DOCUMENT RESUME

ED 069 001   CS 500 038

AUTHOR   Herman, Deldee M., Ed.; Ratliffe, Sharon A., Ed.
TITLE   Discussion in the Secondary School, MSA Curriculum
                Guide 5.
INSTITUTION   Michigan Speech Association.
PUB DATE   72
NOTE   45p.
AVAILABLE FROM National Textbook Co., 8259 Niles Center Road,
                Skokie, Ill. 60076 ($1.75)

EDRS PRICE   MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS   *Communication (Thought Transfer); *Curriculum
                Guides; Discussion Groups; *Group Discussion; Group
                Dynamics; Group Relations; *Human Relations;
                Individual Development; Personal Relationship;
                *Secondary Grades
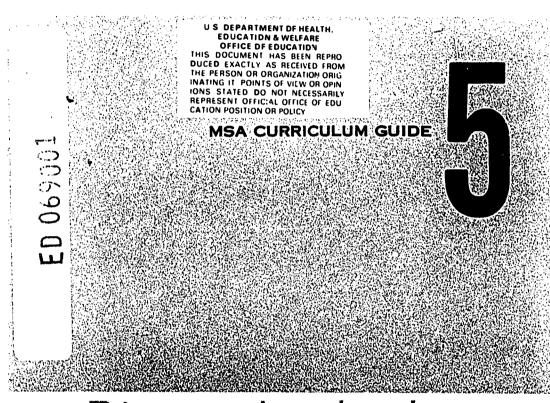IDENTIFIERS   Michigan Speech Association; *Speech Communication
                Education

ABSTRACT
                This volume of the Michigan Speech Association
curriculum guide--an expanded edition of the 1968 MSA guide (ED 026
393)--is designed for high school students and focuses on the
discussion process. "Human Interaction"--the foundation of the
discussion process--is the first of three units. The unit is intended
to help the student acquire awareness of self and his relationship
with others. Unit two, "Preparing for Discussion," introduces the
student to the techniques which will enable him to function
effectively in discussion. It is the purpose of this unit to assist
the student in developing the skills essential for effective,
meaningful participation in discussion groups. "Participating in
Discussion," the third unit, examines the types of discussion groups,
membership and leadership responsibilities, and styles of participant
behavior. Each unit is composed of objectives, content outline,
learning experiences, a bibliography, and a supplementary audio
visual materials list. (LG)

MSA CURRICULUM GUIDE

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ED 069301

Discussion in the
Secondary School

Discussion in the Secondary School

THE MiCHIGAN SPEECH ASSOCIATION
CURRICULUM GUIDE SERIES

Revisers

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Gladys Bernstein, *Southfield Senior High School*
Jeanette Grandstaff, *Springfield High School*
Rose Ellen Hoinville, *Cassopolis High School*
Janette Horst, *Ypsilanti High School* .
Janet Kennedy, *Edwardsburg High School*
Peggy Turner, *Flint Northwestern High School*

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Clarence Wachner, *Detroit Public Schools*

Editors

Deldee M. Herman, *Western Michigan University*
Sharon A. Ratliffe, *Western Michigan University*

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CONTENTS

INTRODUCTION

Exploding knowledge and constant change are the warp and woof of our society. The exponential rate at which knowledge increases forces specialization and teamwork in order for us to effect meaningful change. Teams of scientists develop new methods of combating disease. Teams of social scientists analyze urban stress. Research teams innovate educational methodology. Teams of specialists control space vehicles simultaneously from the ground and from space. Interaction, the fundamental tool of human development, is the keystone of our existence. Therefore, effective oral communication, the primary means of social interaction, becomes an indispensable tool for all men.

The security of a free society rests in the hands of youth. In our classrooms are the leaders of the twenty-first century. Educators are charged with the responsibility of providing youth with the training ground that will enable them to mature physically, intellectually, emotionally, and socially into responsible adults capable of rational decision-making. Youth must cultivate and refine the ability to listen critically, to evaluate objectively, and to express ideas clearly, truthfully, and openly.

Oral communication is the process by which a speaker and a listener attempt to influence each other. It is the integrating factor in achieving productive interpersonal relationships; in the creative development and enjoyment of the arts; and in creative, rational decision-making. Oral communication is essential in achieving meaningful interrelationships between subject areas in team examination of the substantive ideas, ideals, and issues of our time to the end of nurturing adaptive and innovative decision-making.

The new Michigan Speech Association Curriculum Guide Series includes eight guides:

Speech Activities in the Elementary School
Speech and Drama in the Intermediate School
Speech Communication in the High School
Debate in the Secondary School
Discussion in the Secondary School
Dramatic Arts in the Secondary School

Oral Interpretation in the Secondary School

Radio, Television, and Film in the Secondary School

This series is the product of a $5,200 project jointly funded by the Michigan Speech Association and the Michigan Education Association. Nearly 150 kindergarten through twelfth grade teachers and curriculum directors from metropolitan, suburban, and rural school systems throughout Michigan participated in the project either as reactors or revisers. A reactor completed an extensive questionnaire designed to determine to what extent the 1968 edition of a guide was useful in his particular teaching situation. A reviser taught from a guide for one semester, reviewed the data compiled from the questionnaire survey of that guide, and served as a member of one of the eight revising teams that prepared the new series.

The eight guides are designed for the beginning speech teacher; the teacher who is assigned responsibility for speech but lacks speech training; the teacher of specialized speech courses; and for teachers of courses other than speech who wish to use oral communication as an integrative tool in their courses. Prospective teachers in undergraduate methods courses, libraries, curriculum directors, school administrators, and leaders of youth groups will find the guides useful.

Deldee M. Herman
Sharon A. Ratliffe

PREFACE

Life grows increasingly complex. Not only must we attempt to understand and evaluate the commercial and political messages with which the mass media bombard us, we must also make personal and social choices which develop and enhance positive self-realization. We must balance the objective with the subjective, productivity with morale, technological advances with humane consideration for others. In short, we must distill—from the vast amounts of information—genuine and realistic judgments which lead to intelligent expressions. meaningful relationships, and constructive actions.

Such results are not achieved accidentally. The teacher as communications facilitator must first know himself and his goals; then he must know his students and the techniques which—put into practice by both teacher-model and student—will lead to growth in the person's ability to know himself and to share that self in private as well in informal and formal discussion.

We define discussion as the purposeful exchange of information and ideas by two or more people who share a common goal. This curriculum guide is based on the premise that discussion is the essence of everyday living. Therefore, we have expanded the treatment of the interpersonal aspect of discussion, for as John Keltner recently wrote:

"... speech-communication is thoroughly interdisciplinary in every aspect of its form and function. The understanding of the self and the other in the societal context of speech communication is fundamental . . . Through development of the processes, many of the individual needs and the group-process needs of our society may be served. Our survival, our upward mobility, our leadership, our decision-making processes, our management of conflict, and our accomplishment of peak experiences in living are perceived as being closely related to our speech-communication."[1]

W. Keltner, *Interpersonal Speech-Communication: Elements and Structures* (Belmont. California: Wadsworth Publishing Company. Inc.. 1970). n.p.

The content of this guide has evolved from the experiences of many teachers. Its purpose is to suggest practical ideas and techniques which will help individual and groups contribute meaningfully and responsibly to themselves and to their society. When using materials presented in this guide, it should be remembered that personal growth through the experiences listed in these units will be observed in the *individual* behavior of the students involved. This process of growth may not be immediately apparent. Patience, understanding, and the knowledge that these changes may occur *after* the student has left the classroom are essential for the successful implementation of these materials.

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Gladys Bernstein
Geraldine Bertovick
Jeanette Grandstaff
Rose Ellen Hoinville
Janet Horst
Janet Kennedy
Peggy Turner

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GENERAL OBJECTIVES

1. The student will demonstrate a sensitive awareness of self and others.
2. The student will listen objectively and critically to others.
3. The student will think creatively and critically.
4. The student will demonstrate the ability to conduct research.
5. The student will demonstrate skill in analysis and organization.
6. The student will demonstrate the ability to select and use a specific discussion method appropriate to a given communication situation.
7. The student will demonstrate responsible group membership and group leadership.

UNIT ONE: HUMAN INTERACTION

Human interaction is the foundation of the discussion process. Interaction is heightened when the individual is aware of his concept of himself, when he understands how others perceive him, and when he learns how to communicate himself and his ideas so that his listeners understand his message as he intended. Effective decision-making is heightened by meaningful human interaction. It is the purpose of this unit to help the student understand himself and his relationship with others to the end of establishing a favorable climate for making effective decisions.

"All that I am or ever shall be
Is the product of the people around me
Therefore, why should I feel guilt or shame
Or love by myself?
I am only me
When I can share openly
All of these things which people
Have helped to make me."
—from *I Am*.
(1971 Production, Springfield High School)

I. OBJECTIVES:

A. The student will show by his participation in a group that he wants to share his thoughts and ideas.

B. The student will show by his participation in a group that he believes his own ideas have merit.

C. The student will show by his responses to others that he understands the essence of what he has heard.

D. The student will show by his responses to others that he is aware of the reasons for his actions and reactions towards others.

E. The student will show by his requests for responses from others and by his concern for the well-being of others that he is aware of the effect of his actions and reactions on others.

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F.   The student will show by his tactful responses and by his expressions of concern for the well-being of others that he believes each person has merit.
G.   The student will initiate interactions.
H.   The student will express his personal point of view even though it may be counter to the predominant position.
I.   The student will show by responding through touch, glance, or other signs that he can communicate non-verbally.

II.   CONTENT:

A.   Getting used to communicating in a group.
B.   Accurately analyzing group interaction.
C.   Sharing group responsibilities for participation and leadership.
D.   Expressing one's own feelings about being in a group.
E.   Understanding the similarities in human behavior.
F.   Communicating non-verbally.
G.   Communicating with all the senses.
H.   Building trust to enrich the communication environment.

III.   LEARNING EXPERIENCES:

(Note: We suggest that the teacher participate with the students in these experiences. In relationship to this, he may find it useful to read Schutzes' *Joy* and Roger's *On Becoming a Person.*)

A.   Divide the class into groups of six or eight. Have each person write "D" (disagree) or "A" (agree), whichever most closely expresses his feelings about each of the following statements:
   1.   A primary concern of all group members should be to establish an atmosphere where each person feels free to express his opinions.
   2.   In a group with a strong leader an individual will feel he can express himself more openly than in a leaderless group.
   3.   There are occasions when an individual who is a part of a working group should do what he thinks is right re-

gardless of what the group has decided to do.
4. Members should be required to attend meetings for setting group goals and discussing group problems.
5. There are times when democratic group methods must be abandoned in order to solve practical problems.
6. In the long run it is more important to use democratic methods than to achieve specific results by other means.
7. Sometimes it is necessary to try to change people in the direction you think is right, even when they object.
8. It is sometimes necessary to ignore the feelings of others in order to reach a group decision.
9. When the leader is doing the best he can, no one should openly criticize or find fault with his conduct.
10. There would be more attentiveness in meetings if the leader would get quickly to the point and say what he wants the group to do.

After each person answers each statement, the group should come to a "consensus." Each group prepares a final revision of each statement that all group members can support. Reaching a consensus implies that decisions are made by agreement, not by vote. When consensus on all the statements is reached, then each group selects two members of its group, again by consenus, to meet with representatives of the other groups. The representatives sit in a small circle or "fishbowl" while the remaining members of all groups sit in an outer circle around the "fish." Place an extra chair in the inner circle. When a person from the outer circle wishes to discuss with the fish, he must occupy the chair in order to voice his opinions. The inner group then proceeds to come to a "class consensus" on each of the statements. The consensus can be posted and used as a basis for class behavior throughout the semester. This experience may take two or three days.

B. Questions for this experience have to do with "agree-disagree" statements on cooperation. The same "fishbowl" procedure is followed. Consensus on these statements can be posted and used as a referral for cooperative behavior in class:

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1. Each person in a group should try to contribute to the group task even though he feels his contributions are not important.
2. A group should make certain that all members understand the problem before they begin to develop solutions.
3. As long as the group task is accomplished, it matters little how the group members feel about how well they worked together.
4. In order for a group to have directions, a chairman must be chosen.
5. All members of a group share equally in credit for group accomplishments and blame for group failures.
6. When a group member knows how to solve the group's problem, he should "take over" the group.
7. Ego-satisfaction cannot be achieved if the group task is placed ahead of individual goals.
8. Encouraging other members of the group to participate in the group task is time consuming and usually non-productive.

This experience may take two or three days.

C. Use "The Desert Survival Problem" (see audio-visual materials). In groups of eight or ten, role-play the situation. Remember that the survival of all depends on reaching a consensus. This exercise often takes more than one period.

D. During small group consensus discussions, one member of each small group acts as the "process-observer." His job is to observe the group to determine the nature of the participation and leadership. At agreed upon intervals, he reports to his group what he sees going on, not what he hears. This experience could be varied by having the process-observer move from group to group watching the process in each. At intervals, he reports back to his group how other groups are functioning. The role of process-observer should be rotated among the group members.

E. Each person individually completes the following statements in writing:
1. When I enter a new group, I feel:
2. When people first meet me, they:

3. When someone does all the talking, I:

4. I feel most productive when the teacher in the class:

5. In a group, I am most afraid of:

6. I am hurt most easily when:

7. I feel loneliest in a group when:

8. I trust those who:

9. I feel closest to others when:

10. I feel loved most when:

11. My greatest strength is:

12. I am:

When everyone has read his version of a statement, the class may discuss (1) new perceptions of people and of emotions and (2) the nature of and reasons for similarities between versions of the statement. This exercise often takes more than one class period.

F.   If discussion lags, provide each person with a copy of the following questions:

1. How do you feel about this group right now?

2. Do you feel good about anyone in the group? Why?

3. Did you feel irritated with anyone in the group? Why?

4. Did you express these feelings in the group? Why?

5. Did you interact in the group yourself? Why?

6. Did you behave the way you usually do in a group? Why?

7. Do you think others behaved the way they usually do in a group? Why?

8. How much leadership or influence are you exerting in the group?

9. Are you willing to go along with the leadership as it not exists? Why?

10. Are you withdrawing by acting bored?

11. Are you behaving the way you often do in a group? Why?

12. How do you think this group can function better? What is your role in this?

Change the focus of the discussion to these questions.

G.   Ask each person to choose the person he believes he is most like (*not* the person whom he likes the most). Blindfold one

member of the team. The "sighted" person should cautious-
ly lead the blindfolded person, introducing him to textures,
smells, tastes, etc. Partners should not talk to each other. If
this exercise can be done outside, the results can be even
more meaningful. After ten minutes, switch the blindfold to
the other team member and repeat the experience. Take care
that no pushing, shoving, or intimidation occurs. Any teams
who choose not to take this exercise seriously should be
discouraged from doing it. Following the experience, two
or three teams should meet together to share their experi-
ences. In addition, the entire class may wish to share their
experiences.

H.   One person arranges members of the class in a live group
sculpture. After each person has been placed, ask the "stu-
dent-sculptor" to give his reasons for the placement of each
person. (The teacher may wish to be placed in the sculpture.
He may learn something about his place ii the class.) Stu-
dents may wish to ask about their places in relationship to
other members of the class. The class may wish to follow
this experience with discussion. This exercise can be repeated
several times. It can also be used if there is a division in the
class which is hindering communication. The group may
be able to see that it is clustered and should attempt to
identify the reasons.

I.   This exercise is used to develop creative imagination. (Ap-
propriate music played very softly can serve to set the mood.)
Students should wear slacks or jeans. On the floor or on
long strips of paper, students lie in a circle of eight or ten
persons, feet toward the center. Everyone should try to relax
by breathing deeply with eyes closed. After about three min-
utes, students should imagine the most beautiful meadow
they can. They should try to see themselves walking, run-
ning, and skipping in slow-motion through the meadow.
Talk occasionally about the human mind and the unique-
ness of each person. However, leave long pauses for their
minds to wander. Ask students to imagine a beautiful moun-
tain and see themselves slowly climbing it. Tell them, when
they are ready, to return to their meadow and then to real-

ity. They should sit up quietly when they finish their trip. In a circle, they should each tell about their experience. If this exercise is done quietly and seriously, it provides an excellent stimulus for discussion of the uniqueness of each person's imagination. It may be followed by a period of creative writing.

J. Group poetry writing can spark discussion. One member of the group writes a line of poetry. He passes the paper to the next person, who writes a line and folds down the first line. The third person can read only the second line, writes his own, folds down the second line, and passes the paper to the fourth person . . . and so on around the group. After all have written a line, the paper is unfolded and the group poem is read aloud. Similarities and differences of thought can be discussed.

K. For this exercise, the class sits in a circle. Each person in turn gives everyone a nickname he feels suits the person. He gives the reasons for his choice. Follow with a discussion of the perceptions of group members about each other.

L. For this exercise, the class sits in a circle. Only one light illuminates the room. In the center of the circle is a large white cardboard with a magic marker laid on it. The light focuses on the cardboard. Anyone who wishes may write a symbol on the cardboard indicating how he feels about this group. If the expressions are kept to symbols or one word, they tend to be more meaningful. There is usually no discussion unless someone in the group requests clarification. This experience is usually most effective when used at the end of the self- and group-awareness experiences.

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UNIT TWO: PREPARING FOR DISCUSSION

When the individual begins to realize his personal worth and his role in group interaction, he needs to be introduced to the techniques which will enable him to function effectively in discussion. Potter and Anderson wrote, "Effectiveness in the use of discussion depends largely on the extent to which the discussants prepare for participation and on their knowledge and skill in using discussion techniques." [1] These techniques include: selecting a topic; phrasing and analyzing a question; gathering and recording information; and creative and logical thinking. It is the purpose of this unit to help the student develop skills essential for effective, meaningful participation in discussion groups.

I. OBJECTIVES:

A. The student will demonstrate his ability to select a topic that meets the three criteria for selecting a topic area.

B. The student will demonstrate his ability to phrase a discussion question that meets the five criteria for phrasing a discussion question.

C. The student will demonstrate the ability to analyze a discussion question by determining major issues and the order in which they will be discussed.

D. The student will demonstrate his ability to investigate a topic area by recording evidence obtained from interviewing authorities, doing library research, and from personal experience.

E. The student will demonstrate his ability to use the six tests of evidence to evaluate information.

F. The student will demonstrate his ability to record evidence on a file card using figure 1 as a model.

G. The student will demonstrate his ability to reason using inductive, deductive, and casual reasoning.

H. The student will demonstrate his ability to detect five com-

1. David Potter and Martin P. Andersen, *Discussion: A Guide to Effective Practice*, 2nd ed. Belmont, California: Wadsworth Publishing Company, Inc., 1970, 7.

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mon fallacies.

II. CONTENT:

A.   Selecting the topic.
B.   Phrasing the topic as a question.
C.   Collecting data.
D.   Analyzing the question.
E.   Reasoning.

III. LEARNING EXPERIENCES:

A.   Conduct a group brain storming session to generate general topic areas such as education, pollution, population, national security, welfare. Each student quickly prepares a written rating of each of the topic areas using the following three criteria:
   1. Is the topic in keeping with the purpose of the group: understanding (information, evaluation, speculation, interpretation) or problem-solving?
   2. Is the topic related to the interests, abilities, and resources of the group?
   3. Is the topic timely, relevant, significant to the group? Compile the group responses for each topic. Use these responses as a basis for discussion of topics that are significant and relevant to the entire group.

B.   Select a topic area. Each student phrases a discussion question that meets these five criteria:
   1. Is the wording clear, compelling, concise?
   2. Does the question indicate a specific area to be covered in the discussion?
   3. Is the question suited to group discussion?
   4. Is the question phrased objectively?
   5. Does the question encourage a variety of responses, solutions, or alternatives?

Write several of the questions on the board. The class evaluates the wording of the questions, indicating their reasons for their judgments.

C. Examine the patterns of analysis useful in discussion. The following patterns are suggested:
   1. In discussions for understanding:
      a. When gathering or giving information is the primary purpose:
         (1) Topical Arrangement (Listing of main ideas as topics)

            Example: "Structure of the United Nations"
                I. Charter
                   A. Purpose
                   B. Membership
               II. Legislative Branch
                   A. Security Council
                   B. General Assembly
                     etc.

         (2) Chronological Arrangement (Listing of main ideas in order of time)
            Example: "United States Involvement in Wars in the Twentieth Century"
                I. World War I
                II. World War II
                III. Korean War
                IV. Viet Nam

         (3) Spatial Arrangement (Listing of main ideas in order of geographical location physical relationship, division of given space)
            Example: "Crime"
                I. Crimes of violence
                   A. Murder
                   B. Rape
                II. Non-violent crimes
                   A. Traffic violations
                   B. Embezzlement
                   C. Larceny
            Example: "Crime in American Communities"
                I. Urban Areas
                II. Suburban Areas
                III. Rural Areas

b. When *evaluation* is the primary purpose (Group may
   set up its own criteria):

      Example: "How Effective Is the Peace Corps?"

         I.   Achievements

        II.   Failures

      Example: "Did Hitler Materially Aid Ger-
                  many?"

         I.   Contributions

        II.   Harms

      Example: "How Effective Was Our All-School
                  Play?"

         I.   Acting

            A. Individual characterizations

               1.Consistency

               2.Believability

            B. Interaction between characters

        II.   Technical aspects

            A. Set design and construction

            B. Lighting

            C. Costumes

            D. Make-up

c. When *speculation* or *interpretation* is the primary pur-
   pose:

      Example: "Who came out of the door? The lady
                  or the tiger?"

         I.   The lady

        II.   The tiger

            (A discussion based on the common
            reading experience, "The Lady or the
            Tiger?", a short story by Frank Stock-
            ton.)

      Example: "What was the composer attempting
                  to communicate?"

         I.   The general theme

        II.   The specific development of the theme

            A. In the first movement

            B. In the second movement

            C. In the third movement

     D. In the fourth movement
      (A discussion based on group at-
      tendance at a concert.)

2. In *problem-solving* discussions: (The following outline
 provides guidelines for a reflective thinking pattern for
 use in group problem-solving.)

 a. *Nature of the problem:*
  (1) What definitions are needed?
   (a) Of terms?
    (What key terms require defining?
    What related terms should be clarified?)
   (b) Of the problem?
    (What is the problem?
    What is our objective?
    What are we trying to solve?)
  (2) What limitations, i. e iy, should be established?
  (3) How can the problem be located?
   (a) Economic?
   (b) Social?
   (c) Political?
   (d) Geographic?
  (4) What is the historical background of this problem?

 b. *Analysis of the problem:*
  (1) What evidence is there that a problem exists?
   (a) What are some examples?
   (b) What effect has the problem had?
  (2) What are the underlying causes of the problem?

 c. *Analysis of possible solutions:*
  (1) What criteria (objectives) should *any solution*
   meet?
   (a) Does it solve the problem?
   (b) Is it practical?
   (c) Would it cause more harm than the *status
    quo*?
  (2) What are the possible solutions?
   (a) The *status quo*?
   (b) Correct the present policy?
   (c) Create basic changes?

     d. *Selection of the best solution:*
        (1) Which solutions do not meet the criteria (objectives)?
        (2) What are the characteristics of the solutions that do meet the criteria?
        (3) What are the advantages and disadvantages of each solution?
        (4) Which solution, or combination of the best features of several solutions, would best solve the problem?

D.   Identify the purposes implied in the following discussion questions:
    1. What is the effect of extending credit to teenagers?
    2. What is the nature and extent of juvenile crime in our country?
    3. How are juvenile delinquency and parent education related?
    4. What should be the role of the student council in determining school policy?
    5. What are the implications of more leisure time in our society?
    6. What is a truly democratic (or communistic) government?
    7. What should be the policy of rich countries toward poor countries?
    8. To what degree is capitalism incompatible with Christianity?
    9. How is man controlling weather?
  10. To what extent should students be allowed to evaluate teachers?
  11. To what extent would legalizing wiretapping reduce organized crime?
  12. What is the contribution of the student foreign exchange program in American high schools?

E.   In small groups, select a topic and phrase a discussion question. Develop an outline suited to the purpose or group goal.

F.   Hold a laboratory session on identifying and recording types of evidence. Using newspapers, magazines, and books,

find examples of facts, stastics, authority evidence, and examples.

Fact: Information that is easily verifiable.

Authority: Information or conclusions furnished by an expert in the particular field.

Statistics: Figures indicating numerical relationships.

Examples: A specific instance or illustrative case.

Evaluate the evidence applying the following six tests of evidence:

1. Is the source reliable? Credible?
2. Is the information clear?
3. Is the information recent?
4. Is the information pertinent?
5. Is the information an accurate representation of the situation/issue?
6. Is the information consistent with other information? Record the information which meets the tests of evidence on 4" X 6" index cards. See Figure 1.

C.   On a topic area, each student gathers and records information using each of these methods:
   1. Reading
   2. Oral interview of an expert on some aspect of the topic.
   3. Personal observation and experience.

H.   Meet in the library. Invite the librarian to review available resources.

I.   Students identify three types of reasoning:
   1. Inductive: reasoning from several examples to a generalization.
   2. Deductive: reasoning from a generalization to a specific instance.
   3. Causal reasoning: reasoning based on established cause-effect relationships.

Evaluate the reasoning applying the following tests:
   1. Inductive: Is there a sufficient number of examples?
   2. Deductive: Is the generalization a fact?

3. Causal reasoning: Is the effect, in fact, the result of the alleged cause?
J. Using a speech containing numerous examples of fallacious reasoning, identify the following kinds of fallacies:
   1. Over-generalization
   2. False cause
   3. Begging the question
   4. Avoiding the issue
   5. Either-or

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UNIT THREE: PARTICIPATING IN DISCUSSION

There is a variety of types of discussion, each characterized by unique procedure, physical arrangements, or number of participants. Effective participation in group discussion demands that each member understand the responsibilities of group membership and leadership, recognizes the roles (styles of behavior) that participants assume, and realizes how membership roles impose or promote the group process, and attainment of the group goal. It is the purpose of this unit to examine the types of discussion groups, membership and leadership responsibilities, and styles of behavior participants may assume.

I. OBJECTIVES:

    A.   The student will demonstrate by his participation that he understands the characteristics of each type of discussion.

    B.   The student will demonstrate by his participation that he understands the responsibilities of group membership and leadership.

    C.   The student will demonstrate through role-playing that he understands roles (styles of behavior) and the impact of each on the achievement of the group goal.

    D.   The student will demonstrate that he can fulfill the responsibilities of a designated leader.

II. CONTENT:

    A.   Identifying types of discussion groups:
        1. Brainstorming
        2. Buzz groups
        3. Dialogue
        4. Panel
        5. Symposium
        6. Committee Hearing
        7. Forum
        8. Parliamentary Session

    B.   Understanding responsibilities of group:

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        1. Membership
        2. Leadership
    C. Understanding roles (styles of behavior).
        1. Group task roles
        2. Socio-emotional roles

III.   LEARNING EXPERIENCES:

A. Conduct brainstorming sessions. Brainstorming is a process used to provide a variety of ideas within an allotted time period. The emphasis is on the quantity of ideas; no evaluation takes place. The class may brainstorm for solutions to a current school problem, the draft, police-community relations, or the role of sports in American society. The results of a brainstorming session may be evaluated using other types of discussion.

B. Participation in buzz groups. The buzz group is a process of dividing a large group into a series of smaller groups who discuss for specific periods of time and then return to the large group periodically when one member of the small group reports on the findings of his group. Sometimes a general conclusion is drafted by the large group.

    1. Use the buzz group process to arrive at some solutions to the following case problem. John is a popular white boy in high school. He begins to date Jean, a black girl, who is also popular. John's friends with whom he always eats lunch begin to verbally harass him at lunch. He is disappointed in his friends, but he still likes them. He and Jean have a sincere liking for one another. How can he reconcile his friends to the fact that he likes them, but he cannot accept their intolerance?

    2. Use the buzz group process for additional problems related to the students' realm of experience, such as use of the family car, early marriage, methods and/or standards of grading, problems with parents. Use format of the case problem given in 1. to present these problems.

    3. Phrase a question. In buzz groups, arrive at answers which will be presented to the entire class. The following repre-

sent types of questions which may be used:

a. What should be the role of the student council in determining school policy?

b. What is the meaning of the rock opera, *Jesus Christ, Superstar*?

c. What influence does religion have on American youth?

d. Why should man control the duration of life?

e. What is an educated man?

f. What is man's responsibility to society?

4. Present a quotation to the class. In buzz groups, arrive at interpretations which will be presented to the entire class. The following represent quotations which may be used:

a. "If you have knowledge, let others light their candles at it."—Thomas Fuller

b. "I disapprove of what you say, but I will defend to the death your right to say it."—Voltaire

c. "Nothing so needs reforming as other people's habits." —Mark Twain

d. "The seeds of knowledge may be planted in solitude, but must be cultivated in public."—Samuel Johnson

e. "In many things it is not well to say, 'Know thyself'; it is better to say, 'Know others.' "—Menander

f. "Nature has given to man one tongue, but two ears, that we may hear from others twice as much as we speak." —Epictetus

C.   Hold dialogues. Dialogue is interaction between two persons.

a.   Role-play conversations between such people as:

a. St. Peter and a prospective entrant into Heaven.

b. Angela Davis and Joan Baez.

c. Mao Tse Tung and Walter Cronkite.

d. The principal and the student editor of the school newspaper.

e. Shakespeare and Eric Segal.

f. Howard Hughes and Jane Fonda.

g. Father and son/daughter who has been arrested.

h. Archie Bunker and his daughter/son-in-law (from "All in the Family").

2.   Conversation is free, informal communication between

two people. Students keep brief notes of their conversation during a 24-hour period. Students write an evaluation of the results including comments on ideas exchanged, verbal and non-verbal response to the ideas, value of ideas, and success and/or failure of the conversations as communication process.

3. In small groups, select a topic area such as national security, the "new morality", legalizing abortion, the 18-year-old vote. Each group investigates its area. From each group, two people will present a dialogue for the class. Follow each dialogue with a forum.

4. With five members of the class out of the room, have the class view one frame of the filmstrip "Rumor Clinic" for one minute OR use a picture of two (or more) people in a confrontation and/or interpretive situation. A doorkeeper admits, one at a time, the five students who did not view the filmstrip/picture. One member of the class relates what he saw to the first non-viewer. In turn, the first non-viewer relates his understanding of what was seen to the second non-viewer. The process is continued through the fifth non-viewer, who then relates, to the entire class, his understanding of what was seen. At no time should participants ask for clarification, nor should the audience react. Following the final explanation, a class analysis should be held. The following areas can be covered in this analysis:
   a. What is the relationship of the experiment to dialogue?
   b. Why did each participant select the details which he related?
   c. What can the entire class learn from the experiment about the manner in which their own value judgments are formed?

5. Hold interviews with interesting people in the community. An interview is a planned attempt by an interviewer to induce action or to obtain information from or disseminate it to an interviewee. Students select the persons, make arrangements for their appearance, prepare the class for the interview, and appropriate questions to use in the interview. During the interview, students should

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be alert for opportunities to ask questions other than those prepared.

D. Hold panel discussions. The panel is an informal group of three to eight people pursuing a common goal in a permissive climate which facilitates spontaneous interaction and the free exchange of information and ideas. The information and ideas are based upon careful investigation completed prior to the discussion. The group usually has a leader and may or may not have an audience.

1. Hold panel discussions, for the purpose of understanding selections such as the following:
   a. Excerpts from *The Grapes of Wrath* by John Steinbeck.
   b. "The Hangman" by Maurice Ogden.
   c. "The Student as Nigger" by Jerry Farber.
   d. Selected poems by Rod McKuen.
   e. A Sydney Harris column.
   f. "The Hollow Men" by T.S. Eliot.
   g. "What Does It Mean to Be Educated?" by Evelyn Rimel (from the *Delta Kappa Gamma Bulletin*, June, 1969). Preparation for the discussion should include: gathering information about the author's life, his other works, and the historical setting of the writing.

2. Divide into small groups. Each group selects a particular book, movie, or play as the basis for a discussion to achieve understanding. Each member of the group will prepare for the discussion by reading the book or play or by seeing the movie. This experience may be coordinated with course work in other classes such as English, Social Studies, etc.

3. In small groups, hold problem-solving discussions on current school or community issues. Each person prepares an outline for the problem-solving discussion. Invite a person from the school or community who is involved with the particular problem to serve on the panel discussing the problem. Each group is to select a different issue.

4. Video-tape a round of panel discussions. Hold a self-evaluation session based on viewing the tapes.

E.   Hold symposiums. A symposium is a series of four to five individual speeches delivered in a formal audience situation. Speakers cover discrete aspects of the symposium topic, and are assigned a speaking order and a time limit. The moderator conducts the symposium and, if one is held, the forum.
1.   Select a topic area such as women's liberation. Divide the class into four groups. Each will organize a symposium on the topic employing different methods of analysis such as:
   a. Chronological
   b. Problem-solution
   c. Cause-effect
   d. Topical (spatial)

F.   Organize and conduct a committee hearing (patterned after the Senate Investigating Committees). The participants include witnesses and the Investigating Committee. The hearing is conducted by the Chairman of the Investigating Committee according to the following format: Each witness presents a statement of his position; after each testimony, the witness is questioned by the Investigating Committee. The following are possible hearings which could be used:
1.   "Educational Opportunities Available at Area Colleges" Witnesses would be students who have investigated the area colleges and/or representatives from the college. The investigating committee members would be other members of the class. Perhaps this class project could be presented at a school assembly.
2.   "The Citizen's Role in the Community" Witnesses could be students role-playing the chief of police, mayor, director of public health, superintendent of schools, etc. The investigating committee members would be the teacher and other members of the class.

G.   Conduct forums. A forum is a period when the audience asks questions, or makes comments.
1.   Invite the Director of the Humane Society to lecture to the class. Choose a class member to conduct a forum after the lecture.
2.   Other possible lecture-forums could be conducted on such areas as Brotherhood, Human Rights, Open Housing,

Labor-Management Relations, the Arts, etc.
3. Possible choices for use in the film-forum could be:
   a. A film on venereal disease obtained from the State Department of Health.
4. Most of the learning experiences in this unit may be followed by a forum.

H.   Hold a parliamentary session. A parliamentary session is a large group discussion operating under formal rules of procedure and conducted by a presiding officer. The procedure is governed by an accepted authority such as Robert's *Rules of Order*, or by the rules adopted by the particular group.
1. Give the class a list of parliamentary motions. Discuss parliamentary procedure and hold a meeting. Bring examples of resolutions prepared by community groups, the mayor, the governor, etc. Examine these to determine the content and form of a preamble, a motion, a resolution, etc.
2. Select a general topic area for study such as U.S.—China relations. Divide the class into committees of six to eight persons to hold a problem-solving discussion. Each committee will draft a bill that incorporates the solution they select. A spokesman is chosen by each committee to present a persuasive speech advocating adoption of its bill at the parliamentary session.
3. Invite a member of a local group to present a persuasive speech that culminates in a specific proposal for action. Following the speech, the class convenes in parliamentary session to determine what action to take. Speakers might include a member of the Red Cross asking the students' help in securing blood or the mother of a retarded child urging the students to volunteer time to assist in the school for exceptional children, etc.

View the film, "All I Need is a Conference." In buzz groups, identify the functions of the leader and the group member as illustrated in the film. Use the following guidelines:
1. Responsibilities of the group member:
   a. Promotes group cohesiveness.
   b. Clearly perceives his relationship to other group members.
   c. Recognizes his predisposition to the discussion ques-

and the influence this exerts on his involvement.
d. Is sincerely interested in the group process and in ac-
complishing the group goal.
e. Prepares himself by critical analysis and research of
the discussion question.
f. Actively participates:
(1) Initiates ideas.
(2) Evaluates what he hears.
(3) Responds to the contributions of others.
(4) Welcomes evaluation of his ideas.
(5) Assumes leadership as needed.
2. Responsibilities of the leader.
a. Is sincerely sensitive to the needs of the group.
b. Reveals sincere interest in the group process and in ac-
complishing the group task.
c. Prepares himself by critical analysis and research of
the discussion question.
d. Leads the discussion by:
(1) Establishing a climate that promotes maximum
participation.
(2) Encouraging thorough analysis.
(3) Clarifying
(4) Summarizing and keeping group members in-
formed of their progress toward the group goal.
(5) Encouraging members to assume positive roles.
J.   Students listen to tape recording of discussion group and pre-
pare written analysis of leadership technique and member in-
teraction in accomplishing group goal.
K.   Students listen to tape recording of a discussion. Students
direct tape to be stopped when they hear a breakdown in the
group process. Students indicate what has happened, why it
has happened, what can be done to correct the situation, and
what is likely to result if situation is not corrected. Tape
then continues and student predictions are affirmed or ne-
gated. Procedure continues until conclusion of discussion.
L.   Hold role-playing discussion on case problems according to
the following procedure:

1. Provide each participant with a piece of paper indicating his role:
   a. Group task roles
      (1) Initiator.
      (2) Information-giver.
      (3) Elaborator/clarifier.
      (4) Coordinator.
      (5) Evaluator.
      (6) Expediter.
   b. Socio-emotional roles.
      (1) Energizer.
      (2) Encourager.
      (3) Harmonizer.
      (4) Aggressor.
      (5) Blocker.
      (6) Recognition-seeker.
      (7) Playboy.
      (8) Monopolizer.
      (9) Self-confessor.
      (10) Follower.
      (11) Silent member.

   Assigned roles should not be revealed. At the conclusion of the discussion, group members identify the role played by each participant. Discuss the techniques used in handling the roles as well as their effect on group cohesiveness and the accomplishment of the group goal.

M. Present the discussion developed in Units Three and Four. Outlines are required of both leader and participants prior to the demonstration. A forum and oral evaluation follow each discussion. Evaluate the group process, the participants, and the leader. The following forms are recommended:

1. EVALUATION OF GROUP PROCESS

Circle with a pencil one segment of each rating scale below to indicate how you would characterize the discussion as a whole with reference to the ten pairs of characteristics.

INTERPERSONAL RELATIONSHIPS (CLIMATE)

1. Apothetic	1 2 3 4 5	Animoted
2. Tense, hostile	1 2 3 4 5	Reloxed, friendly
3. Dogmotic, uncooperotive	1 2 3 4 5	Open-minded, cooperotive

THINKING (REASONING AND EVIDENCE)

4. Little use of substontive informotion	1 2 3 4 5	Adequote use of subston-tive informotion
5. Frequently irrelevont	1 2 3 4 5	Relevont
6. Superficiol	1 2 3 4 5	Provocotive
7. Aimless, confused	1 2 3 4 5	Sense of direction

COMMUNICATION

8. Indirect, impersonol	1 2 3 4 5	Direct, conversotionol
9. Lengthy contributions	1 2 3 4 5	Brief contributions
10. Discourteous, intemperote use of longuoge	1 2 3 4 5	Courteous, temperote use of longuoge

COMMENTS:

2. EVALUATION OF THE PARTICIPANT

Circle with o pencil one segment of eoch roting scole below to indicote how you would chorocterize the porticipont's contribution with reference to the chorocteristics noted.

ATTITUDES

1. Belligerent, unfrierdly	1 2 3 4 5	Courteous, friendly
2. Apothetic, bored	1 2 3 4 5	Interested, olert
3. Prejudiced	1 2 3 4 5	Open-minded

PARTICIPATION

4. Seldom speoks	1 2 3 4 5	Monopolizes
5. Mokes long speeches	1 2 3 4 5	Speoks briefly
6. Foils to evoluote contributions	1 2 3 4 5	Evoluotes contributions

THINKING (REASONING AND EVIDENCE)

7. Often irrelevant	1 2 3 4 5	Relevant, keeps agenda in mind
8. Rarely shows relevancy of his contribution	1 2 3 4 5	Relates his contributions to those made by others
9. Fails to provide substantive information	1 2 3 4 5	Provides substantive information
10. Illogical	1 2 3 4 5	Logical
11. Lacks creative thinking	1 2 3 4 5	Creative thinking

COMMUNICATION

12. Confused	1 2 3 4 5	Speaks to the point
13. Uses "loaded" words and offensive language	1 2 3 4 5	Uses temperate, inoffensive language
14. Often inaudible	1 2 3 4 5	Speaks in a modulated, audible voice
15. Difficult to understand	1 2 3 4 5	Speaks clearly and distinctly
16. Impersonal	1 2 3 4 5	Conversational

COMMENTS:

3.   EVALUATION OF THE LEADER

Circle with a pencil one segment of each rating scale below to indicate how you would characterize the participant's contribution with reference to the characteristics noted.

ATTITUDES

1. Unfriendly, cold	1 2 3 4 5	Cordial, courteous
2. Bored, apathetic	1 2 3 4 5	Interested, alert
3. Prejudiced, takes sides	1 2 3 4 5	Objective
4. Pedantic, dictatorial in leading discussion	1 2 3 4 5	Helpful without coercing the group

FUNCTIONS (RESPONSIBILITIES)

5. Makes no attempt to establish a productive climate	1 2 3 4 5	Establishes a productive climate
6. Makes no attempt to regulate participation	1 2 3 4 5	Regulates participation justly
7. Takes no responsibility for progress of discussion	1 2 3 4 5	Takes responsibility for helping group solve its problem
8. Ignores digression from the planned analysis	1 2 3 4 5	Keeps discussion to the point
9. Ignores the group's procedural problems	1 2 3 4 5	Makes helpful suggestions on procedure
10. Makes no contribution to the content of the discussion	1 2 3 4 5	Provides needed information
11. Makes no attempt to clarify discussion	1 2 3 4 5	Helps to keep discussion clear
12. Makes no attempt to stimulate critical thinking	1 2 3 4 5	Stimulates critical thinking
13. Makes no attempt to stimulate creative thinking	1 2 3 4 5	Stimulates creative thinking

COMMENTS:

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   The Drug Scene: Help or Hangup?
   Poverty in an Affluent Society: Personal Problem or National Disgrace?
   Country, Conscience, and Conscription: Can They Be Reconciled?
   Voices of Dissent: Positive Good or Disruptive Evil?
   Cities in Crisis: Decay or Renewal?
   Teen-Agers and Sex: Revolutions or Reaction?
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ern Michigan University, Kalamazoo 49001.

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