

IAS Report

I. GENERAL INFORMATION

Name: Joseph E. van Oss
Department: Communication Studies

Education

MS, Rensselaer Polytechnic Institute, Technical Communication. (1982).
BS, University of Minnesota, Technical Communication. (1980).

[IAS Narrative](#)

II. TEACHING

A. Teaching Schedule [Syllabus](#)

Semester & Year	Course & Section	Title	Enrollment
Spring 2008	CST-110—4, 12, 20	Public Oral Communication	74
Fall 2007	CST-110—2, 8, 18, 31	Public Oral Communication	94
Spring 2007	CST-110—3, 12, 19, 23	Public Oral Communication	92
Fall 2006	CST-110—01, 15, 26, 33	Public Oral Communication	90
Spring 2006	CST-110—12, 13	Public Oral Communication	32
Fall 2005	CST-110—4, 13, 22, 30	Public Oral Communication	93
Spring 2005	CST-110—12, 21	Public Oral Communication	47
Fall 2004	CST-110—23, 27, 39, 42	Public Oral Communication	96
Spring 2004	CST-110—17, 23, 30	Public Oral Communication	53
Fall 2003	CST-110—3, 13, 15, 23	Public Oral Communication	89

B. Additional Teaching Evidence

[SEI comments](#) from Fall 2007
IAS [Classroom Evaluation](#) by Dr. Laura Nelson

IV. SERVICE

A. Service

Department Service

Campus Close-Up, Member.

I regularly volunteer to represent the CST department at "Campus Close-Up" events.

D2L and Technology Helper, I help colleagues with technology when needed..

Several colleagues in the CST department have turned to me for help getting started with D2L or trying new things. I am also called upon often to help colleagues with technology.

CST 378 Team Teaching, Member. (November 2007 - December 2007)

Dr. Kurt Billmeyer was unable to teach CST 378 this semester. I was part of a team that stepped in to fill the void so that students wouldn't be too greatly impacted. I prepared and taught a 3-week unit on "Professional Presence," worked with students on an innovative online task, added material to D2L, created exam questions, and set up the final exam on D2L.

University Service

1. Committee Involvement

Eta Phi Alpha, Faculty Advisor. (May 9, 2007 - Present)

The Eta Phi Alpha Honors Fraternity provides social, cultural, and intellectual stimulation for interested and qualified students of the College of Science and Allied Health, College of Liberal Studies, and the School of Arts and Communication.

Industry Advisory Board, Program in Technical Communication, UW-Stout, Member. (May 1998 - Present)

Practitioners in the field of technical communication advise faculty on trends, needs, curriculum updates, internships, portfolios, and other matters.

Professional and Community Service

1. Other professional and community service

Public/Community, AARP Driver Safety Program, Teacher, Member, approximately 32 hours spent for the year, No, neither, Pro Bono, Local. (July 2006 - Present).

I am a volunteer instructor with the AARP Driver Safety Program. This is an 8-hour classroom course taken by senior citizens.

Public/Community, Mary, Mother of the Church Parish, Teacher and Webmaster, approximately 250 hours spent for the year, Yes, appointed, Pro Bono, Local. (September 20, 2005 - Present).

Teacher in the religious education program; trainer of lectors; design, maintain, and grow the parish website (mmoclacrosse.org).

Professional Memberships

Society for Technical Communication, Twin Cities Chapter, Past President, Regional. (May 2000 - Present). STC is an association providing education, and service opportunities for professionals engaged in all forms of communication about science and technology.

V. ADDITIONAL INFORMATION

A. Awards and Honors

International Award of Excellence, Society for Technical Communication. (1998).

Distinguished Chapter Service Award, Society for Technical Communication, Twin Cities Chapter. (1997).

C. Pre UW-L [CV](#)

IAS Narrative

My Strengths as an Instructor

- I devote a lot of individual attention to each student. By the third or fourth class session I know all of their names. I respond promptly to their emails, even on weekends. In the individual advising that I do before each major speech and in the personal depth of feedback afterward, each of my students can tell that I am passionately committed to their personal success.
- I work hard for my students. I put a lot of time and effort into course materials, advising, and feedback. I hold office hours more extensive than required (about 4 hours per week per section). I come in on evenings and weekends to advise, hold rehearsals, or to transport students to hear off-campus speakers. In a 2006 Peer Evaluation I was very pleased to be called “one of the hardest working CST 110 instructors.”
- I am constantly looking for new exercises, techniques, and models to keep my classes fresh, engaging, and challenging. I’ll freely borrow from other instructors and several times others have borrowed from me. Other innovations are explained below.
- I try very hard not to let my own political philosophy or bias intrude on my students. When asked at the end of the semester, about a quarter of my students guess I am a liberal, and a quarter guess I am a conservative, and half say they have no idea at all.

Teaching Innovations

- In the current academic year, Galadriel Chilton and I have been working together to pioneer the concept of an “embedded librarian.” Students see Galadriel in class four times, not just once, so a relationship is formed that makes it less scary to ask for research help. Also, Galadriel has full access to D2L and to their speech outlines, so she can see the resources they’re citing and better coach them. Our experiment will result in a paper for publication.
- Instead of lecturing students not to procrastinate (negative advice that does not tell them what to do instead), I am teaching students the rudiments of Project Management. They are learning the steps of a speech-preparation process, to estimate and chart effort, set milestones, and detect when they’re off their plan. During the first speech cycle, I oversee their project, but on the second and later cycles, they take over, and all I ask to see is their Gantt chart.
- About a week before students begin delivering each major speech, I give a similar speech as a model. I make my outlines and slide show available on D2L. Students appreciate this extra effort; it’s often mentioned in SEIs. In addition to setting an example of preparation and delivery, model speeches earn me credibility as a teacher. Students can see that I’ve gone through the same process that they do. When helping them plan their own speeches, I often remind them of features of the model speech; this helps them see more clearly how to apply my advice.

Teaching Method

Good public speaking is a set of skills that are best improved by iteration. This is my understanding of the cycle of growth:

- Learn** Students learn how to prepare and deliver a speech through instructor and peer presentations, library orientation, reading the text, in-class group exercises, and viewing model speeches. I assign chapter readings in the Lucas text, especially early in the semester. I reinforce these with brief presentations and exercises in class. I also model each of the four major speeches.
- Practice** Students give four major and two minor speeches. Each student is at the podium a total of about 40 minutes. More details about these speeches are given on the next page.
- Evaluate** After each major speech, students watch themselves on videotape. They receive a substantial packet that includes detailed self, peer, and instructor critiques of preparation and delivery.
- Apply** Each student is asked to identify two or three areas that they will focus on improving in the next speech. I track these to evaluate how they’ve progressed in the areas they chose. When any student receives a grade of BC or below on a major speech or the midterm, I call them in for a conference.

Academic Rigor

My class is more rigorous than the minimums called for in the CST 110 Common Syllabus. My students deliver four major speeches and several less formal presentations. All four of the major speeches require research and visual aids. All major speeches are peer- and self-critiqued, all are videotaped, and all require both a Speaking and a Preparation Outline. All speeches are prepared and delivered individually; I do not teach group or panel presentation.

To apply their critical skills outside the classroom, students must attend a professional public speech and write a critical essay. To assess their conceptual learning, I give three quizzes, a mid-term, and a final exam derived from the textbook.

The total workload in my course is as follows:

Activity	Points
Introductory Speech	25
Project #1: Role Model	125
Project #2: Need for Change	150
Project #3: Group Action	225
Project #4: Personal Action	125
Professional Speaker Critique	100
Quizzes, Midterm, and Final Exam	250

Transparent Grading

Many people say that grading a speech is inherently subjective. My aim is to make grading as objective as possible.

Students want to know clearly what is expected and why. Materials elsewhere in this evaluation kit will show that my students receive a lot of specific information about what they must do to succeed in the course.

Students also want to know how their grade is determined. From my background as a manager, I know that the first rule of performance appraisal is: *No Surprises*. So three times during the semester, I give each student a report summarizing their performance to date and forecasting their semester grade. A sample appears in this binder.

Each time that students receive a grade on a major speech, I ask them to write me a note responding to these questions:

- *Is there anything in the peer or instructor critiques that is unclear or concerns you?*
- *Are you clear about what you're to learn from this and apply to the next speech? What are the top two or three areas you will focus on improving?*
- *Do you feel your grade is fair? If not, what are your concerns?*

Student responses consistently indicate that they understand their grades and get useful guidance from the critiques. When a student expresses any confusion or dissatisfaction, I am quick to work with them individually to resolve the issue.

When students self-critique their four major speeches, I ask them what grade they think is appropriate. Typically, by the time we get to the second speech, 95% or more of students self-grade at the same grade that I give them. I interpret this as confirming that expectations and criteria are clear. When a student self-grades differently from my grade, it's almost always because they've considered only their delivery and overlooked their prep. Occasionally there is some hubris. I do spend extra effort communicating and resolving issues whenever there is a discrepancy between self-grade and instructor grade.

Learning Assessment

About 25% of semester grades are based on quizzes and exams. As required by the common syllabus, students are tested on each chapter twice, covering all assigned chapters in the Lucas text. Students are permitted to refer to their notes during tests, but they may not use their textbook.

The **mid-term** exam and quizzes are conventional tests using multiple-choice questions.

The **final** format is very unconventional, being based on an impromptu speech about material from the Lucas text. I have prepared a set of “microtopics” taken from Lucas, such as:

In Chapter 4, Lucas says a Central Idea should be a thesis sentence that encapsulates the whole speech. Explain what this means and how to construct the Central Idea. He gives 4 tips for a well-worded Central Idea; review them. Give an example of a strong Central Idea. Explain the term “residual message.”

As the final session begins, students draw a topic at random. They have 30 minutes to prepare a 1–2 minute speech on the topic they drew.

I have devised this format for the following reasons:

- Because topics are drawn at random, the final is inherently resistant to any cheating.
- Because topics are drawn at random, students must come prepared on the material in all chapters. (If they choose a topic on which they’re not prepared, they can swap for another, but the deduction is severe.)
- While students are listening to each other speak, they are all receiving one last review of the course material.
- The final combines learning and skills assessment.
- Typically, 80% of students come into the final knowing their semester letter grade and that their performance on the final will not change that grade. About 20% of students are notified that they are “on the bubble” and a strong performance will be needed to lift their semester grade. As a result, 80% of students view the final as a chance to speak in a relaxed manner for the first time all semester long.

It is this experience of speaking comfortably that is my hidden agenda. If they leave the class having experienced it just once in their lives, I believe it can be powerful. Several times students have remarked that they saw themselves differently after their final.

Syllabus

PUBLIC ORAL COMMUNICATION

CST 110

Spring 2008

Section	Meets	Final Exam
004	8:50 - 9:45 am MWF in CFA 333	Friday, 16 May, 4:45 - 6:45 pm
012	9:55 - 10:50 am MWF in CFA 333	Wednesday, 14 May, 7:45 - 9:45 am
020	12:05 - 1:00 pm MWF in CFA 335	Tuesday, 13 May, 2:30 - 4:30 pm

[About this Course](#) * [About the Instructors](#) * [Four Major Projects](#) * [Other Components of Your Grade](#) * [Calendar](#)

Joseph E. van Oss

Instructor

608-785-6709

351 Center for the Arts

vanoss.jose@uwlax.edu

Office Hours: MWF during the 11:00 and 1:10 class periods and Tuesdays and Thursdays 8:30 am to 2:30 pm. Walk in, no appointment needed.

Galadriel Chilton

Librarian

608-785-8738

112 Murphy Library

chilton.gala@uwlax.edu

Office Hours: Online throughout the week
In person Mondays 3-4 pm and
Thursdays 10-11 am

About this Course

Finding Your Way to Class

Objectives

You will increase your academic and professional effectiveness by improving your ability to communicate clearly, efficiently, vividly, and appropriately.

- You will build confidence and reduce anxiety about public speaking.
- By careful preparation before your speeches, you will develop research skills.
- You will develop critical-thinking skills that will enable you to choose and synthesize information into a coherent message.
- Through training and practice, you will learn to use your voice and body language effectively.
- You will build listening skills that will enable you to critique and learn from other speakers.

Required Textbook

Required for all sections of CST 110 is [*The Art of Public Speaking*](#) by Stephen E. Lucas, 9th Edition, published in 2006 by McGraw-Hill. We will read chapters 1-16.

Common Syllabus

The Communication Studies Department publishes a [common syllabus](#) that sets objectives and minimum standards for all sections of CST 110. Much of what I require of you is because of what is required of me by the common syllabus.

Writing in the Major

The Communication Studies Department curriculum is a UWL Writing-in-the-Major program. CST courses are designed to improve student competencies in a developmental fashion, requiring assignments and criteria appropriate for each course.

CST 110 Required for Graduation

Per the UW-L catalog, all students graduating must complete CST 110 with a grade of C or better.

Testing out of CST 110

The Communication Studies Department offers an opportunity to test out of CST 110. To test out, you must take a written test and deliver one persuasive speech. Details are available [here](#).

If you excelled in speech or debate in high school, consider the option of testing out. **It is best to make this decision as early as possible in the semester.** You need to act quickly to drop CST 110 and add some other course to your schedule. You may not test out if you are currently enrolled in CST 110.

Contact Dr. James Putz, CFA 350, 785.6705, putz.jame@uwlax.edu.

Assignments and Grading

You may earn up to 1000 credit points in this class.

Activity	Points
Introductory Speech	25
Project #1: Role Model	125
Project #2: Need for Change	150
Project #3: Group Action	225
Project #4: Personal Action	125
Professional Speaker Critique	100
Quizzes, Midterm, and Final Exam	250

Your final letter grade will be assigned by this scale:

Total Score	Grade
930-1000	A
880-929	AB
830-879	B
780-829	BC
700-779	C
600-699	D
599 or below	F

Attendance

This class involves a lot of activities and experiential learning that cannot be replaced or repeated outside of class, so attendance is important. I circulate a sign-in sheet during class. **It is your responsibility to make sure that you sign the daily sheet.** Any dispute about when you were absent will be resolved solely by referring to the daily sign-in sheets. When you are absent, it is your responsibility to check D2L.

Except for days when you are scheduled to give a speech, you may miss up to three classes, for whatever reason, without penalty. If you are absent four or more times, you will incur a deduction in your semester grade of 10 points per day. **Save your three *free days off* for when you really need them!** I do not get involved in sorting out whether an absence is *excused* or legitimate. Why you were gone is your business.

Nontraditional and commuting students, please see me if your off-campus circumstances create any special concerns. If you are involved in a campus activity that will cause you to be absent, your coach or director is supposed to send me a letter with dates of away events. If you get hit with a serious health issue or other catastrophe that will keep you out for more than a day or two, be sure to contact the [Office of Student Life](#). They will officially notify all your professors of your situation while respecting your privacy. If you have contacted Student Life, I will do everything I can to help you stay on track with the class. If you are simply absent without communication, it is much more difficult for me to accommodate you.

Special Needs or Concerns

If you have any disability, special concerns, shyness, stage fright, language issues, or other personal issues that might bear on this class, please talk with me about it. We will figure out some accommodation.

Here is the official UW-L statement: *"Any student with a documented disability (e.g., physical, learning, psychiatric, vision, or hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disability Resource Services Office (165 Murphy Library) at the beginning of the semester. Students who are currently using Disability Resource Services will have a copy of a contract that verifies they are qualified students with disabilities who have documentation on file in the Disability Resource Service Office."*

Plagiarism

Plagiarism is presenting someone else's work as if your own, without giving credit to them. Your speaking and writing exercises are to be your own original work and ideas. When you derive information from someone else, you must cite them properly, both written in your outline and spoken during your speech. I will selectively check all deliverables. Per university guidelines, plagiarism is grounds for failure.

Hazards

Per Communication Studies Department policy, you may not ever bring to class anything that might endanger yourself or other students. This ban includes firearms, knives, hazardous chemicals, explosives, animals, alcoholic beverages, and illegal substances. If you have any questions about this policy, please talk with me.

Desire2Learn and Campus E-mail

We will use D2L a lot. You will need to know how to use D2L and how to access this course.

I often send news to your campus e-mail. You are responsible for all information communicated in this way, so check your campus e-mail regularly. If your mailbox becomes full, you might miss important news. Tip: Clean out your Sent Items and Deleted Items folders.

I recommend you get into the habit of checking our D2L course and campus email at least once each day.

Cell Phones Off!

A ringing phone is discourteous and can derail a nervous speaker. When you enter our classroom, turn off your phone. If your phone rings during any speech, you may choose your penalty: Either take a 25-point deduction from your semester total, or sing the national anthem to your class.

Speaking Anxiety

Even the most experienced speakers feel some level of nervousness before presentations. I certainly do! To help everyone feel more comfortable, we will devote time in class to relaxation and other exercises. I will also be available evenings and weekends for rehearsals. These and other steps have proven remarkably helpful to students.

However, for some students, speaking anxiety is more profound, a truly serious functional problem. If you feel that anxiety or nervousness may be an issue for you, please talk with me. There are some options we can explore to help you gradually reduce the emotional and physiological effects of speaking anxiety.

Conferences and Individual Help

In the classroom, we go over ideas and techniques that apply broadly to all students and speeches. Students often seek help in applying those concepts to their own topics and speeches. Because a speech is personal and creative, there is tremendous value in working with students individually. When you come in for help, it might be to kick around ideas for topics, go over your outlines or visuals, or to do a "dress rehearsal" of your speech. I will help you in whatever way is needed. You will hear me say this often: No one wants you to succeed more than I do.

I promise: If you come in for individual help, it will be time well spent. You will be more successful. You will help your grade.

This is not about favoritism or being a teacher's pet. I do not automatically tack extra points onto a speech just because a student came in for help. When I promise that you will help your grade, I mean merely this: I know from experience that you will leave our meeting armed with feedback, ideas, and tips that will enable you give a better speech.

If you get a grade of C or below on any speech, I require that you meet with me at least 3 days before the next speech so that we can get you on track.

My [office hours](#) are open to you with no appointment needed. We operate on a walk-in, first-come-first-served basis. Please be patient if you have to wait a few minutes while I am wrapping up with another student.

If You Had a Speech Class in High School

If you excelled in speech or debate in high school, perhaps you should consider [testing out of CST 110](#).

If you had a speech class in high school, please do not expect that this class will be similar. Consider three differences.

- When you spoke in high school, no one expected you to speak as an expert, because you were a youth. Now you are an emerging adult. My aim is to prepare you for your professional life, to speak as a professional.
- The first year of college is not 13th grade. College is not merely an extension of high school; it is quite different in many ways. Expectations are sharply higher at the college level. You probably graduated high school in the top 25% of your class. That means you have left behind the lower 75%, and your performance in college is being benchmarked against far more capable peers. **The same effort that got you an A in high school will not get you an A in college.**
- Your high-school speech teacher may have asked you to write only one outline per speech, taught you to deliver from note cards, and had you make posters for visual aids. Your high school speech class may have involved procedural speeches (how to make or do something). Your speeches may not have been recorded.

In CST 110 you will create two outlines per speech ([details](#)). You can use hard-copy visuals but you will also learn basics of PowerPoint. We do not give procedural ('how to') speeches, but we do videotape all speeches so you can learn by seeing yourself. Many of these differences are required by the [Common Syllabus](#).

About the Librarian: Galadriel Chilton

Galadriel Chilton (gə-LAD-ree-ell)

608-785-8738

[112 Murphy Library](#) (YouTube video)

chilton.gala@uwlax.edu

Office Hours: Online throughout the week

In person Mondays 3-4 pm and Thursdays 10-11 am

I have been a librarian (i.e. information specialist!) since December 2000. I worked as a librarian at the Chicago Kent College of Law, the Tompkins County Public Library in upstate NY, and at Viterbo University. I have been at UW-L since 2003. I received my Master of Library Science from Indiana University with concentrations in library instruction, electronic resources, and intellectual freedom. I completed a second masters in Educational Technology/Instructional Design from San Diego State University in December 2007.

In addition to working as UW-L's E-Resources Librarian and **your** embedded librarian, I am an ad hoc faculty member for the School of Education where I teach EDM319, *Technology for Teaching & Learning*.

My husband Gerard, our black and white cat Ansel, and I live in La Crescent, MN where we delight in good food like homemade pickles and pies, hiking, gardening, reading, and watching movies. We are also thrilled to be expecting our first child in May.

As your embedded librarian, I'm here to help guide you through the process of searching for **credible and reliable** evidence/information to support your speeches.

About the Instructor: Joseph van Oss

Joseph E. van Oss

608-785-6709

351 Center for the Arts

vanoss.jose@uwlax.edu

Please call me 'VO'

Office Hours: MWF during the 11:00 and 1:10 class periods and Tuesdays and

Thursdays 8:30 am to 2:30 pm.

My Background

I come to this course from a 22-year background in high-tech industry. In 1980, I began my career in technical communication at Bell Laboratories in New Jersey. After returning to Minnesota, I served as a technical and marketing communicator and trainer in several small, high-tech start-ups. In 1990, I became head of the technical publications department at Postalsoft (now part of SAP). I served for a decade in the Society for Technical Communication and in 2000 was elected President of the Twin Cities chapter. At the end of my term, we received two international awards for growth and innovation in member services. I am a graduate of the University of Minnesota (BS Technical Communication, 1980) and of Rensselaer Polytechnic Institute (MS Technical Communication, 1982). My wife, Therese, is a lay minister in our church. We have three sons; Patrick and Nicolaas are UWL students. All five of us are black belts in American-style karate.

Why I Believe CST 110 is Important for You

The annual salary for instructors of CST 110 is \$26,400. So no, I am not in this for the money. I am passionately devoted to teaching this course because I know firsthand how important communication skills will be in your life.

I have been a department manager with responsibility for hiring, performance appraisals, and promotions. I have real-world experience in evaluating professionals and guiding them through their preparation for advancement. I have been on the other side of the table at job interviews and performance reviews. Over years, the 'manager as coach' model was ingrained in me. This meant that my paramount responsibility was to support and guide my professional staff to achieve their best, both as individuals and as a group.

That is how I approach teaching. When you are in my classroom, I look at you partly as you are now, and partly as what you will be a few years from now. My job as your coach is to help you prepare for the optimal launch and

advancement of your professional life. From experience I can tell you that your communication skills will be crucial to your first placement and your first promotion and a successful start will bend the rest of your career in the right direction. Your communication skills your abilities to find and sift information, to listen, think, speak, and write are central to your ability to team with others and your potential for leadership roles. Your whole set of communication skills is what CST 110 is about, not just the speaking.

Most CST 110 students are about 19 years old- what I call 'emerging adults.' So I do not expect you to operate at the same level as an adult professional. However, I hope you will work toward that, and at least begin to glimpse yourself as an emerging professional.

About 110 Being an "Easy A"

CST 110 is a required General Education course; all UWL students must take it to graduate. If you feel that CST 110 should therefore be an "easy A," please jump on TALON or see me confidentially. I will help you with paperwork to drop the course or transfer to another section. There will be no hard feelings. In [my view](#), the communication skills you could learn in this class are crucial to your success as a professional and as a whole person, so those skills are a worthy investment of your time and effort. If you feel otherwise---perhaps that CST 110 is merely an academic requirement on the way to greater things---then perhaps it would be best to take the class with someone else.

This I Believe

For every right there is a balancing obligation.

- Someone paid at least \$500 for you to take this course. You have a right to expect value for that money, and an obligation to see that it was well spent. You have the right to expect me to work hard for you. If you want a good grade in this class, you will have to work hard too.
- You have a right to clear information about expectations and how grades are determined. You have a right to understand the reason 'why' behind everything that is asked of you in this class. You also have an obligation to use that information or accept the consequences of ignoring it.
- You have the right to timely progress reports and a clear understanding of your grades. In return, you are obliged to communicate to me any concerns or questions you may have about assignments or grades. In the end, we both get to score each other's performance, and there should be no surprises.

Facebook

I have a Facebook [profile](#). I do not have time or interest in visiting students' profiles or albums. For me, Facebook is not a social lounge but a tool that I use in two ways: First, if your campus mailbox becomes full, and if I have time, I may send you a Facebook message to let you know that you are missing out on class news. Second, when a former student contacts me to ask for a recommendation or a reference, I sometimes need to look them up on Facebook just to put a face with the name.

Four Major Projects

You will give four major presentations, two informative and two persuasive.

VO's model presentations

A week or more before each round of major presentations, I will present to you. My presentation will meet or exceed all of the requirements for each assignment. I do this for three reasons:

1. I think it is important to demonstrate to you that I can do what I am asking you to do.
2. When I write my own presentations, I get a direct experience of the same challenges and workload that my students face.
3. You can use my presentation as a guideline when preparing your own. You don't have to follow my example in every detail, just learn from it.

The outlines and visuals for my presentation will be available to you on D2L. If you wish, you may print a copy of my materials and bring it to the presentation, to compare what I actually say with what I wrote.

Most speech teachers do not give their own presentations because it's a lot of work. However, I feel it is worthwhile, and student comments on SEIs have confirmed this.

Topics

Project #1 will be a **Story of a Role Model**. Select a personal quality or character trait and someone who exemplifies it. Explain why this trait is admirable and we should aspire to or emulate it. Tell us just enough of the person's life story (the germane events of their life, and their response to those events) so we can see and believe that they are a role model. Do not try to tell us their whole life.

Projects #2 and #3 will both be about the same topical area. In the #2 presentation, you will explain some controversial topic in neutral terms, giving us background on both sides of the issue. Then in #3 you will come back to the same topical area as an advocate, promoting a particular view or course of action.

Project #4 must be about some action that you want your classmates to take.

Two Outlines per Project

For each speech you will create a Preparation and a Speaking Outline following the guidance in Lucas, Chapter 10.

- The **Preparation** Outline is a very thorough planning document. All material is expressed in complete sentences. You will give me your Prep Outline at the start of class on your speaking date.
- The **Speaking** Outline should contain only keywords and cues. Print your Speaking Outline in large print on ordinary paper. I do not recommend the use of note cards, nor do I accept note cards in lieu of a Speaking Outline. You will give me your Speaking Outline immediately after you finish delivering your speech.

I provide a template to help you create your outlines. You can also download the outlines for my presentations and use them as models. You do not have to slavishly follow these templates and models; they are not mandates, but assistance.

Extemporaneous Delivery

In this class we practice extemporaneous delivery. (Lucas explains this term in Chapter 12.) My own explanation is that the 'extemp' speaker tries to strike a balance between two extremes of delivery style:

- Delivery of exact wording by memorization or reading from a script can be appropriate in certain situations. But it can also make the speaker seem unnatural, emotionally distant, and less than knowledgeable. If you really know what you are talking about, why would you need to read it off a page?
- Impromptu speaking can make a speaker seem natural, more engaged with listeners, and more expert on the topic. Unless you are experienced, however, impromptu speaking can make you appear unprepared and unprofessional.

The extemporaneous speaker gets the best of those other two approaches, while avoiding their pitfalls, by combining a planned, prepared, practiced message with a natural, conversational delivery that engenders trust and engages listeners emotionally.

All presentations in this class are to be delivered extemporaneously. **Do not write, memorize, or deliver a scripted speech.** This applies to the whole presentation, including the introduction and conclusion. You are to speak to us, not recite at us.

I understand that extemporaneous delivery is more challenging. I make you this promise: If you will get up there with a keyword outline and give true extemporaneous delivery an honest try, then no matter how bumpy your delivery, you will score higher than if you retreat into reading from or memorizing a script. If you get up there with a script and read to us, or memorize a script and recite it at us, you may not score higher than a 'C' on delivery.

Deliverables with Each Project

The items below are due with each project.

Item	Deadline
Audience Questionnaire	See the Calendar .
Preparation Outline	If you got a BC or above on your last presentation, a hard copy of your Prep Outline is due at the beginning of class on your presenting date. If you got a C or below on your last presentation, your Prep Outline is due at least 72 hours before you give your next one.
	I also ask that you place a soft copy of your Prep Outline in the D2L Dropbox. This gives Galadriel access to your

bibliography so that she can learn from your search strategy and better help you with your next project.

Speaking Outline	Right after your presentation, walk straight to me give me everything you had in your hands.
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Peer Critiques	In class, on days you are not presenting, you will be writing one or possibly two peer critiques.
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Self-Critique	2:00 pm on the Friday after the last day of the speech cycle
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Late Presentations

At the end of each cycle of presentations, I hold a make-up session. This session is by invitation only, so talk with me. You may lose points if you miss a presenting date and must come to the make-up session.

Preparing Documents

Except for self-critiques or things written in class, **all documents you give me are to be typed, not hand-written**. Make sure that the following information is prominent at the top of page 1:

- Your name
- Section number
- Assignment name (such as "Project #1" or "Professional Speaker Critique")
- Type of document (such as Preparation Outline or Speaking Outline)
- Date of Presentation (not the date you wrote the document, please)

Citing Your Sources

Your Preparation Outlines will include a list of your sources. As required by the CST 110 common syllabus, your citations are to conform to APA standards (American Psychological Association). Visit the Links page on D2L for guidance on this.

In your Preparation Outline, each and every place that you give specific evidence (a statistic, quotation, or story), mention which source it came from. Remember that visual aids are part of the content of your speech, and you must to cite your sources for them too. Failure to cite sources reduces your credibility and opens you to a charge of plagiarism.

For each of the persuasive presentations there is an additional requirement: **At least one of your sources must be someone taking a position opposed to your own**. In your bibliography, add a sentence or two telling me what you learned from the opposition's facts and arguments.

Using Reliable Sources

When you take information from a website, be sure to find out who hosts or owns that website, and include the host or owner in your bibliography so we all can evaluate whether they are trustworthy. Remember, **a web address (URL) is merely the location, not the source, of information**. You must know and give the proper name of the **person or organization** who stands behind the content. If you have any trouble or concern about identifying the owner of a website, use the 'whois' tool that I will teach you in class (also linked on D2L).

Be extremely careful when using information that has been published first or only on the web; such material may be vetted poorly or not at all. For example, www.wikipedia.org is user-edited content. Anyone may edit content without ever having to show any credentials or evidence. The Wikimedia Foundation [disclaims](#) any responsibility for accuracy. You may use Wikipedia early in your research, to get leads, but do not use Wikipedia content directly in your speech, nor list Wikipedia in your bibliography.

Do not present tertiary (third-hand) information in your projects. When one of your sources quotes or refers to someone else, go directly to the original source and get the information in context. If in your presentation you mention a source that is not listed in your bibliography, you will lose some points.

Peer and Self-Critiques

To give you maximum feedback, we will videotape your major presentations. Afterwards, a cassette will be available in the Communication Studies Resource Center (341 Center for the Arts, also known as 'the lab'). During the day, you may check out this tape and view it in the lab. Use the same critique form that we use in class. Forms are in the lab. **Your self-critique is due at 2:00 pm on the Friday after the last day of the presentation cycle**. Tuck your self-critique under my office door.

During each presentation cycle, you will be scheduled to write peer critiques. If you are absent, it is your responsibility to make up by viewing that day's tape in the lab.

On each of the major presentations, 10 percent of your grade will be based on your peer and self-critiques. Most of all, I look at your critiques with these questions in mind: *Is he/she genuinely trying to improve? Trying sincerely to help classmates improve?* Even if you feel you are not the best presenter in class, your classmates will crave your feedback, so give it thoughtfully and generously. Remember:

- Write comments that are ample, clear, specific, constructive, and insightful. The more comments you write, the more points you get. Empty praise may seem like a soothing act of kindness to a struggling presenter, but constructive criticism is more helpful.
- Ratings (Outstanding, Above Average, Competent, Needs Work, or Poor) should be proportionate and realistic. Do not mark "Outstanding" unless the presenter is truly and sharply above average. If you are an "easy grader" or your ratings conflict with your comments, you are less helpful and you will lose points. Be sure to offer a suggestion any time you mark anything as Needs Work or Poor.

Etiquette on Presentation Days

- Turn off your cell phone.
- If you are **presenting**: Remember to bring both your outlines. Dress well, arrive early, get your visuals loaded on the projection system pronto, and get your Preparation Outline to VO.
- If you are **critiquing**: Get critique forms, be ready, listen actively, write a lot.

Grading Your Presentations

Even if you are an inexperienced or very nervous speaker, you can still do well on your presentations in this class. Let's go through the math: On all four of the major projects, 10% of your grade is based on your critiques of peers and yourself. Your prep work (outlines and visuals) is 45%, and your delivery is 45%. If you write thoughtful, thorough [critiques](#), you should get the full 10% credit. Scoring well on prep work is certainly within your control: Managing your time, making sure to fulfill all requirements, and so on. So more than half of your grade (55%) is determined mostly by your work ethic. If you prepare well, then even if you botch the delivery, you can earn a B.

The following criteria for letter grading have been semi-officially adopted by the Communication Studies Department:

The grade C (average) presentation meets the following standards:	<ul style="list-style-type: none">• Delivers the kind of presentation assigned (informative, persuasive).• Comes prepared and delivers the presentation on day assigned.• Stays within time limits.• Fulfills any special requirements assigned (following the outline, using visual aid, using citations including assigned number and type).• Writes a clear specific purpose, and the central idea (thesis statement) on the typed preparation outline.• Has an identifiable introduction, body, and conclusion.• Shows reasonable competence in delivery.• Speaks without serious errors in grammar, punctuation, and word usage.• Shows an understanding of the cultural diversity of the audience.
The grade B (above average) presentation includes the grade C standards plus:	<ul style="list-style-type: none">• Selects a challenging topic.• Fulfills all major functions of an introduction and conclusion.• Presents clearly organized main points supported with strong evidence that is accurate, relevant, objective, and sufficient.• Exhibits proficient use of connectives including transitions, signposts, and internal previews and summaries.• Delivers presentation in a skillful manner that does not distract attention from the message.
The grade A (superior) presentation includes the grade C and B standards plus:	<ul style="list-style-type: none">• Genuinely contributes to the audience's knowledge and beliefs.• Sustains positive audience interest, feelings, and/or commitment.• Contains language elements of vividness and special interest.• Presents in an innovative way.• Delivers the presentation in a fluent, refined manner that strengthens the impact of the message.
The grade D or F (below)	<ul style="list-style-type: none">• Seriously deficient in the standards required for a grade C

Tips for Getting a Low Grade

If you are determined to get a BC or below on your presentations, here is a strategy that has worked for others:

- Be sure to procrastinate on your prep work. If cramming works in other classes, why not CST? Stay up late the night before your presentation doing all your research on Google or Yahoo.
- Write your outline with just a few sentence fragments and plan to *ad lib* the rest. Or write a full manuscript and just read it to us.
- For visual aids, grab the first couple of pictures you find on Google Images. Or, if you are in a time jam, just skip visuals altogether.
- Whatever you do, do not practice. And be sure not to talk with VO before the presentation.

Other Components of Your Grade

Introductory Presentation

During the first class we will form pairs and give you time to interview one another. I will give you suggested questions for this interview. You will speak for 1 to 2 minutes. Your purpose is to convince us that your classmate is the most interesting person in the class.

Professional Speaker Critique

You will attend and critique a presentation by a professional speaker. For details, see the assignment page on D2L. The critique is due in my office by 2:00 pm Wednesday, April 30. **Do not make the mistake of putting off this assignment to the end of the semester.** Students in past semesters have said that they learned a lot from watching a professional and wish they had done it earlier in the semester.

Readings, Discussions, and Exams

We will read chapters 1-16 in the Lucas text. The [Calendar](#) shows the schedule for reading chapters. Come to class having read each chapter on the dates shown.

We will use some time in class to discuss the readings from Lucas. I do keep track of who contributes to these discussions. Come prepared.

Occasionally, I will hold a quiz to verify whether students are keeping up with readings in the Lucas text. Quizzes may also cover handouts, including this syllabus.

The mid-term exam covers chapters 1-16.

Quizzes, the mid-term, and the final are all 'open notes.' You may bring your own notes (typed or hand-written), your speech packets, and any hand-outs from presentations, but do not bring your textbook. Keep up with the readings, take good notes, and you will be fine. Blow off the readings and there will be misery.

Final Exam

My final exam has an unorthodox format. Learn about it by reading the assignment page on D2L.

Extra Credit

Seniors majoring in Communication Studies must do a research project. You can earn extra credit for participating in one of these projects as a research subject. Usually, this involves filling out a questionnaire or joining in an interview or discussion group. You may earn credit for participating in up to 2 studies. This extra credit is approximately equal to what you would earn on a quiz. To sign up for a study, watch the bulletin board outside the CST lab ([341 CFA](#)). After your participation, the researcher is supposed to give you a voucher which you then bring to me. If they do not offer this, ask them for it.

I will make other opportunities for extra credit available as I see fit.

CV

Teaching Experience

- Teaching public speaking, including listening skills and critical thinking.
- Taught life skills (focus, self-discipline, respect, effort, etc.) through martial arts.
- Taught technical-communication courses for seniors in Electrical and Computer Engineering at UW-Madison.
- Designed and presented a technical-communication course for graduate students in Software Design at the University of St. Thomas.
- Designed and presented professional seminars on paperless publishing at the University of Minnesota.
- Developed and presented technical, product-focused training for customers and staff of Firstlogic. Programs included live and web-based seminars for application users, and live seminars for software engineers designing applications to work with our toolkit products.
- Developed training courses, tutorial software, and a handbook on documenting technical information at Bell Labs.
- Popular speaker at local, regional, and international conferences of the Society for Technical Communication.

Business Leadership Experience

- Currently responsible for sales, promotions, enrollments, retention programs, communications, and other office operations of a karate school with over 200 students.
- As a **Senior Product Manager** at Firstlogic, I had P&L responsibility for domestic and international data-cleansing products.
 - Identified needs and opportunities and elicited requirements based on industry research, customer visits, trade-show activity, etc. As “captain” of company-wide, cross-functional teams, managed implementation of multiple concurrent projects according to a defined process.
 - Provided a wide variety of roll-out communications, including executive reviews, bulletins, video, conference presentations, and web-based seminars.
 - Developed a formula and practices for sharing revenue with a UK partner company. Designed and implemented an automated pricing tool to help sales staff correctly price and place international orders.
 - Led a cross-functional team to develop and deploy a high-performance solution for change-of-address updating, meeting all deadlines.
 - Led a cross-functional team to develop a new generation of data-cleansing software for customer-contact information. Turned around a product that had previously achieved only 20% share of base.
 - Pioneered a process for retiring under-performing products and made the first four retirements, saving \$300K.
- As **Director of Technical Publications** at Firstlogic, I managed a team responsible for all technical product documentation through growth from 2 to 11 members.
 - Met project commitments without fail. Empowered team members so that they would own the growth and maturity of processes, tools, and practices. Sponsored several team members to grow into larger roles.
 - Launched successful initiatives in outsourcing, online publishing (CD and web), single sourcing of print and online content, browser-based online help, and intranet content management.
 - Launched first customer newsletter. Later reduced cost, upgraded to full color, and reduced turn-time to a single day by adopting electronic printing.
 - Helped move company into #1 position in the postal industry by being the only vendor to beat U.S. Postal Service Classification Reform deadline by 30 days.
 - Held the team together and met all commitments despite a 25% layoff.
 - Won internal awards for on-time performance, innovation, and most useful intranet site.

Technical Communications Experience

Portfolio is available by request.

- Customer documentation, help, information CD, newsletter, training materials, website, and other communications for Firstlogic.
- Sales literature, operator and service instructions, and hardware and software documentation for Applied Vision.
- Engineering practices, hardware service and theory manuals, and a full customer documentation suite for Edge Computer.
- Technical documentation and online-help architecture for ETA.
- Developed training courses, tutorial software, and a handbook on documenting technical information at Bell Labs. Developed and won cross-functional acceptance for a set of new communication processes and systems for the “Baby Bell” companies.
- Winner of 23 awards in STC competitions, including Best of Show and an Award of Excellence at the international level.

Professional Leadership

Society for Technical Communication 1979–2001

STC is a professional organization for technical writers. The Twin Cities Chapter is among the largest in STC, with over 700 members throughout the five-state area.

- President, 2000–2001. At the end of my term, we received a Chapter of Excellence Award reflecting a thriving chapter and high membership growth (17%). Also received the Chapter Pacesetter Award for innovations in member services.
- First Vice-President and Conference Manager, 1999–2000. Overall responsibility included P&L, speaker and staff recruiting, promotions, arrangements, and managing the conference staff.
- Second Vice-President, 1998–1999.
- Competition Committee Manager, 1994–1999. Annually managed dozens of volunteers scattered across Minnesota or the Midwest.
- Distinguished Chapter Service Award, 1997.
- Popular speaker at local, regional, and international STC conferences.
- Member of the Advisory Council for the degree program in technical communication at the University of Wisconsin – Stout.

Employment History

University of Wisconsin since 2003
Madison and La Crosse campuses.

Martial Arts America, Onalaska, WI 1999 to 2004
Karate academy with 400 students at two locations.

Firstlogic, La Crosse, WI
Senior Product Manager 1999–2002
Director of Technical Publications 1990–1999
Leading provider of information-quality software for enterprise IT projects. Also supplies mail-marketing and postal-automation industries with software for optimized mailing efficiency and analysis.

Various agencies, Twin Cities area 1986–1987
Freelance technical writer and consultant.

Applied Vision Systems, Minneapolis, MN 1987–1990
A start-up making robotic inspectors used in the manufacture of printed-circuit boards. Closed 1991.

ETA Systems, St. Paul, MN 1984–1985
Start-up supercomputer maker. Closed 1988.

Edge Computer Corporation, Minneapolis 1984–1985
A start-up maker of high-end UNIX workstations with \$13M capitalization. Closed 1986.

Bell Telephone Laboratories, New Jersey 1980–1984
R&D arm of AT&T.

Education

- **MS** Technical Communication, Rensselaer Polytechnic Institute, Troy, NY
- **BS** Technical Communication, University of Minnesota, St. Paul (with full U.S. Navy scholarship)
- Continuing education in teaching, leadership, business management, and technology development processes

Certification

- Second-degree black belt in karate
- Current Red Cross CPR certification

SEI Comments

Comments from Student Evaluations

The comments below are from student evaluations of Joseph E. van Oss at the end of the Fall 2007 semester.

Affirmative Comments

Below are all **82** responses to the question: **What did the instructor do in this course that contributed most to your learning or skill development?**

Allowed us to become familiar with the audience (our class). It gave us the [illegible] perspective on issues and allowed you to gain from everyone else's insight. Excellent group activities.

Allowing us to input about how to make the class better.

Always available and willing to answer questions. Gives you tons of information and examples. Expects a lot so you have to work hard.

Always available either by email or office hours to help. Encouraged us to get to know each other so we would be more comfortable speaking.

Basically just making us stand up and give speeches. The biggest thing in this class for me was practice and experience in public speaking. Also, he made sure we got to know each other so that we felt a little more comfortable doing it.

Being available for questions all the time. Very helpful to all students.

Broke down the steps that were needed to be taken to give us a good speech. Helped me out with a lot of helpful info. Showed us the librarian who was so much help.

Came in on his own time, always encouraged us to ask questions and always made himself available to his students no matter what.

Did speeches of his own; helped by setting an example to go by for our own speeches. Had us do self-critiques by watching tape; helpful to see ourselves speaking.

Example "model" speeches.

Example speeches, outlines, visual aids. Good feedback.

Examples of speeches, making us comfortable in the class with the other students.

Feedback and what was required for speeches. I learned many skills for public speaking and eased my confidence while giving speeches.

Gave ample time to finish speeches; Gave example speeches before every round.

Gave example speeches which helped in getting started on our own speech. He also had little class projects that were fun and pertained to the next speech we were giving.

Gave the same type of speech we were going to give before we actually gave it. It helped recognize areas of importance and how the speech should be organized.

Had good examples of his own speeches, outlines, etc.; he also gave excellent feedback.

Having wonderful office hours that allowed me to receive help almost every day of the week.

He actually cared about the students. He wanted us to succeed and he helped us out when we asked him. He made it a comfortable environment.

He actually cared about what we learned and he was always willing to help. He also made class fun and enjoyable. He also made me more comfortable about speaking in front of people.

He also gave speeches to give us an idea about how our speeches should be outlined.

He always asked for our opinions and listened to our feedback. He was very friendly and got to know everyone right away which made speaking in front of him very comfortable.

He asked for our input and opinion on things.

He emphasized and encouraged practice. He had good activities to help us feel comfortable with my classmates.

He encouraged class participation and for us as classmates to get to know one another so it would be easier to give speeches to each other. Just the way he interacted with us.

He encouraged his students and he always never say any negative comments to his students.

He gave a lot of examples speeches and outlines to help me get to know what I needed to do. It was very helpful when I was writing and presenting my speech.

He gave detailed feedback in everything that was handed back to us, from speeches to grade reports. He always made himself available for extra help if we needed it.

He gave speeches like the ones we were about to give before we did ours.

He gave us challenging speeches to present, but made it easier to accomplish by giving us to opportunity to use topics that interest us.

He got us involved mostly every day. It makes me think about the subject matter more than just sitting here listening.

He helped me become more organized with my speaking and become less nervous in front of others.

He helped me understand that speech wasn't as bad as I thought.

He helped to teach me some of the basic ways to public speak and how to prepare for them.

He made himself available almost any time of the day and would spend any amount of time helping any student in order for them to succeed.

He made us do those damn outlines for every speech. They were so frustrating, but they really did help organize your thoughts. As much as I hate to say it, they did help develop my speeches.

He offered help whenever we needed it. He did everything he could to help us learn the info and help on our speeches. He was willing to come in extra hours for practice and had great feedback.

He really interacted with all the students and strongly encouraged students to interact with one another. He really strived to make this classroom the most comfortable place for students to speak in.

He really related this course to life experiences that already occurred to us or those that are yet to occur. His enthusiasm and passion about the class really helped to open ourselves up and express our feelings and passions as well.

He really seemed to care about each of us. He made the atmosphere very light and happy.

He related incredibly well to the entire class, and made sure to keep updated with his students, allowing him to make appropriate changes to the syllabus when necessary in order to help everyone succeed. Also he made himself available at all time, in the event that a might want to practice a speech or ask him a question. It was also incredibly helpful to be able to email him with questions or concerns and get a prompt and timely reply.

He taught us not to put things until the last moment.

He used many examples to demonstrate concepts. I found it most helpful that he gave an example speech before each round of speeches, so we knew what to expect.

He was always available to help me and always wanted feedback and always gave me constructive criticism to better myself. He told me how I can apply these skills learned in this class to my life. He did a lot of different things to spark all learning types and was very communicable.

He was always available to help students out, whether it was during the school week or weekend. You can tell he really wants his students to succeed.

He was always available when anyone in the class needed help. He took extra time out of his day to answer questions or give advice on speeches.

He was always there, "the door was open" to come to him and ask a question. Yet he was also tough enough not to be "walkover" and taken advantage of. He did a very good job.

He was very flexible and respectful.

He was very knowledgeable, provided helpful feedback and made class fun.

He was very understanding and was very friendly. I felt he genuinely cared about the students.

He was very willing to listen to us and see what was going on and do whatever he could to allow us to do well in the course.

He was willing to come in and work with you pretty much anytime. If I didn't understand something he made sure to explain it in a different way so I did. I also liked how he made it a point to talk with us each day and show that he really

truly cared. He was always open for suggestions as well and was willing to talk about how things you were having trouble with and make a compromise.

He was willing to work with students outside of his office hours just to help them out. This helped everyone and allowed for great development. He also gave great feedback to help us get better.

He worked with kids one on one to make sure everyone was fully prepared for speeches.

He's very available for help when you need him. All the time.

His great desire to see his students succeed. VO was willing to give you an abundant amount of help and gave constructive criticism. He helped us gain confidence in our speech-giving capabilities.

His nature is very easy going so it helped me feel comfortable to speak in front of him.

His openness to suggestions was great. His willingness to help enhanced learning.

I had never taken a speech class before. I thought I would hate it and would be horrible at it. After taking this course I found that I'm not that bad at speech. Van Oss helped me develop my speech writing abilities and comfort in front of the class.

I liked getting my critiques back with descriptive ideas and comments on how to improve for future speeches. I like his example speeches before we delivered ours. This helped to understand what he was looking for in our presentations. Even though I didn't utilize his office hours, VO was always more than available and willing to help us with anything we needed—even on weekends! That's dedication! Very helpful and used classroom comments to improve our schedule!!

I think what has helped me the most were the examples he gave but really, his whole style was really helpful. I really enjoyed having taken this class.

I would come in the day before my speech and he would also help me with the things I needed help on. Very effective.

Made us go very in depth on our speeches with prep outlines and then separate speaking outlines.

Mr. VO was always willing to help and give advice. He has faith in everyone and always encourages his students. He took time out of his free periods to help and came here on Sunday night to practice speeches with people. Overall he is a great teacher.

Offered plenty of help in and out of classes, sent frequent emails to keep us updated, thoroughly taught materials.

Provided us with his own speeches for an example.

Showed us how to speak in public correctly.

Taught us through experience, and tried to let us learn from our mistakes and errors.

The feedback offered after each speech helped me progress and do better on the next one. He always offered practice sessions for his students. Mixed up the speeches (informative/persuasive). Gave his own speeches as a provided outline and example (very helpful).

The format of a speech. Learned how to practice for a speech better.

The group activities to help everyone meet each other and work together. It made me feel a lot more comfortable giving my speeches. I also liked that he was very flexible. He allowed some speeches to be pushed back, so we could be better prepared.

The instructor made himself available to students for help, questions, and rehearsals. He provided example speeches that were able to show us what to do and how to do our speeches well. The instructor has us critique ourselves and others so we had a broad understanding of how to give speeches.

The instructor spent much time out of class working with all of his students. It really helped me to succeed and perform better.

Throughout the whole course Van Oss was extremely helpful. His lesson plans were adapted to fit our needs. If a student was gone because of illness he was lenient and understanding. If a student didn't understand the information, he would show his true colors and create a different way to get through to the student. In the area of skill development, the constant beating away at the physiological nervousness really helped. By this I mean that most of the classes were focused on getting to know each other, speaking in front of the class and advancing our skills instead of constant book work.

Very helpful evaluation form.

VO emailed us all the time updating us and making sure we were able to do our assignments to the best of our abilities. I found this really helped me and encouraged me because I felt like he genuinely cared about the success of his students.

VO is an overall great teacher!

Was able and willing to go over our speeches with us ahead of time and gave us good and honest feedback.

Was almost always available and offered help whenever we needed. Obviously put a lot of work before class to make it easier for us. Taught us the skills to be successful.

When I had a question he worked with me to help solve the problem.

Whenever I needed help he walked me through the speech process and made me feel more confident in giving speeches in general.

Willing to help.

Other Comments

Below are all **75** responses to the question: **Are there any ways in which the instructor could have been of more help to you in the learning process?**

A little more in-class work where we could ask questions would have been helpful.

Being a college-level course it should be challenging, however if preparation and delivery is done well it should not be difficult to acquire an A in a required general education course. It is a speech course not a writing course, our grades should reflect more on delivery, then content, then written portion of our speech, leave the grades on papers for the writing courses.

Changed up his wardrobe—no more short sleeved sweaters!

Could have been more clear at times to what he wanted from us when speaking. Also maybe explore more ideas of our own and work outside the box.

Donuts would have been nice. The sugar frosted ones especially.

Good job!

He can be more humorous, I guess, just like some other professors of mine.

He could have replaced the activities we do in class with more hard knowledge.

He could've had a little more feedback individually on speeches.

He did great.

He was great!

I believe that VO did as much as possible. There are only so many hours in the day, and all the students have multiple classes.

I cannot think of anything at this moment in time.

I don't believe so.

I don't think so. He was great.

I don't think that is possible.

I feel there is very little Van Oss can do to provide us with more tools to improve our speech.

I felt that he was very willing to take in our opinions and apply them, so what he's doing is good.

I guess D2L could be a little more organized for freshmen who have no idea what they're doing.

I think he did all he could.

I think more helpful feedback on what we, as students, can do to improve our speaking would be helpful.

If anything, helping his students overcome nervousness and anxiety better before and during speeches. (Hard to do though.)

In-class activities didn't do anything.

Maybe more open minded when it comes to topic ideas.

Maybe talking to me one on one of how I could improve as a public speaker. Sometimes I feel he didn't understand me when I would ask for help.

Maybe test us on what we were supposed to learn more often.

More activities given to ease our way into the first speech. Maybe first speech could have been graded easier or had less formal formatting.

No VO is the best.

No!

No, absolutely not. He went above and beyond and showed enthusiasm and really made this classroom a pleasant atmosphere and drove me to do harder.

No, he did a great job.

No, he did a very good job.

No, he made many efforts to help us prepare ourselves for a speech.

No, he pretty much did all he could.

No, he was great!

No, he was very helpful.

No, he was very open to communication via email, phone, office hours and speech practice sessions.

No, I think he did a good job and clearly defined what he wanted from us.

No, not at all, he was always there for help.

No, not really.

No, not really. But a schedule of a few professional speakers for the speaker project could help improve the class.

No, overall he taught me a lot.

No.

No.

No.

No.

No.

No.

No.

No.

No.

No.

No—he was a ton of help and I actually enjoyed the class.

None that I can currently think of.

None.

Nope.

Nope.

Nope.

Nope—VO was open and available to any form of help and always made himself available if you asked.

Not knocking down our ideas, but more explaining why we can't do something. Just saying "No, that's not going to work" after we already put time and thinking into it.

Not really, he already went above and beyond.

Not really, made himself available to us all.

Not that I can think of.

Not that I can think of. Whenever I had a question he was always willing to help and had a multitude of ideas.

Not the learning process, but there were a couple times when we had an assignment due but he didn't remind us. It would be nice if he could remind us.

Perhaps breaking down the speeches and discussing each part critically. Run through the reasons we need to preview, signpost, summarize in the beginning.

Perhaps instructing students a bit more on transitions within the speech and helping to develop a way to tie together the main points more fully.

Professor Van Oss was pretty critical and unsupportive of my topics for my speeches. A more supportive or at least neutral attitude would have made me more confident and comfortable with my work.

Taught us the book chapters instead of make us just read and teach ourselves.

The instructor was so great to me he was a great helper in the learning process.

The students would fill out a sheet for peer critiques, it would help us if he did one too.

Told us more about upcoming assignments.

Very helpful, full of comments. More open mindedness to variety of ways to organize speech would allow students to use their creativity and practice their unique way of speech giving skills. Not so "one way is the right way."

VO was always willing to make time for his students. I've been at this university for 3 years now and I've never had such a devoted teacher for a GenEd course.

We could have done more to help calming nerves before giving speeches. Doing more speeches helped it, but we could have done exercises before the first speech to reduce anxiety.

IAS Classroom Evaluation

Classroom Observation Form

Instructor Name Mr. Joseph Van Oss

Observer Name Dr. Laura L. Nelson

Date of Observation Feb. 21, 2007

Topic of Class Example speech, instructions, preparation for Pres. #2 ; Sign up for Pres. #2 ; Group activity on organization for Pres. #3

Instructor organization

<u>Yes</u>	No	N/A	The instructor arrives to class on time.
<u>Yes</u>	No	N/A	The instructor states the relation of the class to the previous one.
<u>Yes</u>	No	N/A	The instructor knows how to use the educational technology needed for class.
<u>Yes</u>	No	N/A	The instructor makes transitional statements between class segments.
<u>Yes</u>	No	N/A	The instructor conveys the purpose of each class activity.
<u>Yes</u>	No	N/A	The instructor summarizes periodically and at the end of class.
<u>Yes</u>	No	N/A	The class is structured to meet objectives of the class.

Variety and pacing of instruction

<u>Yes</u>	No	N/A	More than one form of instruction is used.
<u>Yes</u>	No	N/A	The instructor pauses after asking questions.
<u>Yes</u>	No	N/A	The instructor encourages student responses.
<u>Yes</u>	No	N/A	The instructor draws nonparticipating students into the discussion.
<u>Yes</u>	No	N/A	The instructor prevents specific students from dominating the discussion.
<u>Yes</u>	No	N/A	The instructor helps students extend their responses.
<u>Yes</u>	No	N/A	The instructor mediates conflict or differences of opinion.
<u>Yes</u>	No	N/A	The instructor demonstrates active listening techniques.
<u>Yes</u>	No	N/A	The instructor provides explicit directions for active learning tasks.
<u>Yes</u>	No	N/A	The instructor allows enough time to complete active learning tasks, such as group work.
<u>Yes</u>	No	N/A	The instructor was able to complete the topics schedule for the class.
<u>Yes</u>	No	N/A	The instructor provides time for students to practice.

Content knowledge

<u>Yes</u>	No	N/A	The instructor's statements are accurate according to the standards of the field.
<u>Yes</u>	No	N/A	The instructor incorporates current research in the field.
<u>Yes</u>	No	N/A	The instructor identifies sources, perspectives, and authorities in the field.
<u>Yes</u>	No	N/A	The instructor communicates the reasoning behind concepts.
<u>Yes</u>	No	N/A	The instructor's examples are relevant.
<u>Yes</u>	No	N/A	The instructor's content is culturally sensitive or diverse.

Presentation skills

<u>Yes</u>	No	N/A	The instructor varies the volume, tone and pitch of voice for emphasis and interest.
<u>Yes</u>	No	N/A	The instructor avoids distracting mannerisms.
<u>Yes</u>	No	N/A	The instructor maintains eye contact throughout the class.
<u>Yes</u>	No	N/A	The instructor avoids extended reading from notes or texts.
<u>Yes</u>	No	N/A	The instructor spoke at a pace that allowed students to take notes.

Rapport with students

<u>Yes</u>	No	N/A	The instructor addresses students by name.
<u>Yes</u>	No	N/A	The instructor addresses student comprehension or questions.
<u>Yes</u>	No	N/A	The instructor provides feedback at given intervals.
<u>Yes</u>	No	N/A	The instructor uses positive reinforcement.
<u>Yes</u>	No	N/A	The instructor incorporates student ideas into the class.

Clarity

<u>Yes</u>	No	N/A	The instructor defines new terms or concepts.
<u>Yes</u>	No	N/A	The instructor elaborates or repeats complex information.
<u>Yes</u>	No	N/A	The instructor uses relevant examples to explain content.
<u>Yes</u>	No	N/A	The instructor pauses during explanation to allow students to ask questions.

Additional Comments:

Mr. Van Oss had instructional technology running with music playing and the UW-L website on the overhead as students entered for the class. Attendance was good, with 23 of 25 students present. As class began, Mr. Van Oss previewed class activities.

The instructor presented a speech himself that was a representative example of the upcoming Pres. #2 assignment. The presentation was well delivered, well organized and used visual aids effectively, providing very concrete examples of positive characteristics he wishes students to emulate in their own presentations.

After the presentation, he opened up the class for discussion of the speech and asked what they noticed. Use of statistics and attribution of statistical information on an overhead were the focus of one student's question and comments. When Mr. Van Oss asked "What about organization?" one student observed that material in the presentation was sequenced to move from personal and concrete content to more impersonal and abstract information. Mr. Van Oss then called on a few other students by name to solicit more responses but these students could not make any specific observations. I wondered if perhaps these students were typically "tuned out" and he was trying to motivate them to "tune in" more. He then suggested that students use a similar organization for their presentations, which are to focus on careers in which they are interested: what activities the profession involves, what the prospects in the profession are, and how members of the profession are trained/prepared.

Mr. Van Oss then used the teaching technology to show the assignment sheet for Pres. #2 and suggested questions students could use for the research requirement that they interview a practicing member of the profession. He stressed that one question, about current controversies in the profession or career being investigated, could help students find topics for upcoming persuasive speech assignments (Pres. #3 and #4). At this point he also explained the possibilities of as well as the requirements of using presentational aids in Pres. #2, a minimum of 3 PowerPoint slides.

A student then gave a make up performance of Pres. #1, an explanation of why they admire a particular role model.

After the make up presentation, Mr. Van Oss divided students into groups of 5 and had them work on generating persuasive specific purposes for presentations on UW-L student life, adapted to an audience of new students, a general topic to which they could all contribute. Each group was given a broad subdivision of that more general topic. After he and the students discussed persuasive specific purposes they had generated, he asked the groups to brainstorm reasons to support the controversial ideas in the specific purposes—the main ideas that would be possible content for these messages. It was an effective exercise and I was impressed with the results obtained. However, I suggest that he might model what he wants with a topic of his own as the group exercise progresses.

The class ended on time and he used all the class time very constructively. I particularly noticed how well this one class session acted as a bridge from Pres. #2 to Pres. #3. Substantive work prepared students for both assignments and assignments were connected to each other.

Mr. Van Oss and I had met before my visit to the class and had discussed his design for the course in total. I was impressed with how he has designed assignments to demand increasingly difficult messages and clearly build skills in a coherent way from the beginning to the end of the course. He stressed that his approach in general is not to lecture on Lucas but to create classroom activities that reinforce the content in Lucas and exercise students' use of important skills from both the common course syllabus and Lucas. I definitely saw this in action during the class session I visited. I found Mr. Van Oss to be very effective in the classroom and he seemed to have excellent rapport with his students.