SpCm 212 Exam 2 Review

Description

20% short answer
  ○ Group Work [you may choose to work alone]

80% multiple choice
  ○ Individual Work Only
  ○ 40 questions

Chapters 6, 7, 15, and 16
  ○ Heaviest emphasis on 7 (10 questions), 15 (14 questions) and 16 (12 questions)

Chapter 6

What library resource do you use to find recent articles published in general interest periodicals and academic journals?

According to your textbook, what resource would be the best to consult to find out numerical information on social, political and economic aspects of American life? (Such as if you wanted to know how many cars or TVs American’s own.)

What are periodical databases? When would you use them? What are some of them called?

What are the three criteria in the textbook for assessing the soundness or reliability of documents found on the Internet?

What information does your textbook suggest using when you orally cite a website? What do you do when you cannot identify the author of an Internet document?

Chapter 7

What are the three basic types of evidence/supporting materials speaker use?

What are the different types of examples?

What do examples contribute to a speech?

How can we use examples most successfully? What might we combine with examples to increase their usefulness as evidence for a claim?

What are the tips for understanding and using statistics?

What does it mean to say a statistic is representative?
What are the differences between expert testimony and peer testimony? Be prepared to judge what would be the strongest source for a particular claim.

What suggestions does the textbook offer for using testimony well?

What does it mean to paraphrase and when should you do it?

Which kinds of evidence/supporting material best help you establish ethos? Logos? Pathos? in your speech?

**Chapter 15**

According to our textbook, what is the nature of the persuasive process?

Be able to recognize an instance of persuasive speaking vs. an instance of informative speaking

Recognize differences between speeches on questions of fact, questions of value, and questions of policy.

Policy Speech vocabulary:

- Burden of Proof
- Status quo
- passive agreement vs immediate action
- Problem/need, Plan, and Practicality—What are they? Recognize arguments related to each idea. Be able to create an example of each.
- Problem-Solution, Problem-Cause-Solution, Monroe’s Motivated Sequence (know all five steps and the mission accomplished by each), Comparative Advantages. Recognize sets of main points for each. Recognize based on a Transition that is used between main points. Why would you choose one of these patterns over another to increase your persuasive power? For what situation would each be most appropriate?

**Chapter 16**

Ethos, Logos and Pathos. What do each of those appeals mean? What are the central strategies for developing them in a speech?

What are the factors that contribute to credibility? What are the chronological types of credibility? How can you best enhance your credibility?

What have studies shown us about ways to increase the effectiveness of evidence in a persuasive speech?
Recognize uses of arguments from Specific Instances (inductive), Principle (deductive), Analogy (analogical reasoning) and Cause (causal reasoning).

Recognize an obvious weakness in reasoning. [Only the terms false analogy, ad hominem, slippery slope, strawman and post hoc appear anywhere on the exam.]

What are emotional appeals, how can you generate them, and why are ethics important when using them?

Sample multiple choice questions that will be similar to those on the exam. Test yourself and then check the answers at the very end of the review materials.

1. Persuasive speeches on questions of ______ argue for or against particular courses of action.
   a. problem (need)
   b. value
   c. policy
   d. fact
   e. plan

2. Which of the following statements is most clearly directed at the practicality issue in a persuasive speech on a question of policy?
   a. My solution has three major steps.
   b. We can no longer ignore the seriousness of the problem.
   c. There are three ways to judge the morality of capital punishment.
   d. If my plan is adopted, it will be less expensive than the current system.
   e. If the government knew what it was doing, we wouldn’t be in this mess.

3. In a speech seeking to persuade his audience to exercise more, Ian explained how they could fit this into their busy schedules, but showing how in just 15 minutes a day, they could make a big difference to their health. Which of the three basic issues of persuasive speeches on questions of policy did Ian address in this part of his speech?
   a. problem (need)
   b. action
   c. motivation
   d. practicality
   e. fact

4. The following set of main points for a persuasive speech on a question of policy follows which pattern of organization?
   I. The shortage of nurses has become a serious national problem.
   II. The problem can be solved by offering nurses better salaries and better working conditions.
   a. deliberative
   b. problem-solution
   c. comparative advantages
   d. need-plan-practicality
   e. causal
   e. need-plan-practicality
5. Which organizational pattern is especially effective for persuasive speeches that seek immediate action by listeners?
   a. comparative advantages order
   b. Monroe’s motivated sequence
   c. problem-solution order
   d. reflective-thinking sequence
   e. psychological process order

6. According to your textbook, the two most important factors affecting the credibility of a persuasive speaker are
   a. competence and character.
   b. prestige and charisma.
   c. character and reputation.
   d. popularity and intelligence.
   e. charisma and competence.

7. According to your textbook, the credibility of a speaker has at the beginning of a presentation, before saying a word is called
   a. created credibility.
   b. derived credibility.
   c. preview credibility.
   d. initial credibility.
   e. terminal credibility.

8. What kind of reasoning is used in the following statement?
   Last summer, a five-year-old boy in Seattle was killed by his brother when the two were playing with their father’s gun. Last month, four-year-old Dylan Jackson accidentally killed himself after finding a loaded gun at a friend’s home during a birthday party. In Tampa, Florida, a two-year-old shot himself in the chest with a pistol left in the family couch. Clearly, children in America are at risk from gun accidents.
   a. circular reasoning
   b. analogical reasoning
   c. deductive reasoning
   d. reasoning from specific instances
   e. reasoning from principle

9. What kind of reasoning is exemplified in the following statement?
   Politicians who are guilty of corruption do not deserve to be reelected. Last year our U.S. representative was proved to be corrupt by using campaign donations for personal financial gain. Therefore, our U.S. representative does not deserve to be reelected.
   a. reasoning from specific instances
   b. causal reasoning
   c. reasoning by generalization
   d. analogical reasoning
   e. reasoning from principle
10. The following statement is an example of reasoning from
This program was implemented in Philadelphia two years ago and has provided housing for more than 2,000 people at little cost to the city. If it can work there, it can work here, too.
   a. cause.
   b. validity.
   c. principle.
   d. analogy.
   e. maxim.

11. What kind of reasoning is exemplified in the following statement?
According to a study by the University of Michigan, married men in the United States earn an average of 31 percent more money than unmarried men. It seems clear, then, that for many men being married is a major cause of financial success.
   a. causal reasoning
   b. analogical reasoning
   c. reasoning from principle
   d. statistical reasoning
   e. deductive reasoning

12. According to your textbook, the most important question to ask when assessing analogical reasoning in a persuasive speech is
   a. whether there are enough analogies to support the general conclusion.
   b. whether the analogical principle is supported by the major premise.
   c. whether the analogy avoids the fallacy of post hoc, ergo propter hoc.
   d. whether the two cases being compared are essentially alike.
   e. whether the analogy assumes that complex events have only a single cause.

13. Which of the following is recommended in your textbook as a method for generating emotional appeal in a persuasive speech?
   a. use clear visual aids
   b. develop vivid examples
   c. speak with sincerity and conviction
   d. all of the above
   e. b and c only

14. Christopher is preparing his speech on Pet Adoption. Which of the following is the best way to reveal one of his statistics?
   a. Jane Biddel said that 25-35 percent of all animals in the shelter are pure breeds.
   b. Jane Biddel, an employee of the Ames Animal Shelter, said that some animals in the shelter are pure breeds.
   c. Jane Biddel said that some animals in the shelter are pure breeds.
   d. Jane Biddel, an employee of the Ames Animal Shelter, said that 25-35 percent of all animals in the shelter are pure breeds.
   e. 25-35 percent of all animals in the shelter are pure breeds.
15. According to your textbook, an imaginary story that makes a general point is called a(n)
   a. anecdote.
   b. simulated example.
   c. hypothetical example.
   d. narrative.
   e. illustration.

16. How does the following excerpt from a classroom speech violate the guidelines for using statistics presented in your textbook?
   One magazine reports that U.S. consumers pay more than $300 billion a year on products to cover the manufacturers’ liability costs. This amounts to a staggering $4,000 per household. On a specific basis, product liability costs account for $11.50 of every $12 dose of vaccine we give our children, and over $100 of the cost of a football helmet.
   a. It doesn’t relate statistics to the audience.
   b. It doesn’t identify the source of statistics.
   c. It doesn’t use statistics to quantify ideas.
   d. all of the above
   e. a and b only

Sample Short Answer Section

I. The problem of the Iowa State University’s budget cutbacks could be solved by increasing the cost of tuition.
   A. The University of Iowa was able to solve their problems by increasing tuition. If it can work for them it can certainly for ISU.
   B. University of Northern Iowa was able to solve their problems by increasing tuition. If it can work for them it can certainly for ISU.
   C. But raising tuition will hurt ISU students.
      1. According to the Iowa State’s financial aid office’s 2009 report ISU students already carry the highest debt load in the state.
      2. Stan Johnson says that ISU students already take longer to pay back student loans than students graduating from Iowa and UNI.

II. The problem of the Iowa State University’s budget cutbacks could be solved by cutting the number of faculty and increasing the number of students in each class.
   A. Iowa State University’s Treasurer, Jennifer Hutchinson, states that decreasing the number of faculty by 5% would save the University almost 1 million dollars annually.
   B. But overcrowding ISU Classrooms would come at a devastating cost.
      1. It’s already hard enough to get an appointment with your adviser.
      2. Imagine having 50 students in your smallest class.

III. The best solution to the problem of the Iowa State University’s budget cutbacks should be to reduce staff hours during school breaks and University holidays.
A. John Hammers, the chairman of Iowa State University’s Human Resource Department, estimates that reducing staff on days when school is not in session could save as much $100,000 every month.

B. Hammers has also called for the University to combine administrative duties for similar departments to reduce the overall number of people on staff.

Possible Questions:

1. Write a specific purpose statement for these main points.

2. Write a Central Idea for these main points.

2. What is the pattern of organization being used?

3. Is this a speech for passive agreement or immediate action? Why?

4. How strong is the connection between the Problem section of this speech and the Plan. What step should the speaker take to make it stronger? (5 points)

5. Which of the sources used above is the weakest? Why?

6. What type of reasoning is being used in I. B. [main point 1; sub-point B]

7. The last subpoint in the first two sub-points both make claims about the effects those first two plans would have on ISU students, but they are developed or proven using different kinds of appeals. Which of the 3 persuasive appeals (ethos, logos, pathos) is being emphasized in the development of each of those claims? Does one seem stronger than the other? Why?

8. How could you relate to the audience throughout this speech?

Answers to multiple choice: 1-C, 2-D, 3-D, 4-B, 5-B, 6-A, 7-D, 8-D, 9-E, 10-D, 11-A, 12-D, 13-E, 14-D, 15-C, 16-B