effect of the course upon students by observing their behavior in practicing speech forms and their response to testing. His suggestions should be summarized for reporting to the standing committee.

A conceptual model showing the dimensions of the first speech course is presented in Figure 1. This model shows the relationships between knowledge, attitudes and skills as objectives and the course content, methodology and evaluational procedures.

This conceptual model identifies the components of the basic speech course to be:

1. Aims of the course which involve the student in acquiring knowledge about the standards, types and functions of the oral communication process, attitudes toward speech as a desirable activity, and skills which are necessary for effective communication.
2. Content which is designed to facilitate the acquisition of these knowledges, attitudes and skills.
3. Basic types of methodology which may be used.
4. Methods for evaluating knowledge, attitudes and skills of students, and for controlling the quality of the course.

Evaluational procedures offer a "feedback" relationship for possible changes which help in controlling the quality of the course.

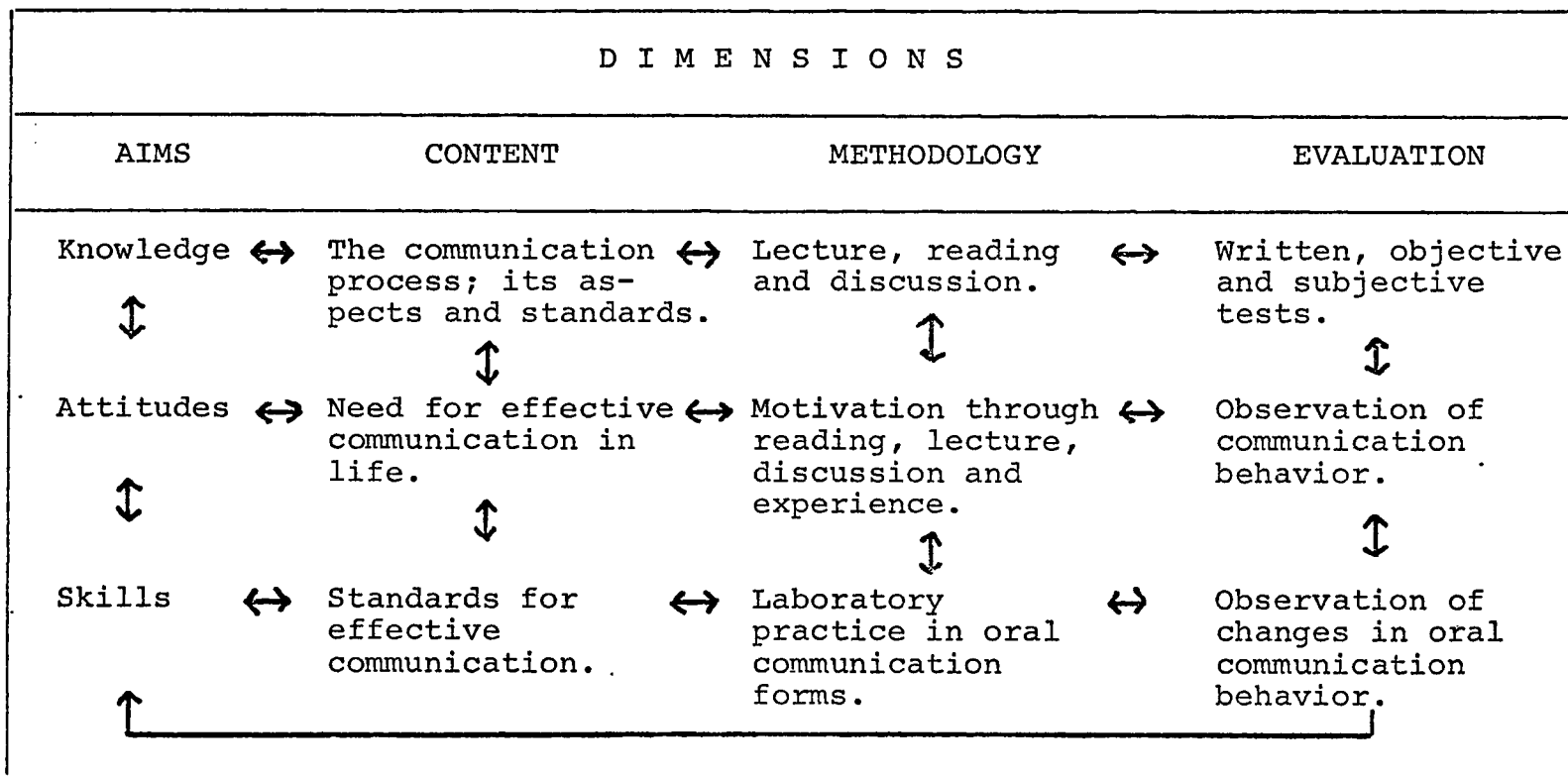


Figure 1: Dimensions of the Basic Speech Course.

#### IV. SUMMARY

This study has revealed that the first course in speech should be designed to do three things:

A. Provide the student with certain facts and concepts that are essential to effective oral communication.

B. Assist the student in developing skills which are necessary for effective oral communication in life situations.

C. Help the student in acquiring attitudes which will cause him to feel that oral communication is a worthwhile activity and cause him to want to find ways to continually improve his ability in using it.

The course should be structured and carried out in such a way that these aims have the greatest chance of being realized by the students. The following content areas, methodologies and evaluational procedures are recommended as ways of achieving aims and objectives:

1. Content should provide the basic facts, rules and standards inherent in effective oral communication in general, not just public speaking, but other forms such as reading aloud, conversation and discussion.
2. Methodology should include lecture, discussion, the use of instructional materials and laboratory practice in the several forms of oral communication. Such methods should help the student in understanding expectations and in

practicing oral communication for skill development.

3. Evaluational procedures should provide the student with an understanding of his particular strengths and weaknesses in relation to knowledge and skills necessary for effective oral communication. Such procedures as written tests, the use of audio and video tape recordings, rating charts or forms and discussion should help the student in knowing where he is achieving or falling short of desired outcomes. Such procedures should also prescribe ways in which the student may achieve higher levels of mastery. Educational procedures for controlling the quality of the course should offer feedback for altering its dimensions for better outcomes. Faculty study committees, student opinions, and instructor evaluations of the course are procedures which may be helpful.

In brief, the first speech course at the college and university level should be concerned with the general aspects of oral communication. Students should be offered opportunities for understanding the basic rules, standards and characteristics of the several forms of oral communication and should also gain experience in the practicing of these forms to develop necessary skills. The ultimate aim of the course should be the acquiring of attitudes by the student which cause him to view oral communication as a worthwhile activity and to desire knowledge and skills necessary for continued improvement.

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## APPENDIX A

## INTERVIEW SCHEDULE

The following items are intended as a guide for determining opinions about the aims and objectives of the first course in speech. Following each item, the number which best describes the opinion of its relative importance to the first course should be circled. The following scale is to be used:

4--very important, or essential to the course.

3--important, but not essential.

2--least important, or of minor value.

1--not important, or not related to the course.

WHAT KNOWLEDGE SHOULD THE STUDENT GAIN FROM THE FIRST COURSE IN SPEECH AT THE COLLEGE OR UNIVERSITY LEVEL?

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Rules of pronunciation.  | 4 | 3 | 2 | 1 |
| 2. Location and function of parts of the human speech anatomy.                            | 4 | 3 | 2 | 1 |
| 3. Symbols of the International phonetic alphabet.  | 4 | 3 | 2 | 1 |
| 4. Standards of bodily action in speech delivery.   | 4 | 3 | 2 | 1 |
| 5. Speech organization and outlining.   | 4 | 3 | 2 | 1 |
| 6. Classification of types of speeches, such as informative, persuasive, or entertaining. | 4 | 3 | 2 | 1 |
| 7. Characteristics of the good speaking voice, such as rate, tone quality, loudness, etc. | 4 | 3 | 2 | 1 |

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 8.  | Sources of information for speech selection and preparation.          | 4 | 3 | 2 | 1 |
| 9.  | Standards for analysis of audiences.                                  | 4 | 3 | 2 | 1 |
| 10. | Standards of good listening habits.                                   | 4 | 3 | 2 | 1 |
| 11. | Standards of evaluation of speeches in terms of content and delivery. | 4 | 3 | 2 | 1 |
| 12. | Others? (add suggested items and rate each one, using the scale).     |   |   |   |   |

WHAT ATTITUDES OR FEELINGS SHOULD THE STUDENT DEVELOP ABOUT ORAL COMMUNICATION?

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1. | Speech is a rewarding activity.  | 4 | 3 | 2 | 1 |
| 2. | A desire for more opportunity to communicate with others.              | 4 | 3 | 2 | 1 |
| 3. | A greater appreciation for drama as a spectator, or performer.         | 4 | 3 | 2 | 1 |
| 4. | A greater appreciation for debate.                                     | 4 | 3 | 2 | 1 |
| 5. | A greater appreciation for hearing speeches.                           | 4 | 3 | 2 | 1 |
| 6. | A greater appreciation for good interpretative reading.                | 4 | 3 | 2 | 1 |
| 7. | A recognition of the influence of speech in public thought and action. | 4 | 3 | 2 | 1 |

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 8.  | Good speech demands social responsibility.                        | 4 | 3 | 2 | 1 |
| 9.  | Good speech ability must be acquired.                             | 4 | 3 | 2 | 1 |
| 10. | A desire to improve speech skills.                                | 4 | 3 | 2 | 1 |
| 11. | A desire to take other speech courses.                            | 4 | 3 | 2 | 1 |
| 12. | Others? (add suggested items and rate each one, using the scale). |   |   |   |   |

WHAT ORAL COMMUNICATION SKILLS SHOULD THE STUDENT DEVELOP AS A RESULT OF TAKING THE FIRST COURSE IN SPEECH?

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | Adequate speaking volume to be heard under normal speaking conditions.                              | 4 | 3 | 2 | 1 |
| 2. | Voice quality that is pleasant, or free of excessive nasality, harshness, etc.                      | 4 | 3 | 2 | 1 |
| 3. | A rate of speaking which permits listeners to distinguish important parts of the speaker's message. | 4 | 3 | 2 | 1 |
| 4. | Clearness of articulation, or enunciation.  | 4 | 3 | 2 | 1 |
| 5. | Acceptable pronunciation and grammatical usage.   | 4 | 3 | 2 | 1 |
| 6. | Expressive, responsive delivery.  | 4 | 3 | 2 | 1 |

- |  |   |   |   |   |
|--|---|---|---|---|
| 7. Bodily action, such as gestures, facial expression and movement, which assist good communication.   | 4 | 3 | 2 | 1 |
| 8. Logical, clear and meaningful expression of ideas.  | 4 | 3 | 2 | 1 |
| 9. Ability to properly arrange written outlines of speeches.   | 4 | 3 | 2 | 1 |
| 10. Ability to clearly state, or write the purposes of speeches.   | 4 | 3 | 2 | 1 |
| 11. Ability to locate and properly identify sources of information used in speeches.   | 4 | 3 | 2 | 1 |
| 12. Ability to draw conclusions from information; to differentiate between abstract and concrete ideas or statements.                                | 4 | 3 | 2 | 1 |
| 13. Ability to describe an audience in terms of their educational, social, religious, political, and economical orientations.                        | 4 | 3 | 2 | 1 |
| 14. Ability to recognize and identify prejudices of self and of others which affect interpretation of speech.  | 4 | 3 | 2 | 1 |
| 15. Ability to identify visual cues such as bodily movements, manner, dress, or facial expressions which may influence the attitude of the listener. | 4 | 3 | 2 | 1 |
| 16. Others? (add suggested items and rate each one, using the scale).  |   |   |   |   |



The following items are intended as a guide for determining opinions about the content of the first course in speech. After each item, circle the number which best describes the opinion of its relative importance to the first course. Use the following scale:

- 4--very important; essential to the course.
- 3--important, but not essential.
- 2--least important; of minor value.
- 1--not important; not related to the course.

WHAT CONTENT IS, OR SHOULD BE, INCLUDED IN THE FIRST SPEECH COURSE AT THE COLLEGE AND UNIVERSITY LEVEL?

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Study of types of speeches such as informative, persuasive, etc. | 4 | 3 | 2 | 1 |
| 2. Organization, or outlining of speeches.                          | 4 | 3 | 2 | 1 |
| 3. Speech subjects, sources of information.                         | 4 | 3 | 2 | 1 |
| 4. Discussion techniques.   | 4 | 3 | 2 | 1 |
| 5. Pronunciation.   | 4 | 3 | 2 | 1 |
| 6. Phonetics.   | 4 | 3 | 2 | 1 |
| 7. Parliamentary procedure.   | 4 | 3 | 2 | 1 |
| 8. Voice and diction.   | 4 | 3 | 2 | 1 |
| 9. Communication theory.  | 4 | 3 | 2 | 1 |
| 10. Interpretative reading.   | 4 | 3 | 2 | 1 |
| 11. Argumentation and debate.                                       | 4 | 3 | 2 | 1 |

- |   |   |   |   |   |
|---|---|---|---|---|
| 12. Study of model speeches.  | 4 | 3 | 2 | 1 |
| 13. Broadcast speaking.   | 4 | 3 | 2 | 1 |
| 14. Role playing.   | 4 | 3 | 2 | 1 |
| 15. Others? (add suggested items and rate each one, using the scale). |   |   |   |   |

The following items are intended as a guide for determining opinions about the methodology used in teaching the first course. Following each item, circle the number which best describes the opinion of its relative importance to the first course in speech.

WHAT METHODS ARE USED, OR SHOULD BE USED IN TEACHING THE FIRST COURSE IN SPEECH AT THE COLLEGE OR UNIVERSITY LEVEL?

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Lecture (instructor centered).           | 4 | 3 | 2 | 1 |
| 2. Discussion (student centered).           | 4 | 3 | 2 | 1 |
| 3. Student performance.                     | 4 | 3 | 2 | 1 |
| 4. Video-tapes of student performance.      | 4 | 3 | 2 | 1 |
| 5. Video-taped instructor lectures.         | 4 | 3 | 2 | 1 |
| 6. Audio recordings of student performance. | 4 | 3 | 2 | 1 |

- |  |   |   |   |   |
|--|---|---|---|---|
| 7. Team teaching.  | 4 | 3 | 2 | 1 |
| 8. Films.  | 4 | 3 | 2 | 1 |
| 9. Speech laboratory (recording and listening to speech of students by the students themselves). | 4 | 3 | 2 | 1 |
| 10. Role playing, or acting.   | 4 | 3 | 2 | 1 |
| 11. Others? (add suggested items and rate each one, using the scale).                            |   |   |   |   |

WHAT ROLES ARE OR SHOULD BE ASSUMED BY THE INSTRUCTOR OF THE FIRST COURSE IN SPEECH?

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Lecturer.   | 4 | 3 | 2 | 1 |
| 2. Discussion leader.  | 4 | 3 | 2 | 1 |
| 3. Evaluator of student performance.                                 | 4 | 3 | 2 | 1 |
| 4. Resource person.  | 4 | 3 | 2 | 1 |
| 5. Counselor to students.  | 4 | 3 | 2 | 1 |
| 6. A fellow learner with students.                                   | 4 | 3 | 2 | 1 |
| 7. Others? (add suggested roles and rate each one, using the scale). |   |   |   |   |

The following items are intended as a guide for determining opinions about evaluational procedures used in the first course in speech. Following each item, circle the number which best describes the opinion of its relative importance to the first course. Use the following scale:

- 4--very important, essential to the course.
- 3--important, but not essential.
- 2--least important; of minor value.
- 1--not important; not related to the course.

WHAT EVALUATIONAL PROCEDURES ARE USED, OR SHOULD BE USED, TO EVALUATE STUDENT'S KNOWLEDGE, ATTITUDES, AND SKILLS IN ORAL COMMUNICATION IN THE FIRST SPEECH COURSE?

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Written, objective tests.                                  | 4 | 3 | 2 | 1 |
| 2. Written, subjective tests.                                 | 4 | 3 | 2 | 1 |
| 3. Rating forms for student performance (used by instructor). | 4 | 3 | 2 | 1 |
| 4. Rating forms for student performance (used by students).   | 4 | 3 | 2 | 1 |
| 5. Written critiques of student performance by instructor.    | 4 | 3 | 2 | 1 |
| 6. Written critiques by students.                             | 4 | 3 | 2 | 1 |
| 7. Video-tape replay and evaluation by instructor.            | 4 | 3 | 2 | 1 |
| 8. Video-tape replay and evaluation by students.              | 4 | 3 | 2 | 1 |
| 9. Audio-tape replay and evaluation by instructor.            | 4 | 3 | 2 | 1 |

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 10. | Audio-tape replay and evaluation by students.                 | 4 | 3 | 2 | 1 |
| 11. | Group discussion evaluation of student performances.          | 4 | 3 | 2 | 1 |
| 12. | Evaluation by other instructors.                              | 4 | 3 | 2 | 1 |
| 13. | Others? (add suggested items and rate each, using the scale). |   |   |   |   |

WHAT EVALUATIONAL PROCEDURES ARE USED, OR SHOULD BE USED, TO EVALUATE THE EFFECTIVENESS OF THE COURSE ITSELF?

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | Speech faculty study committee.                                     | 4 | 3 | 2 | 1 |
| 2. | Student evaluations.  | 4 | 3 | 2 | 1 |
| 3. | Evaluation by instructors from areas other than speech.             | 4 | 3 | 2 | 1 |
| 4. | Instructor evaluation.  | 4 | 3 | 2 | 1 |
| 5. | Video-taped sessions of the classes are reviewed by speech faculty. | 4 | 3 | 2 | 1 |
| 6. | Video-taped sessions reviewed by students in the course.            | 4 | 3 | 2 | 1 |
| 7. | Video-taped session reviewed by faculty outside the area of speech. | 4 | 3 | 2 | 1 |
| 8. | Others? (add suggested items and rate each, using the scale).       |   |   |   |   |

## APPENDIX B

## CATALOGUE INFORMATION FORM

The following information was collected by an examination of the current catalogue of each institution included in the study:

- A. Title of the first course in speech:
- B. Credit given for the course:
  - 1. Semester hours\_\_\_\_\_.
  - 2. Quarter hours\_\_\_\_\_.
- C. Clock hours scheduled per week for the course:
  - 1. Lecture hours\_\_\_\_\_.
  - 2. Laboratory hours\_\_\_\_\_.
- D. Length of the course:
  - 1. Semesters\_\_\_\_\_.
  - 2. Quarters\_\_\_\_\_.
- E. Prerequisites for the course:
  - 1. Other speech courses\_\_\_\_\_.
  - 2. Other courses\_\_\_\_\_.
  - 3. Academic standing\_\_\_\_\_.
  - 4. Open to all students\_\_\_\_\_.
  - 5. Permission of instructor\_\_\_\_\_.
  - 6. Others\_\_\_\_\_.
- F. Course description as written in the catalogue:

## APPENDIX C



## TEXTBOOK INFORMATION FORM

The following information was collected by examining the required textbook used for the first course in speech in each institution included in the study:

- A. Title of the book:\_\_\_\_\_.
- B. Author(s)\_\_\_\_\_.
- C. Publication date\_\_\_\_\_. Edition\_\_\_\_\_.
- D. Basic type of textbook:
  - 1. public speaking\_\_\_\_\_.
  - 2. voice and diction\_\_\_\_\_.
  - 3. communication theory\_\_\_\_\_.
  - 4. other (specify)\_\_\_\_\_.
- E. Subject matter emphasized in chapters of the book:
  - 1. communication theory\_\_\_\_\_.
  - 2. phonetics\_\_\_\_\_.
  - 3. voice and diction\_\_\_\_\_.
  - 4. speech delivery\_\_\_\_\_.
  - 5. bodily action\_\_\_\_\_.
  - 6. speech organization\_\_\_\_\_.
  - 7. subjects for speeches\_\_\_\_\_.
  - 8. sources of information\_\_\_\_\_.
  - 9. audience analysis\_\_\_\_\_.
  - 10. interpretative reading\_\_\_\_\_.

11. discussion\_\_\_\_\_.
12. debate\_\_\_\_\_.
13. elements of persuasion\_\_\_\_\_.
14. special types of speeches\_\_\_\_\_.
15. speech anatomy\_\_\_\_\_.
16. breathing for speech\_\_\_\_\_.
17. stage fright\_\_\_\_\_.
18. speech psychology\_\_\_\_\_.
19. model speeches\_\_\_\_\_.
20. others (specify):