

AN EXPERIMENTAL STUDY OF THE KANSAS STATE UNIVERSITY
ORAL COMMUNICATIONS IA QUIZ OUT

by

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ACKNOWLEDGMENTS

I want to express my appreciation to my major professor, Dr. Harold

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CHAPTER I

BACKGROUND AND RATIONALE

Recently higher education has changed its philosophy toward awarding academic credit because of the growing attitude that it is not important how a student learns, but rather what he knows. This attitude has become more prevalent in the last decade, for until 1965 experience and knowledge acquired outside the traditional college classroom seldom could be transferred into credit toward a college degree. Since a college degree has become very important in America, discovering methods of obtaining college credit for previous knowledge is highly beneficial to many students. America's degree conscious society has put pressure on many who interrupted their education to return to college, where they are required to study subjects they may already know. Generally, even the younger students come to college with greater knowledge than previous students due to their more highly educated parents and to the easy availability of television, books, and films. Many students are one year farther advanced, academically, than their age group was at the end of World War II.¹ As a result, the first year of college is often largely wasted for students with a better general background than the average freshman college student of previous years and for students with clear academic or occupational goals who want to get started toward their careers. This duplication of learning is costly in time, money, and resources not only for the student, but also for the university.

¹The Carnegie Commission on Higher Education, Less Time, More Options: Education Beyond the High School (Washington, D.C.:GPO, 1971), p. 7.

As a result, in 1965, the College Entrance Examination Board began its College Level Examination Program (CLEP), a method for testing knowledge in broad fields and specific subjects and rewarding college credit honored by 1,100 colleges and universities. The program has grown rapidly according to statistics. In 1967-68, 1,504 tests were administered, and by 1971-72 the figure had jumped to over 20,000 per year. CLEP officials estimate that in 1975 approximately 125,000 candidates will seek CLEP testing.² The tests administered by CLEP fall into two categories: general examinations in the five basic areas of English composition, humanities, mathematics, natural sciences and social sciences; and subject examinations in twenty-nine specific subjects ranging from American government to trigonometry.³ This program is well suited to courses which stress factual knowledge and the understanding of theories and principles, but courses which stress skill outcomes, such as a course in oral communications, have not lent themselves to testing through the traditional CLEP approach to evaluation. Thus, there is a need for some method of evaluating a student's skill in oral communications, for it is likely that many students have developed an adequate proficiency in oral communications before enrolling in college. It would be beneficial if such students could be identified so that credit could be given for oral communications skill without requiring a formal course for graduation.

Many colleges and universities have recognized the need for some type of "test-out" program for their basic oral communications course and have

²"New Tests Speed College Degrees," The Kansas City Star, 8 Sept. 1972, p. 5, cols 1-4.

³The Kansas City Star, p. 5.

proceeded independently of the CLEP programs, but with the same philosophy. Since this testing is relatively new in most schools, there is little that has been published about the different methods of giving oral communications credit by examination. In order to review the test out procedures offered by various schools, a letter requesting information about such programs was sent to all schools in the Big Eight and Big Ten Conferences and to all state colleges in Kansas. This was done in an attempt to compare other test out procedures to the new oral communications quiz out that was introduced at Kansas State University in the fall semester of 1972.

There were three responses to the letters sent to the schools in the Big Ten Conference. Indiana University and Michigan State University had no formal program for a student to receive credit for the basic oral communications course, although both expressed the philosophy that an exceptional student should have the opportunity to receive credit by examination. The University of Iowa at Iowa City did respond with a description of the procedure they use in giving credit for their basic course. Briefly, their procedure relies on ACT scores as the basic screening device which entitles approximately sixty per cent of their freshmen to attempt a course exemption exam involving preparation and delivery of a five minute argumentative speech given to two trained raters. If the raters score the speech at a grade level of B- or better, the student is considered exempt from the course requirement and receives two hours of academic credit toward graduation.

There were six responses to the letters sent to the schools in the Big Eight Conference. Oklahoma State University at Stillwater and the University of Missouri at Columbia did not have any type of program permitting speech students to receive credit by examination. The University of Kansas at Lawrence,

Iowa State University at Ames, the University of Oklahoma at Norman, and the University of Nebraska all sent descriptions of their credit by examination procedures.

At the University of Kansas there is a basic two hour course required in speech, but all students who have taken one year of speech, debate, or drama will be exempted from that course upon verification by high school transcript that their grade was a B or better. A student may also be exempt if he has taken a high school speech, debate, or drama course and completed one additional semester of extra curricular speech activities. For those students who do not meet either of those criteria, a special exam is given once each semester based upon a five minute extemporaneous speech followed by five minutes of questioning. The students are rated by a panel of three faculty members or graduate students on a pass or fail standard. Exempted students are not required to take any further speech courses and, most importantly, they do not receive college credit for the fundamental speech course and no notation is made on their transcript regarding having passed or failed the exemption exam.

Similarly, the University of Nebraska does not give college credit to the student who tests out of the basic speech course, but they require all students attempting to test out to take both a written and an oral examination. The first phase of the procedure is an objective test covering the fundamentals of speech, and the second phase requires the student to give both an extemporaneous speech of any kind and an oral reading to a group of three faculty judges. Successful completion of the written and oral tests merely means that the student has fulfilled the speech requirement and does not have to take the required course.

The University of Oklahoma and Iowa State University both give college credit for successfully completing their test out procedures, and both rely upon a thorough written examination as well as an oral presentation. The University of Oklahoma requires a student who wants to test out of the basic speech course to apply for an "advanced standing examination," a procedure which deliberately entails a formal application that must be approved by the speech department, the dean, and the registrar's office. If approved, the student takes a three hour written exam and then prepares and presents an eight to ten minute speech to one of the regularly scheduled speech classes. Students desiring credit by examination also have a second option that is encouraged where they may take another speech course if the director of the basic course feels that the student has the necessary background to waive the basic course. It was noted that most students, perhaps because of the detailed procedure, do not attempt credit by examination, but rather choose the option of taking a different speech course. This option is usually preferred by the other departments which require oral communications in their curriculum.

Iowa State University provides an opportunity to test out of their basic public speaking course after the student has submitted an essay to the chairman of the speech department stating his reasons for requesting the examination and including a discussion of completed high school or college speech courses and of his public speaking experiences. At the discretion of the department chairman, the student may be allowed to take an objective examination consisting of 69 multiple choice questions prepared from three basic speech texts⁴ which the student is expected to read. Upon successful completion

⁴Kenneth Andersen, Introduction to Communication Theory and Practice (Englewood Cliffs, N.J.: Prentice Hall, 1968).

Jane Blankenship, Public Speaking (Englewood Cliffs, N.J.: Prentice Hall, 1966).

Charles Gruner, Speech Communication in Society (New York: Holt, Rinehart & Winston, 1969).

of the written test, the student is allowed to attempt an oral examination consisting of a seven to nine minute extemporaneous persuasive speech judged by three or more staff members. The student must prepare an outline of his speech that is consistent with the fundamental course requirements. In order to complete the oral presentation successfully, the student must attain at least an average grade of C.

Of the letters sent to Kansas state colleges not belonging to either of the conferences, three schools responded. Fort Hays Kansas State College and Washburn University of Topeka do not allow a student to test out of a basic speech course. Kansas State College of Pittsburg sent a detailed description of the procedure which they have used for the last two years. They require a written examination that must be successfully completed before the oral portion of the procedure. The written examination consists of fifty multiple choice questions⁵ covering the fundamentals of speech. Anyone scoring thirty-one correct responses is eligible to attempt the oral part of the exam. Records show that approximately thirty students elect to try the written exam each semester and fifty percent usually pass and go on to take the oral test. The oral test consists of a five minute extemporaneous speech delivered after drawing a specific topic related to a general subject of current interest that was announced two weeks previously. The student has thirty minutes to prepare after drawing the topic and is judged on content, organization, and delivery. So far, seventeen percent of those who attempt the written exam have also passed the oral one and received credit for the basic speech course.

Additional information concerning credit by examination was obtained

⁵See Appendix, A.

from Western Illinois University. There, students may test out of the basic speech course by taking a written examination in which a student has one and one half hours to write an essay on his understanding of basic speech and communication related concepts. These essays are graded by three faculty members, whose averaged letter grades must result in a B or above for the student to participate in the oral procedure. Students successful in the written essay are given two weeks to prepare a ten minute speech which will be presented to a panel of three faculty members. Again, the speaker with an average grade of B or above will pass and be granted four quarter hours credit, but no grade will be reported on the student's transcript.

Kansas State University at Manhattan instituted a quiz out procedure in the fall of 1972 for its Oral Communications IA course. All of the curricula at Kansas State, except B. S. degrees in Industrial and Nuclear Engineering,⁶ require this course on the grounds that graduates should possess effective oral communications skills. Briefly, the procedure for assessing oral communications skill at Kansas State requires any student who desires to attempt the quiz out, regardless of ACT scores or previous speaking experience, to give a brief speech. The procedure is administered early in the semester so there will be little confusion in registration. All students desiring to attempt the quiz out are enrolled in the same section of Oral Communications IA and are given approximately six hours of review over the fundamentals of public speaking. The speeches that the students give are extemporaneous in nature, for the student selects one of three topics chosen at random from a large group of subjects.⁷ For each topic, a suitable packet of written materials

⁶Kansas State University Bulletin (Manhattan, Kans.:Kansas State Univ. of Agriculture and Applied Science, 1972), p. 205-6.

⁷See Appendix, B.

is provided to the student. The packet consists of information selected from various sources so that several different viewpoints and aspects of the subject will be available to the student. The paragraphs of information in the packet are assembled at random so that the information is unorganized in structure thereby forcing the student to develop his own organizational pattern. From these packets the student has two hours to prepare a speech outline that should be consistent with the requirements of the basic course. If his outline is satisfactory, he is allowed to immediately present a seven to ten minute speech to a small audience of other students and two graduate student judges. The speech is video taped so that the speech department can reevaluate any student's speech if he is dissatisfied with his grade. The judges rate the student's performance on twenty-two specific aspects of oral communication using a simple rating scale.⁸ On the basis of these ratings a student is graded A, B, or C and receives three credit hours, or he fails and receives no credit.

When the different procedures used at various universities are compared, it is immediately apparent that all speech departments vary in their philosophy toward awarding academic credit for communication skills acquired outside the college classroom. Each department must adjust its credit by examination program to its respective university requirements, and it is obvious that few programs would be interchangeable from university to university. All of the speech departments of the different schools in this discussion did share the assumption that their procedure for giving credit by examination certified that the student who successfully completed their requirements had achieved a competency similar to that achieved by students passing the basic speech course at

⁸See Appendix, C.

their university. Therefore, some of the differences in philosophy toward the basic course are reflected in the different procedures, particularly in regard to the emphasis placed on the written examination and the difficulty of the oral presentations. All of the schools, except the University of Kansas at Lawrence, require some type of oral presentation to determine the students' skills. The oral communications test out procedure at Kansas State University differs from that used by the few schools who answered inquiries about their procedures in three basic ways. First, Kansas State has no qualifications that must be met by a student who wishes to attempt the quiz out, while the other schools in question all have some type of screening device. Second, all of the schools in this discussion use judges composed of faculty members or a combination of faculty members and graduate students, whereas Kansas State relies solely on graduate teaching assistants. Finally, the most significant difference is that Kansas State University makes no attempt to objectively test a student's knowledge of fundamental principles of speech before he makes the oral presentation.

As a result of these differences, a study was undertaken to test the assumption that students who successfully quiz out of Oral Communications IA possess speech skills similar to those who successfully complete the semester course. In addition, there was an attempt made to determine whether a suitable screening device could be found that would predict a student's score on the Kansas State quiz out.

CHAPTER II

DESCRIPTION OF PROCEDURE

The ex post facto field study of the Kansas State University oral communications 1972 Fall quiz out consisted of two basic procedures. First, video tapes of the students who quizzed out of Oral Communications IA were compared to the video tapes of students who successfully completed the three hour semester course to determine whether the two groups possessed similar communication skills. Second, a questionnaire study was undertaken to determine whether a combination of a student's attitude toward speech, his speech experience, and his ACT English scores could be used to predict his score on the quiz out. Each one of these procedures will be discussed separately.

Ideally, in the comparison study, there would be no difference between the two groups of students: those who quizzed out and those who took the course. However, since an hypothesis of no difference can not be statistically tested, a different set of hypotheses were necessary. It was postulated that the students who had quizzed out would rate higher than those who had completed the course, for it was assumed that most of the students with exceptional speaking skill would surely attempt the quiz out instead of taking the required course. An additional group of students, composed of those who attempted the quiz out, failed, and consequently took the semester course, also had to be considered. It was hypothesized that since they had the benefit of previously experiencing the actual test out procedure they would score higher in the comparison study than those who had taken the course and were not familiar with the procedure. Lastly, students who completed the oral communications course with a grade of "A" or "B" were expected to receive scores on the test out procedure of "C" or

better at the end of the course.

The actual procedure followed in the comparison study was conducted in three basic steps. First, at the end of the Fall semester two Oral Communications IA classes video taped a speech using the quiz out procedure as their final examination. Because of the nature of the assignment it was assumed that the students would be motivated to treat the experience seriously. Second, a master video tape of twenty-two randomly selected speeches was made. The random selection consisted of nine video taped speeches from the group who had completed the course, nine video taped speeches from the group who had quizzed out with a C or better, and four students who had failed the quiz out at the beginning of the semester and had taken the required course. Third, the twenty-two speeches were randomly ordered and placed on three video tapes. Each tape was reviewed by two qualified judges¹ who were faculty members or graduate students with a broad speech experience and who had not previously evaluated any of the speakers on the tapes. The judges used the same evaluation sheet which was used for the quiz out procedure. The groups of scores were then compared to each other by the use of a T test to determine what differences there were among the three groups.

The procedure used for the questionnaire study was somewhat more complicated than the comparison study. Suitable questionnaires had to be established which would test speech attitude and speech experience. Such questionnaires were found in "A Study of Speech Attitudes and Adjustments" by Franklin H. Knower² undertaken in the 1930's to study the relationship of some personality

¹Dr. Norma Bunton and Bernard Williams, Dr. Harold Nichols and Kay Steeples, William Hamlin and Vernon Barnes.

²Franklin Knower, "A Study of Speech Attitudes and Adjustments," Speech Monographs, Vol. V (1938), p. 130.

characteristics of the speaker to the effectiveness of his speaking. Of the forty-eight attitude questions used by Knower, only forty had relevance for the modern college student and were used for this study. Of the forty-eight experience questions used by Knower, only twenty-four were used for the same reason. Of the questions that were retained in both questionnaires, the language was updated when necessary to insure relevance for college students.

According to Knower the formulation of the attitude scale was based on the hypothesis that the individual's attitudes toward a large number of speaking activities and processes were reflected in his reaction to statements about these activities. In the current study, Knower's hypothesis was accepted and his form for constructing and scoring the questionnaire was used. Half of the statements were worded to suggest a negative feeling and half worded to suggest a positive feeling. The positively and negatively worded statements were presented in a jumbled order to prompt careful attention to each statement. A modification of the Likert technique of attitude scaling was used where the multiple choice answers were: ...almost never...seldom...occasionally...usually, and...almost always. For scoring purposes the five choices were scaled progressively on the positively worded items with the values of "1" for the almost never choice to "5" for the almost always choice. The score values for the negatively worded items were reversed.

In the current study the attitude questionnaire consisted of forty statements and was given to a large sample of students participating in the fall quiz out procedure. The number of subjects was dependent upon the attendance in the Oral Communication IA classes where the questionnaires were distributed. After the questionnaires were collected and the scores tabulated, an item analysis

consisting of a one tailed T test³ was run to compare the questionnaires of those students receiving "A's" with those of students who received no credit. The questionnaire was refined to include only those statements which significantly differentiated between the "A" group and the no credit group.

The Knower study also used a speech experience inventory that was adapted to this study. The questions were formulated in much the same way as the speech attitude statements, with some exceptions. The statements referred only to speech behavior, rather than to feelings about behavior and they were all worded positively. The multiple choice answers were: ...seldom or never...quite infrequently...average...quite frequently, and...more frequently than most people. The score values attached to each choice were progressive from "1" to "5". With these choices the individual could scale his judgement of his comparative speech experience to others his age. The experience questionnaire, consisting of twenty-four questions, was given to the same sample of students who received the attitude questionnaire and the same item analysis was used to refine it. The refined questionnaire included only those questions which significantly differentiated between the "A" group and the no credit group.

A random sample stratified by quiz out grades which consisted of forty students who had participated in the quiz out during the fall semester of 1972 was used to derive a multiple regression equation⁴ used for prediction. Their refined scores on the attitude and experience questionnaires, plus their ACT English scores, were the components of the equation. After the equation was

³Computer Program, B M D X 70 T, Health Sciences Computing Facility (UCLA: Revised Nov. 11, 1971).

⁴Computer Program, B M D O 3 R: Multiple Regression with Case Combinations, Health Sciences Computing Facility (UCLA: Revised Aug. 22, 1969).

determined, it was tested during the quiz out procedure that was conducted at the beginning of the Spring semester, 1973. A random group of thirty-six students participating in that quiz out filled out experience and attitude questionnaires. Those two scores, plus the ACT English score, were used to predict a student's quiz-out score. Finally, a correlation⁵ was run between the score the student actually received on the quiz out and the score that was predicted for him by the use of the multiple regression equation.

⁵Computer Program, K-STAT, Kansas State University 360/50 Computing Center Library (KSU: Revised Sept. 1972).

CHAPTER III

RESULTS

There were two major areas of research undertaken when the Kansas State quiz out procedure was studied: first, the speech scores of those who successfully quizzed out were compared to those who successfully completed the course; and second, a screening device was tested that employed two questionnaires and English ACT scores to predict quiz out scores. The results of the research done in each area will be discussed separately.

There were three major hypotheses related to the comparison study, and even though none of them were substantiated by research, some very interesting information emerged. First, it was postulated that when the video tapes of the two groups were compared, those who had quizzed out would score higher than those who actually took the semester course. This was not the case; in fact, the two groups had very similiar total scores. In an attempt to uncover differences between the groups the total scores were divided into two scores: one for delivery and one for content. This was possible because the twenty-two questions on the evaluation form were separated in two categories: eleven questions pertaining to delivery and eleven to content. Table I consists of the three scores for each subject in the random group that participated in the experimental quiz out.

A two tailed T test was used to compare the two groups in question: those who had quizzed out and those who had taken the semester course. As Table II indicates, there was not a significant difference at the .05 level in any

of the categories that were considered.

TABLE I
SCORES OF THE RANDOM GROUP
ON THE EXPERIMENTAL QUIZ OUT

Group	Subject	Content	Delivery	Total
Quizzed out	1	4.90	4.72	4.81
	2	4.36	5.17	4.67
	3	4.71	4.17	4.35
	4	4.27	4.45	4.31
	5	3.53	4.54	3.95
	6	3.53	4.17	3.86
	7	3.26	3.44	3.36
	8	2.81	3.72	3.27
	9	2.90	3.35	3.13
Semester course	1	4.81	4.81	4.81
	2	5.00	4.54	4.77
	3	4.64	4.82	4.73
	4	4.09	4.91	4.41
	5	3.26	4.54	3.90
	6	4.00	3.53	3.73
	7	2.99	4.36	3.67
	8	2.90	3.72	3.31
	9	2.63	3.35	2.99
Second timers	1	3.62	4.91	4.27
	2	2.81	4.18	3.44
	3	3.27	3.26	3.17
	4	2.72	3.35	3.04

TABLE II
COMPARISON OF THOSE WHO QUIZZED OUT
TO THOSE WHO TOOK THE SEMESTER COURSE

Type of score	Mean for quizzed out	Mean for semester course	Significance level
total	3.97	4.03	n.s.
content	3.80	3.81	n.s.

TABLE II (continued)

Type of score	Mean for quizzed out	Mean for semester course	Significance level
delivery	4.20	4.29	n.s.

Because the two groups did have such similar scores, the claim was seemingly substantiated that those who quiz out do possess speech skills similar to those who complete the semester course.

Second, it was postulated that those who had failed the quiz out and consequently took the semester course would score higher in the comparison study than those who had not experienced the quiz out procedure and had taken the course. Again, that hypothesis was not substantiated as shown in Table III.

TABLE III

COMPARISON OF THOSE EXPERIENCING
THE QUIZ OUT PROCEDURE TWO TIMES
TO THOSE WHO TOOK THE SEMESTER COURSE

Type of score	Mean for second timers	Mean for semester course	Significance level
total	3.48	4.03	n.s.
content	3.10	3.81	n.s.
delivery	3.92	4.29	n.s.

In fact, not only was the hypothesis not substantiated, but Table III indicates that all three mean scores for the group who had previously failed the quiz out were consistently lower than those who had taken the course, a finding that is in direct conflict with the hypothesis.

The conclusions which resulted from the two hypotheses already discussed can also be represented by the use of a graph which illustrates the results more clearly. In Figure 1 on the following page, the graph shows all twenty-two speaking scores with each group represented in a different color. The scores were graphed beginning with the subject in each group who had the highest mark.

The third hypothesis in the comparison study was that those students who had passed the Oral Communications IA course with a grade of "A" or "B" would receive scores on the test out procedure of "C" or better. Surprisingly, this was not the case. In fact, four of the nine subjects who had passed the oral communications course with an "A" or "B" did not successfully complete the experimental quiz out as is illustrated in Figure 2. The graph in Figure 2 compares the actual grade earned in the semester course by each subject to the score he received on the experimental quiz out. The exact positions for the grades of "A" or "B" were arbitrarily placed on the graph.

Because of the unexpected and impressive difference between the score earned on the experimental quiz out procedure and the grade earned in the semester course, further comparisons were made to determine whether similar differences existed within the group who had quizzed out and the group who initially failed the quiz out and took the semester course. The results of those comparisons are illustrated in Figures 3 & 4. In Figure 3, both the score earned on the actual quiz out and the score earned on the experimental quiz out were expressed in numerical form, so it was possible to run a T test. The mean for the actual quiz out score was 4.68 and the mean for the experimental quiz out score was 3.98. The difference between the scores was found

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

FIGURE 1
THE EXPERIMENTAL QUIZ OUT SCORES
OF THE THREE GROUPS

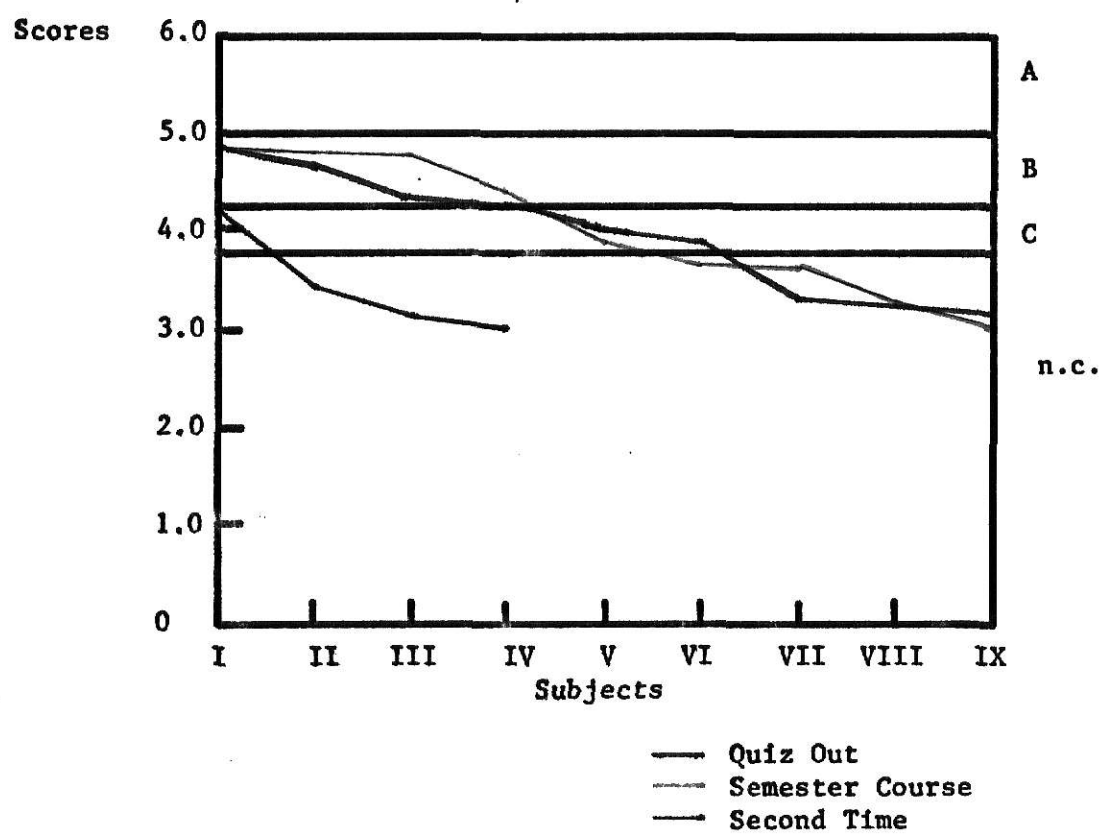


FIGURE 2

COMPARISON OF THE ACTUAL COURSE GRADE
TO THE SCORE RECEIVED ON THE
EXPERIMENTAL QUIZ OUT

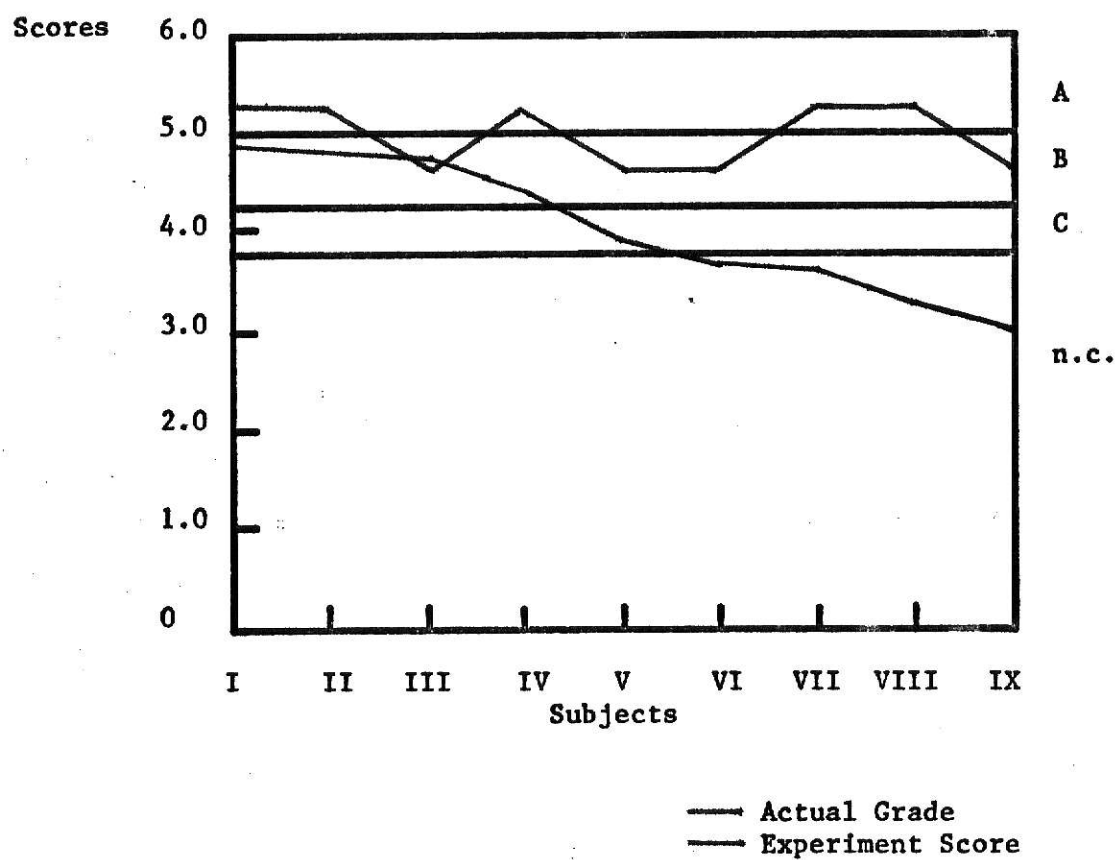


FIGURE 3

COMPARISON OF ACTUAL QUIZ OUT SCORE
TO EXPERIMENTAL QUIZ OUT SCORE

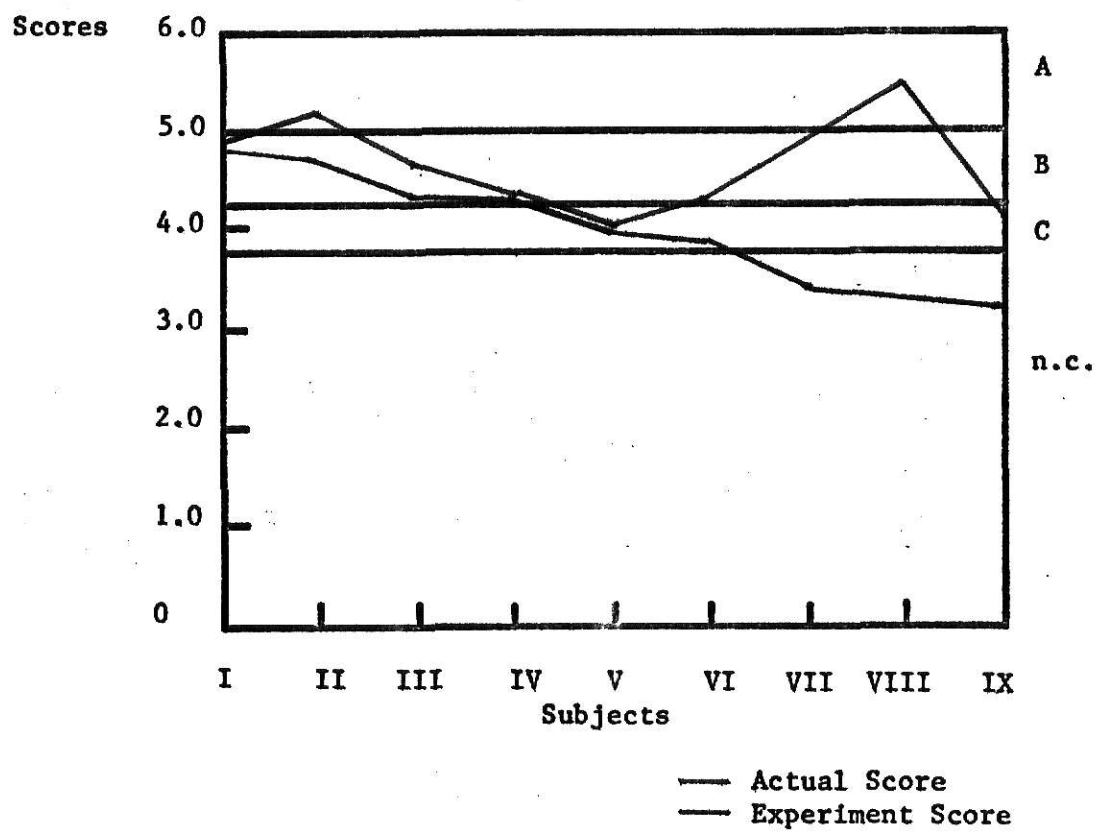
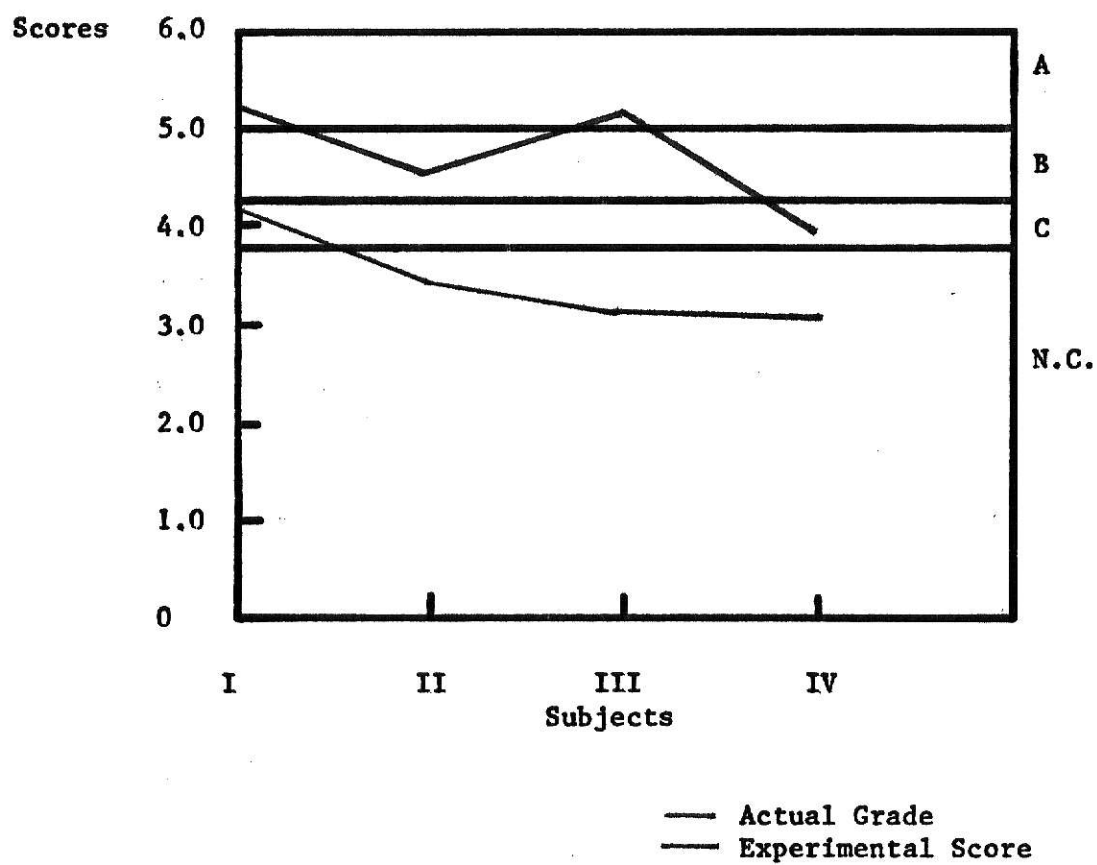


FIGURE 4

COMPARISON OF SECOND TIMERS COURSE GRADE
TO GRADE RECEIVED ON EXPERIMENTAL QUIZ OUT



to be significant at the .05 level. The comparisons made in Figures 2, 3, & 4 disclose that using the twenty-two specific rating criteria established for the quiz out, the six experienced judges consistently rated the students lower than the graduate student judges. It also appears that the twenty-two specific criteria used for evaluation on the quiz out may not correspond to the criteria used for evaluating a student's grade in the oral communications semester course.

The second major research area of the Kansas State Oral Communications quiz out was the questionnaire study undertaken to find a suitable screening device. The measuring instruments used were a speech attitude questionnaire, a speech experience questionnaire, and English ACT scores. The first step in the evaluation of the measuring instruments was to determine which questions would differentiate between those subjects receiving "A's" on the quiz out and those receiving no credit. The method used to determine the relative differentiating value of the questionnaires was an item analysis in which each question was subjected to a one tailed T test. All those questions which were significant at the .05 level were retained and compose the refined questionnaires. Tables IV and V list all questions used on the initial questionnaires and indicate those that showed a significant difference between the group who received "A's" and the group who received no credit. In Table IV the higher scores indicate the more favorable attitude toward speech on both negative and positive attitude questions. In Table V the higher scores on the experience questionnaire signify more advanced levels of speech experience.

Of the sixty-four questions on the original questionnaires, twenty-eight significantly differentiated between the two groups. Eleven questions were retained on the attitude questionnaire and seventeen on the experience question-

naire. These twenty-eight questions composed the refined questionnaires¹ and were used throughout the study for statistical analysis.

TABLE IV
THE ATTITUDE QUESTIONNAIRE

Attitude Questions	Mean for nc	Mean for A	Significance level
1. I am ill at ease when making a speech in the presence of critics.	2.10	2.90	.005
2. I avoid making formal speeches.	2.15	3.40	.001
3. I use my hands in making gestures when I talk.	3.20	3.70	ns
4. I dislike to try to make a speech when I have little time to prepare.	1.75	2.20	ns
5. I enjoy speaking to a small group to stimulate enthusiasm for a cause I support.	3.70	3.80	ns
6. I like to start off the discussion in a class discussion group.	2.05	3.00	.005
7. When I speak in front of a group I worry about becoming confused and making a fool of myself.	2.75	3.80	.005
8. I dislike talking to people who disagree with me.	3.90	3.65	ns
9. I enjoy speaking in competitive speech activities.	2.35	3.80	.002
10. I like to question people to get them to talk.	3.45	3.35	ns
11. I am able to point out mistakes in other people's reasoning.	3.30	3.60	ns
12. I am embarrassed when I have to talk to an audience containing close friends.	3.55	4.05	ns

¹See Appendix, D.

TABLE IV (continued)

Attitude Questions	Mean for nc	Mean for A	Significance level
13. I like to talk about my interests and hobbies.	3.70	3.90	ns
14. I have difficulty in deciding what to say to a stranger to open a conversation.	2.95	3.30	ns
15. If I can sit down as I speak, I feel less nervous than if I must stand to speak.	2.65	3.00	ns
16. I find it difficult to keep control of my voice when speaking.	3.65	4.30	.019
17. I find it easy to look directly at persons with whom I talk.	3.75	4.10	ns
18. I can remain at ease even when carrying on a conversation with someone who obviously dislikes me.	3.00	3.10	ns
19. When I have an idea for enlivening a dull party I like to present it for action.	3.05	3.25	ns
20. I find it easy to be frank and criticize a friend when he asks me to do so.	3.15	3.35	ns
21. I find it difficult to enter class discussions.	3.40	3.80	ns
22. I do not hesitate to talk to a person whom I highly respect and admire.	2.80	3.65	.027
23. I don't mind telling jokes on myself.	3.10	3.50	ns
24. I dislike to discuss books I have read.	3.50	4.35	.006
25. I am afraid that what I have to say may not interest others.	3.25	3.40	ns

TABLE IV (continued)

Attitude Questions	Mean for nc	Mean for A	Significance level
26. I am unafraid to go to a teacher who has given me an unfair grade and talk the matter over with him.	2.60	3.65	.008
27. I am embarrassed after I have spoken up impulsively in a meeting.	3.45	3.55	ns
28. I feel muscular tensions in my body which I am unable to control when I speak.	2.85	4.30	ns
29. I take the initiative in getting acquainted in a large group.	2.75	2.85	ns
30. I find it impossible to express my appreciation when pleasantly surprised.	3.40	3.90	ns
31. I like to move around when I speak in front of a group.	2.30	2.85	ns
32. I dislike to undertake a formal interview.	3.25	3.10	ns
33. I worry about making errors in grammar when I speak.	3.50	3.65	ns
34. I like to volunteer my testimony to help another person out of trouble.	3.55	3.70	ns
35. Speech training in my proposed vocation will be of great help.	3.65	3.90	ns
36. I prefer a written exam to an oral exam.	2.45	3.35	.025
37. If given a choice, I prefer to give an extemporaneous speech. (a form in which the speaker has previous knowledge that he is going to speak and has a limited time to prepare.)	2.85	2.80	ns
38. I give very little attention to the research and preparation of a speech.	4.30	4.45	ns

TABLE IV (continued)

Attitude Questions	Mean for nc	Mean for A	Significance level
39. I hesitate to be forward in conversation for fear I will appear conceited.	3.10	3.75	.048
40. I enjoy serving as a judge or an evaluator for an event that I am familiar with.	3.45	4.00	ns

TABLE V

THE EXPERIENCE QUESTIONNAIRE

Experience questions	Mean for nc	Mean for A	Significance level
1. Have you acted as spokesman or representative of a group in a council?	2.60	3.55	.004
2. Have you participated in classroom debates?	2.70	3.80	.001
3. Have you presented some plan or proposition to a group and argued for its acceptance?	2.60	3.30	.017
4. Have you tried to persuade friends to join an organization or movement?	2.95	3.45	ns
5. When criticism is in order, have you criticized the performance of others?	2.80	3.15	ns
6. Do you speak up to present your point of view in a business meeting or forum?	2.70	3.70	.001

TABLE V (continued)

Experience questions	Mean for nc	Mean for A	Significance level
7. Have you made talks at club meetings?	2.55	4.05	.001
8. Do you participate in informal group discussion?	3.50	3.95	.034
9. Have you directed others at work on a project?	3.20	3.80	.037
10. Have you participated in school plays?	2.60	3.05	ns
11. Have you coached a team, play or contestant?	2.05	2.55	ns
12. Do you argue with friends or relatives to get them to see your point of view?	3.40	3.55	ns
13. Have you made oral reports to a class or group?	3.20	4.05	.001
14. Have you served as president or chairman and conducted the meetings of a group?	2.75	3.70	.028
15. Have you made talks to demonstrate an object or process?	2.35	3.75	.001
16. Do you ask questions in class if the opportunity is provided?	3.10	3.65	.025
17. Have you interviewed prospective employers for positions?	2.25	2.15	ns
18. Have you participated in oratorical contests where you memorized and presented your own oration?	1.35	2.30	.006
19. Have you participated in extemporaneous speaking contests?	1.25	2.45	.001
20. Have you participated in debate contests?	1.05	2.35	.001

TABLE V (continued)

Experience questions	Mean for nc	Mean for A	Significance level
21. Have you presented a humorous or dramatic reading at a speech contest?	1.15	2.45	.001
22. Have you presented an informative speech at a speech contest?	1.40	2.70	.001
23. Have you had private tutoring in speaking?	1.00	1.20	ns
24. Have you taken speech courses?	2.25	3.55	.001

After the questionnaires were refined they could be used in the procedure to predict quiz out scores. The first step in prediction was to gather the scores of the refined questionnaires and English ACT scores from a sample, stratified by letter grade, of forty students who had participated in the Fall quiz out. These were used to derive a multiple regression equation which would enable the prediction of scores. Table VI is composed of the data used for the multiple regression equation.

TABLE VI
MULTIPLE REGRESSION DATA

Subject No.	Refined attitude score	Refined Experience score	English ACT Score	Quiz-out score
01	39	58	24	5.18
02	41	72	19	5.08
03	42	56	24	5.10
04	26	50	23	5.05
05	45	62	24	5.23

A

TABLE VI (continued)

Subject No.	Refined attitude score	Refined experience score	English ACT score	Quiz-out score
06	43	65	23	5.17
07	33	51	25	5.85
08	40	59	18	4.41
09	37	65	23	4.40
10	42	73	24	4.80
11	31	35	23	4.55
12	29	42	19	4.88
13	28	38	25	4.36
14	33	44	19	4.40
15	35	48	21	4.36
16	26	51	24	4.62
17	33	43	29	4.70
18	26	45	20	4.30
19	26	39	28	4.68
20	32	44	25	4.93
21	28	41	20	4.75
22	32	59	21	4.51
23	27	49	19	4.13
24	29	48	31	4.14
25	37	36	22	3.90
26	26	27	20	3.96
27	33	39	17	4.23
28	42	69	23	4.10
29	29	36	24	4.10
30	29	37	17	3.96
31	36	50	16	4.01
32	34	54	26	4.13
33	26	37	29	3.24
34	33	50	19	3.71
35	16	42	24	3.47
36	33	32	23	3.53
37	45	58	17	3.63
38	30	44	18	3.48
39	24	30	22	3.25
40	29	49	16	3.60

The previous data provided the following multiple regression equation that accounted for twenty-seven per cent of the variance among the sample:

$$\text{Predicted Score} = .016 A + .017 E + .04 T + 2.00 \quad \text{where}$$

A = refined attitude questionnaire

E = refined experience questionnaire

T = ACT English score

Using this equation, the refined questionnaires and English ACT scores of a random group of thirty-six students participating in the Spring quiz out were used to test the dependability of the multiple regression equation. Table VII provides the actual quiz out score of this random group and the score that the equation predicted for them.

TABLE VII

A COMPARISON OF THE ACTUAL QUIZ OUT
SCORES TO THOSE PREDICTED BY THE
MULTIPLE REGRESSION EQUATION

Student no.	Actual quiz-out score	Predicted quiz-out score
01	5.35	4.58
02	5.31	4.63
03	5.13	4.92
04	5.03	3.99
05	5.19	4.20
06	5.06	4.70
07	5.21	4.08
08	5.02	4.68
09	4.42	4.63
10	4.40	4.07
11	4.32	4.27
12	4.53	4.17
13	4.65	4.28
14	4.83	4.41
15	4.36	4.07
16	4.95	4.06
17	4.69	4.56
18	4.82	4.76
19	4.41	4.08
20	4.90	4.55
21	4.72	4.20
22	4.36	4.62

TABLE VII (continued)

Student no.	Actual quiz-out score	Predicted quiz-out score
23	4.99	4.41
24	4.27	3.99
25	4.09	3.57
26	4.03	4.95
27	3.87	3.98
28	4.17	4.19
29	4.18	4.36
30	4.02	4.67
31	3.68	4.32
32	3.70	3.64
33	3.45	4.04
34	3.36	4.22
35	3.56	4.26
36	3.65	3.88

To determine whether there was a significant relationship between the scores, a Pearson Product Moment correlation was run between the actual scores and the predicted scores. The correlation was .392. Although this correlation is low, it is significantly different from zero at the .05 level.

CHAPTER IV

CONCLUSIONS

Although none of the major hypotheses in the comparison and questionnaire studies proved to be statistically significant, there are some meaningful conclusions that can still be made. The statistical research that was done also indicates several suggestions that could make the Kansas State Oral Communications Quiz Out procedure a more effective testing device.

The comparison study did disclose some provocative information. For example, Figure 1 reveals that the scores of the subjects who quizzed out were very similar to the scores of the subjects who completed the semester course. At first glance, this conclusion seems to suggest that the quiz out procedure was capable of identifying those students who already possessed speaking skills similar to those of students who successfully completed the semester course. However, it must be noted when examining Figures 2 and 3 that the panel of experienced judges consistently and significantly rated the two groups lower than would be expected considering their original quiz out scores and their final grade in the course. In fact, seven of the seventeen students receiving A's and B's in the two groups would not have passed the quiz out when evaluated by the experienced judges. This reflects poorly on the quality of the judges used in the actual quiz out and indicates that experienced judges should be used in future quiz outs or that the graduate teaching assistants who are used should be more thoroughly trained.

The difference in the quiz out scores and the grade that was given after the completion of the semester course leads to speculation about the adequacy of the evaluation form used in the quiz out. In Figure 2, which

compares the semester grade of each subject to the score he received on the experimental quiz out, the broad difference in scores indicates either that the twenty-two criteria used to evaluate speaking skill in the quiz out are not consistent with the evaluation of speaking skill in the semester course, or that the students' performances for this particular extemporaneous speaking assignment did not reflect what they had learned in the course. Admittedly, the semester grade does not rely entirely on speaking skill, but the course is supposedly taught with speaking grades representing the majority of the semester work. When the speech evaluation forms used for the course and for the quiz out were examined, a meaningful difference was discovered. The speech evaluation form¹ recommended for use in the semester course is not equally divided between content and delivery as is the quiz out evaluation. The course speech evaluation is worth twenty-three total points with fifteen available on content and eight available on delivery, whereas the twenty-two questions on the quiz out evaluation are equally divided between content and delivery. It would seem that the evaluation forms used in the semester course and in the quiz out should be reviewed so that they could be more consistent with each other. When this review is made, the numerical weight given to the delivery and content categories should especially be re-examined. This suggestion is made as a result of an inspection of the total scores of the subjects in Table I where it was noted that the students who scored the highest sometimes scored higher on content than they did on delivery, whereas the subjects with lower total scores consistently scored lower on content than delivery. Although, there were not

¹See Appendix, E.

really enough subjects in the sample to statistically verify any conclusions, it is an observation that should be studied in the future when reviewing the evaluation forms and the importance delegated to content and delivery.

The most statistically significant information in the entire study was discovered in the item analysis done on the attitude and experience questionnaires. There were twenty-eight questions which showed a significant difference between the group receiving A's and the group receiving no credit on the quiz out. A closer look at these twenty-eight questions reveals that the eleven significant attitude statements could be separated by type into two general categories. It appears that five of the statements (1, 2, 7, 16, 26) are directly related to feelings of inadequacy or fear that could indicate stage fright connected with a speaking situation. The other six statements (6, 9, 22, 24, 36, 39) could be attributed to personality traits with the more aggressive personality logically scoring higher. Those twenty-nine statements that did not determine a significant difference on the attitude questionnaire could also be categorized into two groups. Most interesting is the category that would be described as containing statements that generally deal with interpersonal communication rather than a public speaking situation. An example would be the statement: I dislike talking to people who disagree with me. There were seventeen statements that comprised that group: 3, 8, 10, 11, 13, 14, 17, 18, 19, 20, 23, 25, 29, 30, 32, 33, and 34. The other category is less specific, but deals with more formal speaking situations that could be generally described as more familiar to the younger college student. These were statements about classroom experiences and other miscellaneous events. There were twelve questions comprising that group: 4, 5, 12, 15, 21, 27, 28, 31, 35, 37, 38, and 40. In conclusion, one could generally predict that those

subjects who were less fearful of public speaking experiences, combined with a somewhat aggressive personality, would have the more positive attitude toward public speaking and a better chance of doing well on the quiz out.

The experience questionnaire was more successful than the attitude questionnaire, for seventeen of the twenty-four questions were statistically significant in differentiating between the groups. Perhaps, this is a result of the type of question asked. The significant experience questions may have been easier to answer since they did not call for any subjective opinion, but only asked the subject to relate his previous speech experience. The experience questions that did not significantly differentiate between the two groups are most interesting and could also be labeled as questions that relate to interpersonal speaking experiences or, at least, do not clearly relate to public speaking. An example of that type would be the following question: Have you tried to persuade friends to join an organization or movement? There were six questions in that group: 4, 5, 10, 11, 12 and 17. Question #23 would have to be considered by itself and was likely not significant, because it refers to private tutoring, a speech training technique not widely practiced among high school students in this age.

Although the twenty-eight questions on the refined experience and attitude questionnaires did significantly distinguish between the A group and the no credit group in the Fall quiz out, they were not impressive when used to predict the Spring quiz out scores. Perhaps, attitude and experience were not effective predictors of specific scores because they did not and could not, by questionnaire, test delivery. Delivery was heavily emphasized in the quiz out by the evaluation form that was used but was not considered in the prediction equation used in this study. After reading a study done by Paul Heinburg on

on content and delivery², one realizes that consideration of delivery skill is essential when predicting a score for a speaking performance. Heinburg studied the relative importance of content and delivery in the effectiveness of speeches where fifty-three students gave a speech of self introduction at the beginning of the course and a speech to persuade at the end of the course. Each speech was recorded and the first two minutes of utterance were preserved. So that content could be judged apart from delivery, the two minute samples were transcribed. The recordings were judged on delivery and on general effectiveness and the manuscripts were judged for content. According to regressions of general effectiveness on content and delivery ratings, delivery was almost twice as important as content in determining general effectiveness of self introductions and was almost three times as influential as content in determining the effectiveness of persuasive attempts. Although Heinburg's study is not conclusive, at least it leads to speculation that delivery is an essential component when predicting speaking performance.

In presenting the conclusions to this study, the author wishes to emphasize the fact that these data have been collected in a very specific circumstance. With other subjects, and using different quiz out procedures, variations in results may be expected to appear. In summary these were the conclusions and suggestions that were drawn from this study:

1. More experienced judges or more thoroughly trained graduate assistants should be used in future oral communication quiz outs conducted at Kansas State University.

² Paul Heinburg, "Relationships of Content and Delivery to General Effectiveness," Speech Monographs, Vol. XX (1963), p. 105-07.

2. The relative importance of content and delivery on the evaluation forms should be examined. Speech evaluation forms for the quiz out and the oral communications course should be made more consistent if it is to be assumed that the scores of those who successfully quiz out should be similar to the scores of those who complete the course.

3. Those students who are less fearful of public speaking situations and who seem to possess a somewhat aggressive personality have a more positive attitude toward speech and a better chance at doing well on the quiz out than those who are more frightened and less aggressive.

4. Those students who have more practical public speaking experience have a greater chance of doing well on the quiz out than those with little public speaking experience.

5. If a significant and dependable prediction of quiz out scores is to be made, a method of determining delivery skills before the performance must be discovered.

6. One could generally conclude that by using the refined attitude questionnaire scores, the refined experience questionnaire scores, and the English ACT scores in the multiple regression equation on page 31 in Chapter III, one would have a better screening device for the oral communications quiz out than using nothing as a screening device for the quiz out.

There appear to be some definite suggestions for further study in regard to the quiz out procedure at Kansas State and to test out programs in general:

1. More information about current speech test out procedures would be a useful tool for those communication departments that are developing new programs. Even though each university situation is different, all could benefit from knowledge of the past mistakes and discarded procedures, as well as the

more successful examination methods of respected schools. Information about such programs has been limited and even though test out programs have been discussed at speech conferences, little has been published thus far. A simple questionnaire mailed to a variety of schools could provide beneficial information for new programs being developed.

2. A training program needs to be established for the raters of the quiz out program at Kansas State. After talking to several graduate assistants who rated speakers in the quiz out, it is obvious that the evaluation sheets need to be more thoroughly explained so it can be used consistently. Each rater had to develop his own interpretation of the sometimes vague questions on the evaluation sheet. For example, the question, "Is the subject sentence clear?", may be interpreted several different ways. It could refer to the purpose and it's appropriateness, or the clarity of the general topic, or the analysis of the subject, depending upon who is answering the question. The question, "Does the speaker use statistics, illustrations, examples, and analogies to support his generalizations", is very broad; and some raters may answer "yes" if the speaker uses at least one type of evidence, while another rater will not answer "yes" unless the speaker uses all the different types referred to in the question. Some very definite distinctions need to be made so the raters can use the evaluation sheet in a similar and consistent manner. Some of the problems could be eliminated by wording the questions more explicitly on the evaluation sheet. When untrained judges are used, some consideration needs to be given to the number of raters used in each test out session. With only two judges rating each speaker, some difficulties result when the raters have different levels of experience. There have been examples of widely divergent scores between two raters judging the same speaker. Many times this

may result in a student receiving credit or a high grade on the quiz out not warranted by his performance.

3. Because of the large number of students who have attempted the Kansas State quiz out procedures, it would seem that some effort should be made to screen out students with little potential of doing well. One logical and convenient method would be to train the advisers of freshmen students, even if it is only sending them detailed suggestions in the mail. On the other hand, a suitable screening device could be a computerized test over fundamental speech principles given to the students during their six hour review session. Whatever the method, the speech department could save money and manpower by developing a tool to distinguish those students who have a low potential of successfully completing the quiz out.

4. More research needs to be done in the evaluation of content and delivery. The material to do such a study is available at Kansas State. A thorough review of the quiz out evaluation sheets could be made to determine whether content scores alone differentiate between those students who received A's and those students who received C's or did not get credit.

5. A review needs to be made of the grading system of the Kansas State quiz out. Not only do the standards need to be set higher, but also the grade of "C" needs to be reconsidered. Many students who are capable of earning a "C" on the quiz out would be better able to orally communicate if they took the basic semester course.

A program such as the Kansas State quiz out constantly undergoes change. From semester to semester there is a continual upgrading of the system as is evidenced in the improved administration of the Spring quiz out compared to the Fall quiz out. These suggestions have been made only as contributions to the

quality of the future quiz outs at Kansas State University.

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A SELECTED BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

**THIS BOOK
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Test Number 76

BASIC SPEECH 207
WRITTEN EXAMINATION

Read the following instructions carefully:

Return this set of questions with your answer sheet

DO NOT WRITE ON THIS MIMEOGRAPHED SET OF QUESTIONS

Confine your answers to the IBM answer sheet. You will receive credit ONLY for your responses on the answer sheet.

Select the BEST answer from among alternatives provided for each question.

When you have completed the test, put your answer sheet in your test booklet and hand the booklet containing your answer sheet to your instructor.

- 1 Which of these statements would be most effective in gaining audience understanding?
 - a Almost 250,000, or 19%, of your fellow Kansans about as many people as there are in Wichita, will suffer if this bill is made law.
 - b This proposed law is unfair to 19% of the residents of Kansas.
 - c This proposal will disrupt the lives of 250,000 Kansans.
 - d As many people as the total population of Wichita will be wronged by this bill.
 - e 250,000 Kansans will be harmed if this proposal is adopted, 19% of the state's population.

- 2 As a general rule, which of the following would be the best way to begin a speech?
 - a Use a dramatic appeal to arouse the audience to action.
 - b Begin with two or three jokes that do not pertain to the subject.
 - c Present an example or illustration that focuses on the main theme of your speech.
 - d Announce the title of your speech.
 - e List the main points you intend to cover.

- 3 "I think there is no doubt that if we guaranteed a minimum income to the poor, we would have more money circulating in the economy. Paul Samuelson, professor of economics at MIT who has written one of the texts in economics used here at KSC, made this clear when he said: 'The marginal propensity to consume is highest among the low income groups.'" This argument taken from a speech seeks to gain logical adequacy and acceptance through use of:
 - a inductive reasoning
 - b specific instances
 - c authority
 - d causal reasoning
 - e deductive reasoning

- 4 "A kilowatt-hour is a unit by which electric energy is measured, just as the bushel is the unit for measuring wheat and corn, and the pound is the unit for measuring butter." Of which method of explanation is this an example?
 - a explanation by negation
 - b explanation by analogy
 - c explanation by etymology
 - d explanation by example

- 5 "Let's suppose that a student was to borrow a thousand dollars to complete his schooling." From this remark you have an indication that a speaker is going to:
 - a present an analogy
 - b draw an inductive conclusion
 - c reason from a general assumption
 - d present a hypothetical example
 - e reason from cause to effect

- 6 The development of the thesis briefly outlined below follows which pattern of arrangement?
- a topical
 - b chronological
 - c problem-solution
 - d spatial
 - e causal

Thesis: Funerals are strictly for the living.

(A) Social respectability is gained through burial practices by the family of the deceased; (B) Friends and relatives have the satisfaction of seeing the deceased for a last time; (C) Wakes provide an opportunity for conveying respect to the family of the deceased.

- 7 On the question of "labor-management relations," which of the following lists these sources in an order from the most unbiased to the most biased source as far as the evidence on this question is concerned?
- a a, b, c
 - b b, c, a
 - c c, a, b
 - d c, b, a
 - e b, a, c

(A) Secretary of the Department of Labor; (B) President of the International Association of Electricians; (C) Harvard University Study of Labor Conditions in the U S

- 8 Suppose you are attempting to describe for your listeners the Lincoln Center in New York City. Which method of organization is most likely to be the best adapted to the presentation of your ideas?
- a deductive
 - b topical
 - c spatial
 - d chronological
 - e causal
- 9 "Four hundred and fifty of the 600 people living in the Jasmine Addition earn more than \$10,000 a year. It is quite clear that people living in an area where the average annual income is \$10,000 can afford to pay for a new fire station." Which of the following statements applies the most appropriately to this unit of argument?
- a Average income can not be computed from the statistics given above and the argument is therefore fallacious.
 - b The argument is apparently sound and should be accepted.
 - c The argument should be rejected on the grounds that it contains a personal attack.
 - d The argument would be sound and should be accepted if the speaker cited the source of his statistics.
 - e None of the above statements is appropriate.

10. The character of the speaker, which enhances his credibility with an audience, is known as:
 - a. rapport
 - b. pathos
 - c. logos
 - d. feedback
 - e. ethos
11. Introductions should be longer in a persuasive speech given before a:
 - a. neutral audience
 - b. selected audience
 - c. hostile audience
 - d. pedestrian audience
 - e. concerted audience
12. Speech communication can best be described as:
 - a. persuasion
 - b. inquiry
 - c. a process
 - d. expression
13. If in a speech someone says that the word "intelligence" can be defined in many ways, but for the purposes of his discussion he will take the term to mean "skill in problem solving," he is using:
 - a. a dictionary definition
 - b. an Aristotelian type of definition
 - c. an operational type of definition
 - d. a Platonic type of definition
 - e. a Socratic definition
14. In comparison to good written style, a good oral style is:
 - a. less formal
 - b. identical to a good written style
 - c. characterized by relatively few personal pronouns
 - d. characterized by relatively complex sentences
 - e. characterized by relatively ornate and picturesque language
15. The meaning of a word: (to an audience)
 - a. is determined by the speaker
 - b. can be best determined from a dictionary
 - c. is determined by the "thing" that it represents
 - d. resides in the past responses of the person hearing the word
 - e. is primarily dependent on the particular communication code by which it is transmitted
16. The amount of time spent in the development of a controversial idea in a speech should depend chiefly upon:
 - a. the size of the audience
 - b. how much support for the idea the audience needs
 - c. how much time the speaker has at his disposal
 - d. how much the speaker knows about the idea
 - e. the amount of new evidence the speaker can offer

17. "Margaret Jones, a Pi Phi, is sure to be in her house now because it is after sorority closing hours." This is:
 - a. a statement of fact
 - b. a value judgment
 - c. a statement of inference
 - d. an Aristotelian definition
 - e. an arbitrary truth
18. Oral communication is described as a "dynamic process" because:
 - a. It is successfully achieved only by vibrant personalities.
 - b. Other forms of communication are by nature more static.
 - c. It is capable of influencing the behavior of human beings.
 - d. Its various forms give it added flexibility.
 - e. It involves the continuous integration and interaction of several ingredients
19. A U.S. Senator, after a trip back home to make a speech, reported on the Senate floor that 75% of the farmers he had talked to opposed price parity. Therefore he urged the Senate to oppose a pending measure. Which of these errors do you think most likely to have been made here?
 - a. Did he make a faulty analogy?
 - b. Was the percentage misleading?
 - c. Was the difference statistically significant?
 - d. Was he comparing non-comparable data?
 - e. Did he ascribe causal relations erroneously?
20. When using statistics it is usually wise to:
 - a. Present large statistics in approximate round numbers for better understanding.
 - b. Use as many as possible to impress your audience.
 - c. Give the precise figure if it is under one million.
 - d. Avoid dramatization under all circumstances.
 - e. Use as few as possible to avoid confusing your audience.
21. The main ideas or main divisions in the body of a speech most directly develop or support the:
 - a. introductory materials
 - b. general purpose of the speech
 - c. concluding materials
 - d. title or topic of the speech
 - e. thesis of the speech
22. To achieve "common ground" with an audience means to:
 - a. explain the unknown in terms of the known
 - b. talk about what the members of the audience should believe
 - c. minimize differences between speaker and audience
 - d. limit subject to those which interest the audience
 - e. state the proposal in ordinary, non-technical language

- 23 Which of the following theses is best stated for a speech?
- a To explain the process of making viscose
 - b Understanding the fundamental rules of tennis
 - c Pencils: their use and abuse
 - d The federal government should increase its aid to education
 - e How hi-fi works
- 24 The highest praise of a speaker's delivery would be:
- a "What a wonderful speaker."
 - b "I didn't notice it."
 - c "He has the best gestures I've ever seen."
 - d "He was completely poised."
 - e "He knew every trick of the platform."
- 25 Which of the following is the best method of presenting opinion evidence?
- a "Scientists all agree that..."
 - b "According to Willard Wirtz, Secretary of Labor..."
 - c "It is my opinion that..."
 - d "Everybody knows that..."
 - e "All doctors admit that..."
- 26 The teacherous thing about communication barriers created by the communicator's faulty use of grammar is that:
- a Grammar is either "right" or "wrong" so that the communicator shows his ignorance.
 - b The communicator is seldom aware that he has caused the barrier.
 - c Since grammar is always logical, the communicator shows himself to be illogical.
 - d Grammar follows rules, and such barriers show that the communicator does not know the rules.
 - e None of the above is accurate.
- 27 Thesis: "There is a serious need for good teachers." General purpose:
- a to inform
 - b to convince
 - c to take action
 - d entertain
 - e to interest
- 28 Whether a planned talk should have the general purpose to reinforce belief to convince is determined mostly by:
- a the attitudes of the listeners
 - b the attitude of the speaker
 - c the organization
 - d the kinds of proof used
 - e the occasion

29. The introduction in a persuasive talk to a hostile audience does not usually aim:
- to announce the speaker's purpose
 - to establish rapport between speaker and audience
 - to make listeners feel at ease
 - to induce the audience to like the speaker
 - to gain audience confidence in the speaker
30. I don't agree with Mr. Mitchell, the Chairman of the Democratic National Committee, when he says that only a rich man should serve his Government in the United States Senate or in the Congress. . . . I believe that it's fine that a man like Governor Stevenson, who inherited a fortune from his father, can run for President. But I also feel that it is essential in this country of ours that a man of modest means can also run for President. . . . The argument covertly invokes:
- prejudice against the Democrats
 - prejudice against the rich
 - prejudice against governors
 - prejudice against those who inherit their money
 - both b and d above
31. An evening student, male, about 39 years old, who generally wears work clothes to class is a contractor who specializes in the installation of modern kitchens. He decides to make a speech about the design of modern kitchens. In order to generate positive ethos in his speech he should:
- confine his remarks to his explanation of the subject
 - tell the audience why he is interested in modern kitchens
 - relate the subject to the interests of the marriageable females in the audience
 - not tell his audience his current occupation, since he plans to become an economist
 - cite many published authorities in order to accredit himself as qualified to speak about the design of modern kitchens.

QUESTIONS 32-36 REFER TO THE FOLLOWING DATA:

A student speaker was giving a speech with the central idea: "The Steelworkers are no better off after a strike than they were before." To illustrate this point he used five steps in causal relationship. The five steps he used (not necessarily in this order) are:

- Textile goods prices go up
 - Price of steel goes up
 - Price of clothing for steelworkers goes up
 - Wages of steelworkers go up
 - Price of factory machinery goes up.
32. Which of these steps should come first in this causal development?
33. Which step should come second?
34. Which step should come third?
35. Which step should come fourth?
36. Which step should come fifth?

37. Using testimony from authority as a form of support in your speech is only as effective as:
- the listeners' regard for the authority
 - the listeners' knowledge of the authority
 - the listeners' understanding of the authority
 - the speaker's involvement with the authority
 - the authority's popularity
38. "Good listening . . . stimulates better communication from the speaker." This is true only if the speaker:
- is trying to entertain
 - has analyzed his audience
 - is sensitive to audience responses while speaking
 - is trying to inform his audience
 - is aware of the communication process
39. Consideration of a problem for informal group discussion will develop according to some combination of the following steps:
- Examination of the facts out of which the problem arises
 - Examination and appraisal of solutions
 - Statement and definition of the problem
 - Consideration of the criteria to be used in evaluating solutions
 - Consideration of the steps to be taken in carrying out the solution adopted
- Which one of the following choices suggests the most logical way of ordering these steps?
- A, C, B, D, E
 - A, B, C, D, E
 - C, A, B, E, D
 - D, A, B, C, E
 - C, A, D, B, E
40. One typical method of organizing material for oral communication purposes involves a combination of the following steps:
- Arrange the main points in the speech in the best order to accomplish your purpose
 - Choose and phrase the central idea--the "speech proposition"
 - Organize material under and in the main points so as to develop each point logically and thoroughly
 - Divide the central idea into a few key thoughts--the main points of the speech
 - After arranging the body of the speech, prepare the introduction and conclusion
- Which one of the following choices suggests the most logical order of combining these steps?
- B, D, A, C, E
 - B, A, C, E, D
 - C, A, B, D, E
 - C, B, D, E, A
 - A, B, C, D, E

41. Consider the following partial outline:

- I To understand the German people one must recognize their outstanding characteristics
 - A. The German is deeply religious.
 - B. The Germans are militaristically inclined.
- II. The German people are among the most hospitable people in the world.
 - A. The tourist, while traveling in Germany, immediately notices the warm-heartedness and friendliness of the people

Which one of the following statements about this outline is most accurate?

- a. The subpoint under II. should be listed as a main point.
- b. The outline is correct as it appears.
- c. Main point II. should appear as a subpoint under I.
- d. The subpoints under I. should be listed as independent main points.
- e. The first sub-point under I. should appear as a subpoint under II.

Questions 42-43: Consider the following partial outline.

- I. (First Main Idea)
 - A. It is an out-of-door sport
 - B. It is relaxing.
- II. (Second Main Idea)
 - A. A casting rod for bait casting.
 - B. A cane pole for still fishing.
 - C. Fly fishing requires a fly rod.
- III. (Third Main Idea)
 - A. Smith's pond is good for pan fish.
 - B. Blue Lake for the bass fisherman.

React to the items on the left by marking on the answer sheet the letter of the most appropriate phrase on the right.

- 42. Title for the outline.
 - a. Why I Like to Fish
 - b. Equipment Needed for Fishing.
- 43. First main idea.
 - c. My Hobby, Fishing
 - d. The Best Fishing Spots.
 - e. Fishing Is a Relaxing Sport.

44. Consider the following partial outline:

(Specific Purpose) To persuade students to make better use of the library

- I. Many courses require research papers.
- II. A student can get a better knowledge of his courses by looking up more information than he can find in his text.
- III. The library can provide outside reading.
- IV. Many people are "lost" in a library.
- V. Experience in the use of the library will be useful in later life.
- VI. One should know how the card catalogue is alphabetized.
- VII. One should know how to use the reference room.
- VIII. Periodicals are past issues of magazines and newspapers.

Main point IV

- a. should be a part of the conclusion
- b. is a specific detail
- c. is irrelevant
- d. could appear as a subpoint to main point VII
- e. could appear as a subpoint to main point V

45. The following points are to be covered in a talk on the subject, "Federal Medical Care "

- I. The political evils of Federal medicine are beyond calculation.
- II. A plan for Federal medical care is undesirable.
- III. Government medicine is a financial menace to individuals.
- IV. Our economy cannot stand the extra financial burden

Which one of the following statements about this outline is most accurate?

- a. Point I is logically a subpoint under IV.
- b. Point II is actually the central idea of the speech.
- c. Point III is actually the central idea of the speech.
- d. Point III is logically a subpoint under IV.
- e. Point I is actually the central idea of the speech.

Questions 46-47: Consider the following partial outline:

(Specific Purpose) To convince the audience that the American farmer should have farm price supports.

- I Agriculture is a scientific and mechanical industry.
 - A The farmer uses expensive machinery.
 - B The farmer uses scientific fertilizers.
 - C The farmer works hard
- II The farmer has as fair a right to economic aid as anyone
- III Stable farm prices influence the stability of our whole economy.
- IV The farmer provides the food for all of us.
- V The farmer is a large scale purchaser of the goods of others.

React to the evaluation of outline points listed on the left by marking on the answer sheet the appropriate choice from the items on the right

- | | |
|--|------------------|
| 46. Main idea which has least relevancy to specific purpose. | a. Main idea I |
| | b. Main idea II |
| | c. Main idea III |
| 47. Main idea which most logically supports specific purpose | d. Main idea IV |
| | e. Main idea V |

48. Consider the following partial outline based on the topic, "The American and British Languages":

- A. America and England, having come in contact with different foreign languages, have not always borrowed the same words.
- B. Differences between the American and British languages in the matter of borrowed, adapted, and invented words are due to a variety of causes
- C. England has borrowed more French, Chinese, and East Indian words.
- D. America and England, having different needs, have invented different words.
- E. America has borrowed more Spanish and American-Indian words than England.
- F. America and England, having different habits, have adapted old words differently in forming new ones.

Which one of the following statements about this outline is most accurate?

- a. Points A, B, and C are all main ideas.
- b. Point F is the central or unifying idea of the group
- c. Points C, D, and E are all main ideas
- d. Point A is the central or unifying idea of the group
- e. Point B is the central or unifying idea of the group

Questions 49-52. In each of the following exercises select the one best statement which contains the central or unifying idea and mark the corresponding box on the answer sheet.

49. a. A period of military training improves habits of discipline and character.
b. The physical training program of the army is directed to the improvement of health and physical condition.
c. A large body of trained reserves will increase military security.
d. The United States should adopt a plan of compulsory conscription for all able bodied youth.
50. a. The presentation of the historical background of an idea may clarify it.
b. There are several ways of developing the exposition of an idea.
c. Some ideas need to be analyzed or broken down into parts for clear understanding.
d. Examples serve to make the meaning of an idea more easily understood.
51. a. Citizens in Axis occupied countries did not cooperate with the collaborators.
b. Axis occupied countries were never completely subjugated.
c. Acts of sabotage against the Axis were frequent in occupied countries.
d. There was an active underground organization in all occupied countries.
52. a. The government issues all legal currency in circulation.
b. The government controls the value of money.
c. The government retains control of all monetary gold.
d. The government determines the credit policies of all banks.

APPENDIX B

APPENDIX B

TOPICS FOR QUIZ OUT

- | | |
|--------------------------------------|-----------------------------------|
| 1. The Penal System | 23. Work and Leisure |
| 2. Pornography | 24. Higher Education |
| 3. Language Pollution | 25. Hollywood |
| 4. Lifestyles | 26. Ireland Conflict |
| 5. Prejudice | 27. Progress - Change |
| 6. Vocational Education | 28. Unemployment |
| 7. Women's Liberation | 29. Old Age |
| 8. Capital Punishment | 30. Conservation |
| 9. Amnesty | 31. Suicide |
| 10. The Future of Poverty - the Poor | 32. New Genetics |
| 11. Drugs | 33. Advertising |
| 12. American Indians | 34. Professional Ethics |
| 13. Pollution | 35. Radicalism |
| 14. Violence | 36. Population Control |
| 15. Taxation | 37. The Family |
| 16. New Ideas in Education | 38. Occult |
| 17. Intellectual Liberty | 39. Consumerism |
| 18. Crime and Law Enforcement | 40. Labor and Business Relations |
| 19. Patriotism | 41. Space Travel |
| 20. Busing | 42. Industrial Conscience |
| 21. Prostitution | 43. Inner Cities - Urban Problems |
| 22. Jesus Movement | 44. Commercialism |
| | 45. No Fault Insurance |

46. Mafia
47. New Attitudes - China
48. Summit Meetings
49. Television
50. Sexual Revolution
51. Rock Music
52. Privacy
53. Welfare
54. Body Language
55. Mental Illness
56. Organized Crime
57. Interracial Marriage
58. Popular Heroes
59. Mysticism
60. Astrology
61. Adoption
62. Assassination
63. Child Abuse
64. Volunterism
65. Enthanisia
66. S.A.L.T.
67. Prisoners of War
68. Gun Laws
69. Zero Population Growth
70. Munich Massacre
71. E.S.P.
72. Health Fads
73. Russian Wheat Deal
74. Sex Change Operations
75. Brainwashing
76. Toy Safety
77. All Volunteer Army
78. Last Mission to the Moon
79. Car Racing
80. New Peace Talks
81. Farming the Ocean
82. Terroism
83. Chess
84. Phillipine's Martial Law
85. Watergate Affair
86. Industrial Conservatism
87. President's Cabinet
88. Bombing North Vietnam
89. Uganda
90. Food Safety
91. Wine
92. National Health Insurance
93. Automobile Emission Standards
94. Prison Violence - New Measures
95. Campaign Funding
96. New Television Programs
97. Political Campaigners

- 98. Weather Control
- 99. Success of Vietnamization
- 100. Eating Habits

APPENDIX C

KSU SCALE OF ORAL COMMUNICATION SKILL

Speaker _____ Date _____

Evaluator _____ Score _____

TV Tape Reel Number _____ Start Digits _____ Stop Digits _____

PURPOSE OF SCALE: The KSU Scale of Oral Communication Skill is designed to be used to evaluate the skill with which students prepare and orally deliver a speech to a group. The scale consists of 22 positively stated questions about the speaker's prepared speech and his delivery. The evaluator who administers the scale is asked to respond to each question by indicating (1) yes, (2) yes-borderline, (3) no, (4) undecided, or (5) does not apply. One-half of the questions concern the selection of ideas and organization of the speech and the other half probe delivery skills. The numerical score yielded by the scale is intended to reflect the speaker's skill at preparing and delivering a speech to a group of people.

INSTRUCTIONS: Complete one of these scales for each speaker, during and/or immediately after his speech. In responding to each item, you are to check the alternative which best reflects your evaluation of the speaker's performance of the item in question. Use the code listed below to indicate the alternative you select.

<u>Code</u>	<u>Alternative</u>
1	Yes
2	Yes-borderline
3	No
4	Undecided
5	Does not apply

Limit your use of the Undecided and Does not Apply alternatives to two or less of the questions contained under I. PREPARATION and to two or less of the questions contained under II. DELIVERY. Mark all questions. TURN PAGE OVER NOW.

SCORING:Column 1Column 2

Number "Yes"	_____ x 3 = _____
Number "Yes-borderline"	_____ x 2 = _____
Number "No"	_____ x 1 = _____

A. Total for Column 1. _____

B. If A is less than eighteen re-evaluate the speech utilizing the video tape of the speaker's performance. Use a fresh evaluation form. If A is eighteen or greater, proceed to step 'C.

C. Total for Column 2. _____

SCORE = C divided by A

I. PREPARATION

Alternative

- _____ 1. Is the introduction attention getting?
- _____ 2. Does the introduction establish in the minds of the members of the audience the importance of the subject?
- _____ 3. Is the subject sentence clear?
- _____ 4. Is the pattern of organization of ideas clear?
- _____ 5. Do the speaker's main points aid in developing his subject sentence?
- _____ 6. Is the speech material audience-centered?
- _____ 7. Does the speaker summarize when necessary?
- _____ 8. Does the speaker use statistics, illustrations, examples, and analogies to support his generalizations?
- _____ 9. Does the speaker make his transitions in an adequate manner?
- _____ 10. Does the conclusion leave the main points in the listener's mind?
- _____ 11. Is the speaker's information accurate?

II. DELIVERY

Visible Skills

- _____ 12. Does the speaker maintain eye contact with the audience?
- _____ 13. Does the speaker use acceptable posture and varied bodily action?
- _____ 14. Does the speaker use his note card in a manner which does not detract from his speech?

Oral Skills

- _____ 15. Does the speaker use loudness for intelligibility and variety?
- _____ 16. Is the voice quality appealing and varied effectively?
- _____ 17. Is the duration and the rate of speech conducive to effective communication?
- _____ 18. Are speech sounds distinctly articulated?

Language Skills

- _____ 19. Does the speaker use a dynamic and varied vocabulary?
- _____ 20. Does the speaker refrain from verbosity?
- _____ 21. Does the speaker use acceptable grammar and pronunciation?
- _____ 22. Does the speaker avoid annoying habits, i.e., throat-clearing, "er," "ah," etc.

APPENDIX D

Name _____ Student # _____

Hometown _____ Age _____ Sex _____ Fr. So. Jr. Sr.

As part of a graduate thesis this questionnaire will be used as a survey of all KSU speech students to determine their speech experience and their attitude toward speech. Your response will be kept confidential and will be seen only by the researcher. Thank you for your cooperation.

Instructions:

The following statements express an attitude toward various speech situations. You are asked to judge the frequency with which your attitude corresponds to the one expressed by the statement using one of the following answers (A,B,C,D,E). Answer every statement on the basis of your first reaction and proceed. If you have never experienced the situation indicated by the statement, answer in accordance with the way you think you would probably feel in that situation.

- A Almost never
- B Seldom
- C Occasionally
- D Usually
- E Almost always

- _____ 1. I am ill at ease when making a speech in the presence of critics.
- _____ 2. I avoid making formal speeches.
- _____ 3. I like to start off the discussion in a class discussion group.
- _____ 4. When I speak in front of a group I worry about becoming confused and making a fool of myself.
- _____ 5. I enjoy speaking in competitive speech activities.
- _____ 6. I find it difficult to keep control of my voice when speaking.
- _____ 7. I do not hesitate to talk to a person whom I highly respect and admire.
- _____ 8. I dislike to discuss books I have read.
- _____ 9. I am unafraid to go to a teacher who has given me an unfair grade and talk the matter over with him.
- _____ 10. I prefer a written exam to an oral exam.
- _____ 11. I hesitate to be forward in conversation for fear I will appear conceited.

Instructions:

Look over the following list of speech experiences and comparing yourself with others of your own age, decide the frequency with which you may have experienced that situation. Use one of the following answers:

- A seldom or never
- B quite infrequently
- C average
- D quite frequently
- E more frequently than most people

- _____ 1. Have you acted as spokesman or representative of a group in a council?
- _____ 2. Have you participated in classroom debates?
- _____ 3. Have you presented some plan or proposition to a group and argued for its acceptance?
- _____ 4. Do you speak up to present your point of view in a business meeting or forum?
- _____ 5. Have you made talks at club meetings?
- _____ 6. Do you participate in informal group discussion?
- _____ 7. Have you directed others at work on a project?
- _____ 8. Have you made oral reports to a class or group?
- _____ 9. Have you served as president or chairman and conducted the meetings of a group?
- _____ 10. Have you made talks to demonstrate an object or process?
- _____ 11. Do you ask questions in class if the opportunity is provided?
- _____ 12. Have you participated in oratorical contests where you memorized and presented your own oration?
- _____ 13. Have you participated in extemporaneous speaking contests?
- _____ 14. Have you presented a humorous or dramatic reading at a speech contest?
- _____ 15. Have you presented an informative speech at a speech contest?
- _____ 16. Have you participated in debate contests?
- _____ 17. Have you taken speech courses?

APPENDIX E

Suggested Evaluation Sheet for Oral
Communications IA

Central Idea and Analysis of it ----- 1 2 3 4 5

significant to audience; clear; limited; adapted to assignment and audience.

subordinate ideas appropriate to audience; speaker; occasion; appropriate number, distinct

Supporting Material ----- 1 2 3 4 5

specific; sufficient; relevant; adapted to audience; valid in reasoning; sources attributed clearly

Organization ----- 1 2 3 4 5

introduction - engages interest, indicates purpose, defines key terms if necessary

development - purpose of each major section clear; major sections effectively arranged, proportioned, internally organized and related to central idea, transitions clear and appropriate.

conclusion - significant to purpose and material emphasized; memorable

Voice and Language ----- 1 2 3 4 5

variety, clear sounds, appropriate patterns and inflections, word choice, accurate, idiomatic, appropriate to purpose and audience, sufficient redundancy for clarity and emphasis

Delivery ----- 1 2 3

animated, poised, good eye contact, appropriate gestures over-all effectiveness

AN EXPERIMENTAL STUDY OF THE KANSAS STATE UNIVERSITY
ORAL COMMUNICATIONS IA QUIZ OUT

by

LYNNE SUZANNE ROSS

B.S., Nebraska Wesleyan University, 1968

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF ARTS

Department of Speech

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

In the fall of 1972, Kansas State University instituted an oral communications quiz out procedure in order to award college credit to those students who have already developed an adequate proficiency in oral communications before entering college. This study was undertaken to test the assumption that students who successfully quiz out of Oral Communications IA possess speech skills similar to those who successfully complete the semester course and also to determine whether a suitable screening device could be found that would predict a student's score on the quiz out. The study consisted of two basic procedures. First, video tapes of the students who quizzed out of Oral Communications IA were compared with video tapes of students who successfully completed the semester course to determine whether the two groups possessed similar communication skills. Second, a multiple regression study was done to determine whether a combination of a student's attitude toward speech, his speech experience, and his ACT English scores could be used as a screening device to predict his score on the quiz out.

It was found that the scores of the subjects who quizzed out were very similar to the scores of the subjects who completed the semester course. Furthermore, a regression equation using the scores from the attitude and experience questionnaires, plus ACT English scores, yielded a statistically significant correlation between observed and predicted quiz out scores.