

**APPLIED COMMUNICATION DEPARTMENT (ACL)
WRITING ACROSS THE CAMPUS PLAN
November 1, 2018**

Part I. Description of Effective Writing

Communication competence is gained by learning to adapt and to be flexible in a variety of communication settings. It is important to understand the nature and dynamics of communication. In addition to be well researched and organized, all papers written for ACL classes should demonstrate open, honest, and ethical communication. Effective writing focuses directly on the research topic or book being examined by the student. The paper develops the subject matter in an accurate, detailed, and thorough manner. It consistently adheres to the assigned format. The paper contains a limited amount of typographical, spelling, and grammatical errors. The paper meets the minimum number of pages. If appropriate, the writer cites research sources and includes an annotated bibliography with author biography.

Initially, the ACL student is encouraged to pick an interesting and empowering topic that is self-motivating. Next, the student develops an annotated bibliography on the topic. For each source this includes both main points and author ethos (e.g., why is the author credible). Then the student creates an outline from the ideas generated from annotated materials. Once the annotations have been completed, the student creates a draft outline which provides effective organization of the main and sub-points. Based on the outline, the student writes the body of the paper. This portion of the paper must reflect careful and thorough analysis, not just simple description, showing insight into the topic. After completion of the body of the paper then the student writes an appropriate introduction and conclusion. The introduction should have a (a) an attention getting device such as a story, rhetorical question, statistic, quotation; (b) a clearly stated thesis and purpose statement; (c) a relevancy statement; and, (d) a preview of the organization of the main points in the body of the paper. ACL papers reflect the importance and value of transitional wording that summarizes, forecasts, and signposts. The conclusion of the paper must provide a brief summary, sense of completion with a wrap up statement drawn from the thesis and purpose statements, a note about further research, and a distinct wrap-up closing statement.

Style Guide for Research Papers: MLA or APA

Part II. Description and features of ACL writing across the curriculum activities

Performance-based ACL Courses

Performance based courses do not require a research paper; however, students write manuscripts and debate briefs as appropriate for the following courses:

ACL 1510 Speech Communication
ACL 2200 Competitive Intercollegiate Speech & Debate
ACL 2210 Competitive Intercollegiate Speech & Debate
ACL 2700 Parliamentary Procedure
ACL 3000 Argumentation and Advocacy
ACL 3200 Competitive Intercollegiate Speech & Debate
ACL 3210 Competitive Intercollegiate Speech & Debate
ACL 3540 Strategic Business and Professional Communication
ACL 4200 Competitive Intercollegiate Speech & Debate
ACL 4210 Competitive Intercollegiate Speech & Debate

Standard Research Paper Guidelines

Courses – Instructor/s

ACL 3400 Theories and Techniques for Effective Listening [Dr. Bill Watt]
ACL 3600 Exploring Cross-Cultural Communication [Dr. John Edwards]
ACL 3700 Results- Oriented Persuasion [Dr. Bill Watt; Dr. John Edwards; Ms. Brenda Mitchell]
ACL 3750 Small Group Communication Skills [Dr. Bill Watt; Dr. John Edwards; Ms. Brenda Mitchell]
ACL 3900 Collaborative Conflict Management [Dr. Bill Watt; Dr. John Edwards; Ms. Brenda Mitchell]
ACL 4850 Seminar in Applied Communication [Dr. Bill Watt]
ACL 4900 Internship [Dr. Bill Watt]
ACL 4990 Independent Study in Applied Communication [Dr. Bill Watt]

I. Assignment Value

This paper counts for 10% of your final course grade.

II. General Guidelines and Typing Directions

1. Assignment is due at the beginning of the class period on the assigned due date.
2. Late submission will result in a minimum penalty of 10%.
3. Must include an annotated bibliography with author ethos formatted using the *APA* or *MLA* style.
4. Must include a cover page with the following information:
Example:
Your name (i.e., Bill Student)
Instructor's name (i.e., Dr. John Edwards)
Course information (i.e., ACL 4700 001 Applied Communication Project)
Due date (i.e., November 25, 2014)
5. Length: minimum of 10 and a maximum of 15 single-spaced pages.
The page count does not include the cover or bibliography pages.
6. Typing and submission requirements:
 - One inch margins (top, left, bottom, right).
 - You are to use Times New Roman, 12 font size.
 - All text lines are to be double-spaced.
 - Use “tab” key to indent for margins.
 - Pagination: place page numbers in the upper right corner within the margin. Do not count the cover page. Count, but do not number page number one. The bibliography page should be the last page and be numbered in that order.
 - Do not use a “running heading” (i.e., Watt 1).
 - Use black ink only.
7. Organizational structure of paper —
 - An introduction that includes opening comments, reveals topic and theme of paper, justification for researching topic, and an overview of the text of the paper.
 - A body that includes discussion, analysis, and application of information concerning the paper's topic/theme.
 - A conclusion that reviews main points covered in text of the paper, conclusions (what you learned about the topic), and future research and/or applications of your information.

III. Quality Standards

- The introduction fulfills all requirements and is no longer than $\frac{3}{4}$ of a page long.
- The body is organized and easy to outline with appropriate secondary (and if needed tertiary) headings.

- The main points and sub-points are clearly stated and logically organized.
- Outside secondary sources are used sparingly and the documentation of such sources is clear and accurate.
- The paper analyses more than it describes with a focus on “how, when, why and where” communication principles are present.
- The paper is a minimum of 10 double-spaced pages [200-250 words per page] of text using Times New Roman, 12-point font.
- The annotated bibliography and cover page do not count in the minimum 10 pages.
- The paper should include a cover page with the information provided above.
- The conclusion fulfills all the requirements and is no more than $\frac{3}{4}$ of a page long.
- The annotated bibliography is precise, complete, and accurate.
- The author ethos is clearly stated at the end of each annotation.

IV. Annotated Bibliography

1. Use either MLA or APA format style.
2. Use the “return” button to double-space between bibliography source entries.
3. Use “bullets” to identify main points in the annotations.
4. Each annotated bibliography should be not less than one-half page.
5. The author ethos must be clearly labeled following the annotated bibliographic entry. It should include the professional background of the author/s; why the author/s is/are credible; college degrees; professional experiences; published book/s. What is the personal and/or institutional ethos of the author/s?

Example

Steenbarger, B. N. (2007). *Enhancing Trader Performance: Proven Strategies form the Cutting Edge of Trading Psychology*. New Jersey: John Wiley & Sons.

- Excellent traders/performers have a strong desire and emotional commitment to reach higher levels with a willingness to spend significant time and effort on skill development.
- They find their performance niche and develop it by videotaping their performance, self-evaluation, journaling, simulation, and being mentored by a successful professional.
- They utilize deliberative “perfect” practice.
- They visual and use mental practice (neuro-linguistic processing techniques) to sharpen recognition and performance techniques.
- They use cognitive techniques to recognize activating events, beliefs, and consequences.
- They use “disputation” to directly challenge and change false belief systems to lay a mental foundation to enhance trader performance.
- They use behavioral techniques to find a relaxed state using deep breathing and focusing exercises to systematically desensitize fear of financial loss.
- They start trading real money with very low levels of trading capitol and gradually work up to higher levels with the goal to trade with a relaxed focus.
- Author ethos: Steenbarger has a Ph.D. in psychology. He is a professional trader, he mentors traders, he is an author, and clinical psychologist. He is considered a world class leader in trading psychology. For more information see: <http://brettsteenbarger.com/articles.htm>.

ACL Applied Communication Project Communication Analysis/Rhet-Crit Research Paper

Standard research writing guidelines for the senior-level major capstone course ACL 4700 Applied Communication Project:

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The rhetorical-critical analysis of a communication event or contemporary speech requirement involves the completion of a typed critique paper. This assignment serves a two-fold purpose – (a) it is a course requirement for ACL 4700. As such it is a graded assignment evaluated by your course instructor and (b) it is used as an

ACL major assessment. In this capacity it will be analyzed by all full-time ACL professors to help determine if the ACL major program has achieved its instructional goals and objectives.

Definitions

1. Critical: “marked by careful evaluation” (*American Heritage Dictionary*, office edition, 1994, p. 205).
2. Analysis: “the separation of a whole into its parts for study” (*American Heritage Dictionary*, office edition, 1994, p. 30).
3. Communication: “the message-making activity that humans engage in to express attitudes and feelings and to seek solutions to problems” (Rybacki, K., & Rybacki, D., 1991, p. 2).
4. Rhetoric: “the process of making messages and the message produced by that process” (Rybacki, K., & Rybacki, D., 1991, p. 2).
5. Rhetor: “a person who creates rhetorical communication” (Rybacki, K., & Rybacki, D., 1991, p. 2).
6. Rhetorical communication: “a message with verbal and often visual symbols that are deliberately chosen to influence an audience whose members have the ability to change their beliefs or behaviors as a consequence of experiencing the message... a deliberate attempt to influence the choices an audience makes” (Rybacki, K., & Rybacki, D., 1991, p. 2).
7. Rhetorical acts: messages created by rhetors including such types of acts as “a speech, a song, a cartoon, or some other form” (Rybacki, K., & Rybacki, D., 1991, p. 2).
8. Rhetorical thought: “the process of guiding an audience’s thinking in such a manner as to get them to believe that the source’s proposed idea or action is consistent with their self-interest... (it) is not strictly logical, nor is it illogical; it is psychological” (McCroskey, J. C., 1982, p. 60).
9. Elements of rhetorical acts (adapted from Campbell, K. K., 1982, p. 20):
 - *Purpose*: the conclusion argued (thesis/theme/central idea sentence) and the response desired by the author/speaker.
 - *Audience*: the author’s/speaker’s target (those listeners/readers selected by the act); the audience’s role.
 - *Persona*: the role adopted by the author/speaker in making the argument/s (such as teacher, preacher, politician, reporter, prophet, organizational leader, etc.).
 - *Tone*: the author’s/speaker’s attitude toward the subject and the audience (e.g., pejorative, personal, sarcastic, instructive, persuasive, etc.).
 - *Structure*: the way the materials are organized to gain attention, develop the main point/s, and emphasize certain key elements (e.g., motivated sequence, deductive, inductive, need-fulfillment, topical, causal, chronological, spatial, historical, reportorial, etc.).
 - *Supporting materials*: different kinds of evidence for the support of the theme, thesis, central idea, specific purpose, main points, arguments, ideas, thoughts, etc.
 - *Strategies*: adaptation of language, appeals, and argument/s to shape the materials to achieve the author’s/speaker’s goal/s.

Principles of Speech Evaluation (adapted from Ericson, J. M., *Rhetorical Criticism: How to Evaluate a Speech*)

Function of Criticism: The critic observes, analyzes, describes, and evaluates. Criticism is the intellectual process which relates practice to theory and theory to practice. All speech criticism is essentially evaluative.

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Process of Criticism: The first step in that process is the observation of the speech itself. If the critic is to make meaningful observations about the speech, the speech must be observed in relation to time, to people, and to events.

The process of criticism closely parallels the process of written composition because the critic is, in effect, reviewing the result of the composition process.

The critic views the speech as an end product – the result of a process – and describes and appraises the various rhetorical choices that combined to make up the speech. In this sense, the critic has an important concern with the speech's results.

Further the process of speech criticism is the observation, analysis, description, and evaluation of the speaker's employment of the elements which contribute to the effective communication of the author/speaker's case.

In fixing the author's/speaker's purpose, the critic should determine what basic parts the author/speaker has divided the main question/proposition.

These points of partition are basic because they represent vital points of contention called issues (e.g., main points).

Criticism then focuses on the author's/speaker's ability to locate all of the relevant issues and establish them in support of the specific purpose of the speech.

The analysis of the issues and their relevance to the speaker's purpose is often a major part of the critic's work.

Observation then focuses on the means the author/speaker uses to accomplish the speech purpose/s. The essence of speechmaking is that communication involves making an appeal for agreement and/or change from the listeners.

Traditionally since Aristotle, the relevant or artistic appeals have included the logical appeal (reasoning), the pathetic appeal (emotion), and the ethical appeal (author's/speaker's character).

After the critic has identified and described the broad bases of appeal, attention should turn to an analysis of the means used to support and reinforce those appeals.

Analysis up to this point has been primarily making meaningful generalizations concerning the author's/speaker's purpose, determination of issues, and basic appeals.

While these generalizations are essential to subsequent analysis, criticism remains superficial unless it goes on to analyze the more particular aspects of appeals – logical, pathetic, and ethical. Paradoxically, those who object most strenuously to *artistic criticism* and seek the most objective critical method are often the most reluctant to employ the scientific technique of analysis. Analysis literally means to take apart (see Definitions). While the critic may be sensitive to the fact that analysis destroys the whole, the critic ought not to conclude that analysis is unnecessary. Rather, the whole object can be most clearly perceived after one has closely examined the functional parts. Synthesis must follow analysis.

The critic analyzes the various arguments in support of the author's/speaker's main contentions (i.e., arguments, main points, propositions), with a concern for both form and substance. At this point the analytical task is often complex because the arguments are often complex and usually do not employ one method of appeal in isolation.

The critic should observe and analyze the author's/speaker's use of language to determine the mode/s of appeal. If the critic begins by looking for one type of appeal or one type at a time, the critic will very likely receive a distorted view of the speech.

After analyzing the modes of appeal, the critic should give attention to the form employed by the author/speaker.

Closely related to the content of the speech is the arrangement of its parts (main points along with evidence and verbal support).

Arrangement functions as a means of persuasion because it may add or detract from the effectiveness of the content, and because arrangement may by itself communicate meaning to the audience.

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The critic should analyze the speech to discern the principle of organization on which it is based, and should evaluate the structure in terms of its appropriateness and effectiveness.

The description of the arrangement should not be merely a summary of the content of the speech, but should instead provide perspective by representing the speech in its functional parts. The sequence of parts may for instance tell something about their significance.

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In addition to inferring meaning from sequence, other inference may be drawn from the amount of time devoted to different sections of the speech. The author/speaker, for example, who devotes much time to a relatively minor point, may attach unintentional significance to it.

Clarity gained through unity and coherence may communicate orderliness, which may in turn affect the author's/speaker's ethos.

In all, arrangement should be viewed as a means to an end, and the critic should evaluate it on the basis of how well it contributes to the effectiveness of the content.

Another aspect of the discourse which should be viewed as a means of appeal or persuasion, and not an end in itself, is the author's/speaker's employment of language. The management of language is called style.

Modern writers have contributed much to our comprehension of style by focusing extensively on the meaning of individual words.

To the modern critic, words are symbols. Rhetoric functions through these symbols to make an attitude or an idea appealing to the listener/s.

Criticism of style may include an investigation of language usage as a means of reducing conflict by mitigating differences.

The concern is with the effectiveness, the rhetorical purpose of style – with the whole question of how words work in discourse (e.g., speechmaking).

Style in itself communicates because there is a particular power or pleasantness in a distinctive form of expression. Consequently attention must be given to that form. Attention must also be given to the words themselves as a means of giving effectiveness through a particular quality of appeal.

Full attention to style also includes a consideration of the clarity and correctness of the language employed and its appropriateness to the speech.

Style must not be viewed as an end in itself, but as a means of appeal which serves the purpose of the speech.

In summary, the process of rhetorical criticism observes, analyzes, and describes the speech. It reveals the means used to express the ideas in the speech effectively.

Criticism functions to evaluate and formulate. Evaluation makes judgment about the rhetorical choices made by the speaker. Formulation follows when, on the basis of the author's/speaker's observation, the critic adds to or revises the body of material.

Critical study focuses on communicators in a historical situation.

From study the critic should not only gain new insights about the speech and about speechmaking, but the critic should also gain a unique perspective on the author/speaker, the audience, and the issues presented (e.g., main points, theme, thesis, proposition, etc.). For these reasons critical study is humane scholarship in a most authentic sense.

Note on Plagiarism

According to *Webster's New Collegiate Dictionary*, plagiarism is stealing, purloining, passing-off the ideas, writings, or other intellectual work of others as your own. Plagiarism will not be tolerated. Refer to the MU catalog for complete discussion of what constitutes plagiarism and academic dishonesty in general. You should also carefully read the MU catalog sections concerning the consequences of acts of dishonesty.

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Option 1

Select a written speech from *Vital Speeches* or other published source (e.g., copy of speech like MLK, JR's "I Have a Dream," President Obama's second inaugural speech, or some other speech) to complete the critical-rhetorical analysis of the speaker, the speech, and its process. The speech must be approved by the instructor.

Option 2

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Select a communication event such as a political campaign, a social movement (e.g., Anti-War Movement, Equal Rights Movement, etc.), a catastrophe (e.g., Exxon Oil Spill, 9/11, etc.), cartoon (e.g., cartoon showing

Osma Bin Laden being hanged, etc.), or some other significant event. Documentation must be provided (e.g., copy of cartoon, TV video, newspaper clippings, etc.). The event must be approved by the instructor.

Assignment Value and Grading Rubric for Student's Paper [paper counts for 20% of final course grade]:

<u>Category</u>	<u>Point Value</u>
1. Organization of critique, spelling, and grammar	20 points
2. Typing/formatting paper instructions	30 points
3. Meet critique length criteria	30 points
4. Content Analysis of Speech/Speaker	<u>120 points</u>
	Total = 200 points

Due Date: _____

Assignment Directions

1. Assignment is due at the beginning of the class period in two (2) copies on the assigned due date _____.
2. Late submission of the Rhet-Crit paper will result in a minimum penalty of 10%. An additional 1% late penalty will be assigned for each day the paper is late, including weekends.
3. Must include a bibliography formatted using the *American Psychological Association Publication Manual* (APA) style. You may use any of the textbooks used during your career as a student while at MU to support your analysis, arguments, and opinion position concerning the speech.
4. Must include a cover page with the following information: your name, instructor's name, course designation and title (i.e., ACL 4700 Applied Communication Project), due date (i.e., November 25, 2017), speaker's name and speech title (if applicable) or identification of the communication event.
5. Length: minimum of 10 double-spaced pages. The page count does not include the cover or bibliography pages.
6. Must include a photocopy of the speech if doing Option 1 or any relevant news clippings or other related items if doing Option 2.
7. Typing and submission requirements:
 - One inch margins (top, left, bottom, right).
 - You are to use Times New Roman, 12 font size.
 - All text lines are to be single-spaced (do not double/triple space between headings, text, or paragraphs).
 - Pagination: place page numbers in the upper right corner within the margin. Do not count the cover page. Count, but do not number page number one. The bibliography page should be the last page and be numbered in that order.
 - Do not use a "running heading."
 - Staple the pages of both copies of the critique paper in the upper left corner. Do not put the paper in a slick, notebook, folder or other type of binder.
 - Use black ink only.

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Organizational Structure of the Paper

The paper must include —

- An introduction that includes opening comments, reveals topic and theme of paper, justification for researching topic, and an overview of the text of the paper.
- A body that includes discussion, analysis, and application of information concerning the paper's topic/theme.
- A conclusion that reviews main points covered in text of the paper, conclusions (what you learned

about the topic), and future research and/or applications of your information.

Speech Critique Discussion Areas (Option 1)

Provide a discussion and analysis of the following:

1. Author/speaker: name, title, other pertinent personal data about the /author/speaker.
 2. What was the occasion?
 3. Who was the audience? Provide a brief demographic description.
 4. What circumstances surround the occasion?
 5. What type of speech is it (e.g., informative, persuasive, entertaining, instructional, reportorial, etc.)? Explain your selection.
 6. What was the specific purpose of the author/speaker? Was it a worthwhile purpose? Why or why not?
 7. What was the central idea sentence/theme/thesis/core statement/proposition statement/problem statement? Was it easy to follow and logically developed?
 8. What were the main points used to support the central focus of the speech? What did the author/speaker do to support them? Give examples.
 9. What stylistic devices did the author/speaker use?
 10. Did the author's/speaker's style appear to be genuine? Why or why not. Be specific.
 11. Is there a recognizable organizational pattern? What type was used (chronological, topical, spatial, causal, motivated sequence, deductive, inductive, historical, public relations, instructional)?
 12. Describe how the author/speaker used the format you identified. Be specific.
 13. Did the author/speaker make effective use of previewing, summarizing, and transitions that summarized, forecasted, and signposted?
 14. What type of evidence and/or verbal support did the author/speaker use? Identify and give examples from the speech. Was it effective? Why or why not?
 15. How did the author/speaker employ audience analysis? What did the author/speaker consider in doing audience analysis? Justify your answer.
 16. Did the author/speaker clear and unambiguous language. Illustrate your answer.
 17. Describe and evaluate the speaker's deliver (i.e., if you have a YouTube, videotape, or audio tape, etc.): eye contact, vocal variety, enunciation, pronunciation, grammar, gestures, body movement, posture, conversational tone, supportive facial expression, avoided verbalized non-fluencies, poise, avoided use of slang/profanity/jargon/clichés, other. Give examples.
 18. Did the speaker appear to be prepared to deliver the speech? Why or why not? Be specific.
 19. Did the author/speaker effectively use word pictures and imagery? Give examples.
 20. Did the author/speaker use illustrations, examples, statistics, testimony, and analogies? Give examples. Were they helpful in accomplishing the author's/speaker's purpose?
 21. What style of delivery did the speaker use (i.e., if you have a YouTube, videotape, or audio tape, etc.) - memory, manuscript, impromptu, extemporaneous? Discuss strengths and/or weaknesses you observed. Overall was the speaker effective when delivering the speech? Why or why not?
 22. Did the speaker use visual aids? Describe.
 23. Did the visual support serve a purpose (if any)? Was it effectively used?
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24. Were the visual aids used by the speaker (i.e., if you have a YouTube, videotape, or audio tape, etc.) observable by the audience, accurate, neat, legible, and attractive? Explain. Be specific.
 25. Did the author/speaker make an attempt to be objective and fair her/himself, the audience, and the subject? Explain your answer.
 26. Does the speech you analyzed resemble any other famous speech you know of? If yes, how? Be specific.
 27. Did the speech accomplish its purpose? What did it accomplish? Be specific.
 28. At the time the speech was delivered, how was it received by its intended audience?
 29. How do you believe the speech would be received by an audience today? Be specific.
 30. What is your personal reaction to the speech and the author/speaker? Be specific.

Communication Event Critique Discussion Areas (Option 2)

Provide a discussion and analysis of the communication event using one of the following topoi (i.e., rubric, paradigm, format). Be sure to include a section discussing the analysis of the communicators intended audience.

The following topoi were adapted from *An Introduction to Rhetorical Communication*, 4th ed., 1982, by James C. McCroskey.

Aristotelian Topoi of Good and Evil

- What did the communicator say about “good” (happiness, justice, courage, temperance, magnanimity, magnificence, health, beauty, wealth, friends/friendship, honor, reputation, power, wisdom, life) and “evil” (the opposite of “good”)? Be specific and give examples.
- Is the source of evidence (e.g., support for the communicator’s arguments/contentions/points) competent?
- Is the evidence relevant to the argument/contention/point being considered?
- Is there enough evidence?
- Is the evidence consistent with other known evidence?
- Is the evidence recent?
- How did the communicator influence the attitude of the intended audience?
- Was the message effective? Why or why not. Be specific.

Policy Argument: Stock Issues

- Discuss the “need” (current need or problem), “inherency” (some intrinsic weakness with the current system/state of affairs that cannot be overcome with minor changes), “policy” (a specific plan to overcome the inherent need/problem), “practicality” (reasonableness of believing that the proposed plan can be put into operation), “advantages” (the benefits gained from the proposed plan; must provide more advantages than disadvantages), and, if provided by the opposition, a “counterplan” (a plan or policy that could be employed to meet the need/problem which provides more advantages and less disadvantages).
- Is the source of evidence (e.g., support for the communicator’s arguments/contentions/points) competent?
- Is the evidence relevant to the argument/contention/point being considered?
- Is there enough evidence?
- Is the evidence consistent with other known evidence?
- Is the evidence recent?
- How did the communicator influence the attitude of the intended audience?
- Was the message effective? Why or why not. Be specific.

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Towne Public Policy [R. L. Towne, Jr.]

Justice: does the present policy, or the proposed policy, provide a just program for the majority? For the minority?

Waste: is the present policy, or the proposed policy, a wasteful program? Are funds or resources expended needlessly?

Confusion: is the present policy, or the proposed policy, clear or confusing? Do we know what it is doing? Can we understand it?

Security: does the present policy, or the proposed policy, provide for increased or decreased security on the part of the nation or on the part of individuals?

Morality: is the present policy, or the proposed policy, a moral or an immoral program?

Efficiency: is the present policy, or the proposed policy, an efficient one? Does it get the job done with the least amount of effort and expenditure?

Strength: does the present policy, or the proposed policy, provide for greater strength for the nation, state, community, town, city, and/or locality?

Prestige: does the present policy, or the proposed policy, enhance the prestige of the communicator, one's neighbors, and/or friends?

Destruction: does the present policy, or the proposed policy, increase or decrease the possibility of destruction of the accepted way of life?

- Is the source of evidence (e.g., support for the communicator's arguments/contentions/points) competent?
- Is the evidence relevant to the argument/contention/point being considered?
- Is there enough evidence?
- Is the evidence consistent with other known evidence?
- Is the evidence recent?
- How did the communicator influence the attitude of the intended audience?
- Was the message effective? Why or why not. Be specific.

Fear and Pleasure [B. G. Blackburn]

- Arguments generated/presented to suggest punishment (fear) or a reward (pleasure) is forthcoming.
- Fear Arousal (use opposite for pleasure):
 - Loss of national security
 - Nuclear war
 - Terrorism
 - Loss of democracy
 - The power of a supreme being
 - Fate after death
 - Loss of, or harm, to loved ones
 - Inadequacy for success in or/profession
 - Loss of life
 - Loss of health
 - Social disapproval
 - Poor or incomplete family life
 - Loss of mind
 - Loss of emotional control
 - Lack of money
 - Financial hardship
 - Loss of status in the community
 - Being caught doing wrong

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- Losing friends
- Inability to make friends
- Failure
- Inability to raise children properly
- Inability to establish meaningful love relationships
- Being unknowingly influenced by others
- Harming others

How did the communicator influence the attitude of the intended audience?

Was the message effective? Why or why not. Be specific.

U.S. American Values [Wayne C. Minnick]

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Use one or more of the following five categories to complete your analysis.

I. Theoretic values.

- A. People respect the scientific method and things labeled scientific.
- B. They express a desire to be reasonable, to get the facts and make rational choices.
- C. They prefer, in meeting problems, to use traditional approaches to problems, or means that have been tried previously. People do not like innovations, but perversely, they think change generally means progress.
- D. They prefer quantitative rather than qualitative means of evaluation. Size (bigness) and numbers are the most frequent measuring sticks.
- E. They respect common sense.
- F. They think learning should be practical and that higher education tends to make a person visionary.
- G. They think everyone should have a college education.

Is the source of evidence (e.g., support for the communicator's arguments/contentions/points) competent?

Is the evidence relevant to the argument/contention/point being considered?

Is there enough evidence?

Is the evidence consistent with other known evidence?

Is the evidence recent?

How did the communicator influence the attitude of the intended audience?

Was the message effective? Why or why not. Be specific.

II. Economic values.

- A. People measure success chiefly by economic means. Wealth is prized and citizens think everyone should aspire and have the opportunity to get rich.
- B. They think success is the product of hard work and perseverance.
- C. They respect efficiency.
- D. They think one should be thrifty and save money in order to get ahead.
- E. Competition is to them the most important aspect of economic life.
- F. Business can run its own affairs best, they believe, but some government regulation is required.
- G. They distrust economic royalists and big business in general.

Is the source of evidence (e.g., support for the communicator's arguments/contentions/points) competent?

Is the evidence relevant to the argument/contention/point being considered?

Is there enough evidence?

Is the evidence consistent with other known evidence?

Is the evidence recent?

How did the communicator influence the attitude of the intended audience?

Was the message effective? Why or why not. Be specific.

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III. Aesthetic values.

- A. People prefer the useful arts – landscaping, auto designing, interior decorating, dress designing, etc.
- B. They feel that pure aesthetics (theatre, concerts, painting, sculpture) is more feminine than masculine and tend to relegate the encouragement of them to women.
- C. They prefer physical activities – sports, hunting, fishing, and the like – to art, music, literature, etc.
- D. They respect neatness and cleanliness.
- E. They admire grace and coordination, especially in sports and physical contests.
- F. They admire beauty in women, good grooming and neat appearance in both sexes.
- G. They think many artists and writers are homosexual/lesbian and/or immoral.
- H. They tend to emphasize the material rather than the aesthetic value of art objects.

Is the source of evidence (e.g., support for the communicator's arguments/contentions/points) competent?

Is the evidence relevant to the argument/contention/point being considered?

Reviewed 11-1-18; Last Revised 9-19-2017

Is there enough evidence?

Is the evidence consistent with other known evidence?

Is the evidence recent?

How did the communicator influence the attitude of the intended audience?

Was the message effective? Why or why not. Be specific.

IV. Social values.

A. People think that people should be honest, sincere, kind, generous, friendly, and straightforward.

B. They think a man should be a good mixer, able to get along well with other people.

C. They respect a good sport; they think a man should know how to play the game, to meet success or failure.

D. They admire fairness and justice.

E. They believe a man should be aggressive and ambitious, should want to get ahead and be willing to work hard at it.

F. They admire "a regular guy" (i.e., one who does not try to stand off from his group because of intellectual, financial, or other superiority).

G. They like people who are dependable and steady, not mercurial.

H. They like a good family man. They think a man should marry, love his wife, have children, love them, educate them, and sacrifice for his family. He should not spoil his children, but he should be indulgent with his wife. He should love his parents. He should own his own home, if possible.

I. They think people should conform to the social expectations for the roles they occupy.

Is the source of evidence (e.g., support for the communicator's arguments/contentions/points) competent?

Is the evidence relevant to the argument/contention/point being considered?

Is there enough evidence?

Is the evidence consistent with other known evidence?

Is the evidence recent?

How did the communicator influence the attitude of the intended audience?

Was the message effective? Why or why not. Be specific.

V. Political values.

A. People prize loyalty to community, state, and nation. They think the U.S. way of doing things is better than foreign ways.

B. They think U.S. democracy is the best of all possible governments.

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C. They prize the individual above the state (e.g., government). They think government exists for the benefit of the individual.

D. The U.S. Constitution to the citizen is a sacred document, the guardian of personal liberties.

E. Jihadist Islamic fundamentalism is thought of as the greatest menace to the U.S. government and way of life.

F. People believe the two-party system of government is the best and should be preserved.

G. In general, they think government ownership is undesirable.

H. They believe government is naturally inefficient.

I. They think a certain amount of corruption is inevitable in government.

J. They think equality of opportunity should be extended to minority groups.

Is the source of evidence (e.g., support for the communicator's arguments/contentions/points) competent?

Is the evidence relevant to the argument/contention/point being considered?

Is there enough evidence?

Is the evidence consistent with other known evidence?

Is the evidence recent?

How did the communicator influence the attitude of the intended audience?
Was the message effective? Why or why not. Be specific.

Part III. Rubrics used in courses.

A. ACL 3710, 3400, 3540, 3600, 3700, 3750, 3900

Grading Rubric for Student Papers [10% of final course grade]:

Category

1. Organization of critique, spelling, and grammar = 20%
2. Typing/formatting paper instructions = 10%
3. Meet critique length criteria = 10%
4. Annotated Bibliography = 10%
5. Content Analysis of Speech/Speaker = 50%

B. ACL 4700 Applied Communication Project

Grading Rubric for Student Papers [paper counts for 20% of final course grade]:

Category

Point Value

- | | |
|--|-------------------|
| 1. Organization of critique, spelling, and grammar | 20 points |
| 2. Typing/formatting paper instructions | 30 points |
| 3. Meet critique length criteria | 30 points |
| 4. Content Analysis of Speech/Speaker | <u>120 points</u> |

Total = 200 points