

Review sheet of terms and abilities in SPCH 100

A review sheet indicates terms important to a course; however, you will need to go beyond memorization. The example below tests ability to memorize:

1. Which type of communication is always marked by delayed audience feedback?
 - a. interpersonal communication
 - b. intrapersonal communication
 - c. public communication
 - d. mass communication
 - e. group communication

A more challenging example tests ability to apply information to a new situation:

2. Is there a problem with the following outline?

Thesis: Swimming is beneficial to your health.

- I. It conditions your mind.
- II. You exercise most of your muscles.
- III. The capacity of your lungs is increased.
 - a. Heads should clarify or reinforce thesis.
 - b. Heads should cover the subject adequately.
 - c. Heads should be equal in importance and parallel in phrasing.
 - d. Heads should be complete sentences.
 - e. Nothing is wrong.

Similarly, a more challenging example tests ability to synthesize what has been learned:

3. Suppose your thesis is: "Government regulation such as devaluation, tariffs and subsidies will not solve the U.S. trade deficit, so we need to address this serious problem through increasing the productivity of our industries."

Which of the following statements would not be an appropriate main head?

- a. The trade deficit is a serious problem in the U.S.
- b. Japanese and German industries have much better quality control methods than we do.
- c. Current governmental solutions are not effective in reducing trade deficit.
- d. Certain changes in our management and production practices would increase productivity enough to reduce the deficit.
- e. None of the above. Any of these statements could be used as a main head.

Or, for example, if an essay question were to ask, "Write a critique of the following epideictic speech (attached @ back of the list of terms for review)," this tests ability to memorize, apply, and synthesize.

Please keep this in mind as you work on your knowledge, skills, and abilities in this course.

Communication apprehension

Internal and external symptoms of communication apprehension

Adrenaline

Reframing

Transactional communication model

Sender

Receiver

Encoding

Decoding

Message

Channels

Feedback, verbal & nonverbal

Noise, physiological & psychological

Setting

Cultural context

Simultaneity

Informative

Persuasive

Epideictic, commemorative, evocative

- Philippic
- 5 canons of rhetoric
- Impromptu
- Manuscript, memorized
- Extemporaneous
- Main head, point, subpoint, subsubpoint
- Coordinate, subordinate, superordinate
- Thesis
- Introduction, Conclusion
 - Scenario
 - Personal anecdote
 - Statistics
 - Rhetorical question
 - Visual aid
- Transition
- Partition preview
- Summary statement
- Internal summary
- Patterns of arrangement
 - Chronological
 - Spatial
 - Monroe's Motivated Sequence
 - Problem solution
 - Causal
 - Topical
- Audience analysis
 - Homogeneous
 - Heterogeneous
- Demographics
- Reasoning
 - Deductive
 - Major premise, minor premise, conclusion
 - Inductive
- Syllogism
- Enthymeme
- Affirmative, negative
- Presumption
- Burden of proof
- Fallacies
 - Hasty generalization
 - Semantic fallacy
 - Post hoc ergo propter hoc
 - Circular reasoning "begging the question"
 - Appeal to authority
 - Appeal to tradition
 - Ad baculum
 - Ad hominem
 - Slippery slope
 - Non sequitur
 - False dichotomy
 - Testimonial
- Proposition of fact, value, policy
- Devices of style
 - Simile
 - Metaphor
 - Analogy
 - Personification
 - Alliteration
 - Anaphora
 - Epistrophe
 - Antimetabole
 - Apostrophe
 - Assonance
 - Consonance
 - Metonymy
 - Synecdoche
 - Oxymoron
 - Polyptoton

President Landsberger, members of the Board of Trustees, faculty, staff, and students who make up our campus community, family members and friends, and the graduating class of 1998:

First, I wish to thank the Associated Students for inviting me to share some thoughts in this commencement address. I am deeply moved by this honor and at your wisdom in knowing that I will keep my remarks short, remembering that "brevity is the soul of wit."

President Clinton made a campaign promise to appoint a Cabinet that reflected "the faces of America," a promise I endorse; therefore, I foreground the idea by putting this promise at the center of my remarks tonight. The faces of America reflect a multiplicity of identities and realities. These hybridities of identity and reality, of our lived experience, can be located through the act of telling our own stories. We take ownership of these stories as their tellers. For it is through the narrative, or storytelling, that our identities are established and reproduced.

I would like to invoke an oral history of my paternal grandfather, Miyomatsu Motoyama, who died last year at age 97. I hope you will find in it something which could well be your story. My grandfather's story, and your story as well, contests the totalizing narrative of "his-story" as found in our textbooks. Without my relating it to you, the listener, it is a story that might be considered marginalia. In telling it, I move the story from margin into center.

This story began long ago. When my grandfather left Hiroshima, Japan to work as a contract laborer, he was one of thousands who were willing to leave their homeland to find work in the red dirt canefields of Hawai'i. All of this happened because of the expansion of colonial markets, for the first Americans went to Japan to "open" Japan to American markets and to secure laborers for America's industries.

The sugar plantations paid \$70 for a contract that bound a worker to three years of service for wages of 4 dollars a month.

Because he was needed to cut and burn cane, my grandfather's formal education stopped at grade 7; but he was a self-taught man who was accomplished in the arts of a scholar and a gentleman. He authored several books and was master of calligraphy (oshuji), the Japanese flute (shakuhachi), and poetry (haiku).

My grandfather left Hiroshima to find his destiny in Hawai'i and my father left Hawai'i to meet with destiny in Hiroshima. My father, my grandfather's eldest son, met my mother, a Japanese girl from Hiroshima, in the aftermath of the dropping of the atomic bomb. The winds of war effectively ended my father's and mother's university studies in Japan. Because their progress towards a higher education had been taken away from them, they placed their hopes on me. I cannot remember a time when I did not feel burdened by the weight of my parents' dreams.

Perhaps because of Japan's defeat, my parents never told me my paternal grandfather's story or their stories that I have shared with you tonight. Growing up in Hawai'i, I believed myself to be a direct descendent of the Pilgrims, or at least that is what our books and our teachers lead us to believe. The stories of our native lands, Hawaii, Samoa, Tonga, the Philippines, the Azores, Puerto Rico, Japan, China, Korea, fell silent in the classroom. If they had been told, they would have they paled in comparison to the story of the Boston Tea Party, of "real" heroes such as Patrick Henry and the Sons of Liberty.

My mother and father sacrificed everything so that I could learn to love learning. They arranged to have books sent to our house, hardcover books we could own and read whenever we pleased. We were the only neighborhood family to possess a complete set of the *Encyclopedia Britannica*, "information technology" promoted years ago, as computers with Internet connectivity are touted today, as the way to reaching good, middle class jobs. And, most important, my mother and father believed ardently in my right to excel as surety for success in the world. My privilege, which was material, mental, and circumstantial in nature, enabled me to be the first in my family to gain a college education.

I view my family's story as similar to many of my students' stories. My students, you students, are remarkable because, through gaining an education, you resist and destabilize a politics of exclusion which works against full engagement of our many communities.

30 years ago, there was a 3rd World students' strike at SFSU for equity, and we are reaping the benefits today. Our students at College of San Mateo come from communities which have not participated fully in the educational system as well as those which have done so historically, re-entry students, students seeking career change or enrichment, students meeting adversity head-on, and many of you are the first in their families to seek to benefit from a higher education. In this regard, like my grandfather, you are all pioneers.

As a representative of faculty at College of San Mateo, I want to congratulate you on your raw genius and your academic achievement. The lived experiences of you, the faces of America, need your remembering and retelling, in order to keep coming into being.

When you think on this evening, someday, in a time and place far away, I hope you will remember

- that your intellectual labor in the classroom is one and the same as the contested terrain of political and material struggles,
- that you can interrogate, subvert, and reconceive received tradition,
- that the power of one in the service of the other is the highest and best use of an education.