

KING'S COLLEGE
Professor James P. Dolhon
CORE 115 - Oral Communication

5. Refer to the **9 basic dimensions of a message** to address the following scenario:

Provide simple examples of 6 (of the 9) dimensions of a message... as you would describe them influencing a heart-to-heart conversation between significant others 'about the state of their relationship' at home on School Break while eating at the food court at their neighborhood mall during the holiday shopping season. (Please do so with a phrase or half-sentence for each element ... and identify each element you illustrate.)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

6. Identify & provide an example for each point of **“Kenneth Burke’s Dramatic Pentad”** using a **‘collegiate on-line study group’** as the illustrating context:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

<*. How would you explain the **ethical dimension of communication** as it relates to *social media*?>
(OMIT - NOT ON THIS TEST – JPD.FALL.2013)

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II. Speech Communication Concepts

7. List **3 modes of communication** for each of the **2 basic purposes of human communication**?

a. _____ & _____ & _____

b. _____ & _____ & _____

8. What are the **4 Classes of Evidence** from which to draw upon when detailing your message:

a. _____

b. _____

c. _____

d. _____

*Which category is *most commonly utilized* to help make ideas concrete and relevant?

e. _____

9. What are the **6 Generic Design Patterns** with which to structure your message:

a. Classification

b. Chronological

c. Spatial

d. Cause - Effect

e. Problem - Solution

f. Comparison - Contrast

*Which one is to some degree the *'foundational'* pattern underlying the other five?

g. Classification

10. Just list **5 language sensibilities** through which we choose effective wording for our messages.

a. _____

b. _____

c. _____

d. _____

e. _____

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11. List the **6 Prime (vocal & non-vocal) Delivery Skills** with which to articulate your message:
- | | |
|------------------|-----------------------------|
| a. <u>Volume</u> | d. <u>eye contact</u> |
| b. <u>tone</u> | e. <u>facial expression</u> |
| c. <u>rate</u> | f. <u>gestures</u> |
12. What is the **only way through which humans share life's significance** with each other?

III. - The Outline

*Simply reproduce **your final speech performance outline** here according to the **'outline blueprint'** attached below ... with all of the appropriate verbal labels affixed, **even though you need not have had them** indicated on your outline when you performed.

Note:

- *Utilize all numbering & lettering sequencers*
- *Insert appropriate labels for all parts of speech*
- *Segment & space out parts of speech appropriately*
- *Intro & Outro & Main Ideas on separate pages*
- *Include 'Performance Cues' throughout*

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"Extemporaneous Performance Outline"

"PERFORMANCE CUES"

INTRO

- I. **Opener (1.):**
- II. **Goal (2.-6.) Declaration:**
- III. **(Optional) Credibility Statement (7.):**

(8.) Transition into the Body.....

BODY

(All Main Ideas generally structured as this first one is ...)

- I. **Main Idea Heading:**
 - A. **Sub Idea Division;**
 - 1. **Support**
 - 2. **Support**
 - 3. **Support**
 - B. **Sub Idea Division;**
 - 1. **Support**
 - 2. **Support**
 - 3. **Support**
 - C. **Sub Idea Division;**
 - 1. **Support**
 - 2. **Support**
 - 3. **Support**

"PERFORMANCE CUES"

*****Transition into next Main Idea**

OUTRO

- I. **Signal the close as formal transition (1.):**
- II. **(Optional) Re-emphasized, streamlined Goal (2.-6.):**
- III. **Closer (7.):**

"PERFORMANCE CUES"