Course: Oral Communication 101
Instructor: Jennifer Jervis Tighe
Email: tighe@xavier.edu
Office Telephone: 513-745-3832
Office: Schott Hall 309 - Mail Location 5171
Office Hours: Monday and Wednesday 11:00am – 1:00pm; Other hours by appointment
Virtual meetings:
Meeting URL: https://xavier.zoom.us/j/5137453832 cut and paste URL into your browser or connect on Canvas course page.

Oral Communication Flagged Course: Comm 101 is an Oral Communication Flagged (OCF) course, meeting the OCF course university requirement. Oral communication is a substantial part of this course curriculum with the intent that upon completion of this course, you will have the oral communication skills and knowledge needed to be a successful oral communicator in your field of choice.

Required Course Materials:
1. Text – Principles of Public Speaking, 18th ed.; German and Gronbeck. (E-text or paper text is acceptable).
2. Canvas Access – Xavier’s learning management system (provided by Xavier).
3. Thumb Drive – To store media for use in class.

Course Goal:
To increase your understanding of oral communication principles and to improve your oral communication skills.

Student learning outcomes:
After completing this course you will be able to:

1. Analyze an audience and adapt your message to the audience. This includes speaking effectively in different communication contexts such as individual presentations, group presentations, and discussion.

2. Organize your ideas and information to create clear messages.

3. Present a supported opinion providing good reason for others to accept your position.

4. Listen actively and effectively critique the messages of others.

5. Deliver your message using effective verbal, vocal, and nonverbal skills along with effective use of visual media.

Assessment:

Speeches: During the term you will deliver 5 graded speeches. Each speech assignment is designed to assist you in achieving the student learning outcomes. Because one speech builds upon the next, it is imperative you complete all speech assignments in order to pass the course. There is no standard provision for missing a speech. If you have a personal emergency and you cannot present your speech on the assigned day, contact me PRIOR to missing your speaking date. Vacation, work, and personal schedule conflicts are not considered emergencies. Approval for make-up speeches will be at the discretion of the instructor.
Overview of Speech Assignments/Learning Outcomes:

Narrative Speech - After you complete this assignment you will be able to:
1. Develop and orally present a succinct personal narrative to your peers.
2. Engage in an extemporaneous delivery style.
3. Critique your peer’s presentations and apply basic criticism skills.

Informative Speech Assignment - After you complete this assignment you will be able to:
1. Clarify and explain concepts and abstract ideas related to a critical issue.
2. Present a 5-7 minute speech that increases the audience’s knowledge on a particular critical issue.
3. Incorporate creative strategies to introduce and conclude your speech.
4. Adapt your topic to your audience’s interests.
5. Develop a full sentence outline with 2 levels of subordination.
6. Create a bibliography using APA (American Psychological Association) format.
7. Utilize Xavier/Academic resources (from workshop) to research your topic.
9. Utilize nonverbal communication effectively when delivering your speech.
10. Present an informative message free from personal bias/opinion.
11. Cite support material orally.

Critical Issues Speech - After completing this assignment you will be able to:
1. Articulate your topic selection process in choosing a critical issue.
2. Communicate to your audience why you want to research and speak on a critical issue.
3. Explain how this issue relates to your audience.
4. Understand multiple perspectives related to a critical issue.

Persuasive Speech Assignment - After you complete this assignment you will be able to:
1. Influence your audience's beliefs, attitudes, values, and behaviors on a critical issue topic of your choice
2. Present a 6-8 minute persuasive speech using a proposition of policy and the Monroe Motivated Sequence Organizational Pattern.
3. Develop a speech plan
4. Recognize motive appeals and utilize these appeals in persuasive speaking.
5. Build logical arguments using outside research.
6. Recognize fallacious reasoning.
7. Develop competent delivery techniques for persuasive messages.
8. Utilize visual media to enhance your verbal message.

Celebration Speech - After you complete this assignment you will be able to:
1. Give a speech of courtesy
2. Summarize your learning experience during the semester
3. Reflect on your accomplishments and set future goals for oral communication effectiveness.
Chapter Quizzes:
Understanding communication theory and concepts relevant to oral communication are key components of this course. Almost every week you will complete a quiz related to the course material we are studying as we prepare for a particular speech. The quizzes will be electronic and will take place on Canvas. Your lowest quiz grade will be dropped. You are expected to read the text material assigned each week in order to successfully complete the quizzes.

Midterm Exam: An objective midterm examination will be conducted. This exam will cover text material assigned throughout the first half of the semester.

Impromptu speeches: There will be a large number of in-class workshops where impromptu speeches will be given. Those attending class and participating in these activities will be given credit. If you are not present, you will be penalized for missing these impromptu speeches. There will be no provision for making up impromptu speeches.

Listening Report: Goal of this assignment is to critique a professional speaker. By completing this assignment you will be able to rate a speaker’s effectiveness and support your opinion with text material and examples.

Class Participation: Credit will be given for student involvement in class activities, class discussion of course material, and giving critical feedback to your peers. Engagement during class and positively contributing to the class will be considered as part of your class participation grade.

Peer Critiques: You will receive written peer critiques on the day of your speech. Students will be involved in the critique process. You will receive class participation credit for providing critical feedback to peers.

Tools for learning:
Digital Etiquette Policy: Learning in the classroom will be engaged. You will not need access to your text during class. There will be times when I will ask you to access the Internet via your personal device. I will give advanced notice when you will need your device. Qualifying devices are laptops, tablets, and in some cases smartphones. Surfing the Internet or working on other class assignments during class is distracting to the instructor, classmates, and is the equivalent of being absent. There will be times when we are interacting in class and you may be asked to put your device away. Best practice is to turn off all cell phones/laptops before class begins unless otherwise instructed.

Canvas: This is the web site used by Xavier to manage the course. You will access and submit your written assignments via Canvas. You can access Canvas via the student hub on Xavier’s home page or by going to https://canvas.xavier.edu/ If you have any difficulty with Canvas feel free to contact the helpdesk at 745-help. I suggest you set your notifications setting in Canvas to push out announcements and course information to your primary source of media – Facebook, twitter, email are a few options available.

Xavier email: If you are not using Xavier mail as your primary email please be sure to point Xavier mail to your primary email account. You are responsible for all mail sent to your Xavier email account.

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Microsoft Word Documents Required: Written assignments will be submitted via Canvas unless otherwise directed. You must submit assignments using MS word. If you do not have Microsoft Office on your computer you can use Google docs and save your work as a Word document or utilize a Xavier computer lab.

Academic Support
Learning Assistance Center
The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. http://www.xavier.edu/lac/

Writing Center
The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Students with Disabilities
Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact the Learning Assistance Center at 513-745-3280 or click here to access their site http://www.xavier.edu/lac/Registering-with-the-Learning-Assistance-Center.cfm to coordinate reasonable accommodations.

Course Policies and Guidelines

Attendance is mandatory
Class Excuse Policy: Excused absences for all students include the following: approved athletic participation or participation in approved academic events; official university business; approved field trips; certified serious illness; death in the immediate family; military obligation or court appearance. Request for an excused absence must be submitted to the instructor in writing prior to the absence. Absences will not be excused if written documentation is not provided or provided more than 1 week after the absence. Excused absences allow the student to make up speeches. Class participation missed during an excused absence will not be factored into the student’s grade. Absence from class does not release the student from work assigned. Please obtain notes from a fellow student or make an appointment to meet with the instructor to collect notes. All written work submitted to Canvas, or quizzes are due on assigned dates unless extreme illness is the excuse.

Class excuses are not given for transportation problems, work schedule conflicts, personal time off or the “speech flu.”

Official University Business - If you have official university business, please submit a letter in writing at the beginning of the course. You must have a letter on file BEFORE you miss class in order to receive an excused absence. You may not miss more than 6 classes due to...
official University business. Absences beyond 6 will be considered unexcused. All work must be submitted **before** the deadline if missing class for University Business.

**Tardiness:** The success of this course depends upon your presence as a speaker and as a listener. Excessive (more than three) tardiness (10 minutes late) or leaving early (10 minutes or more) will be considered as an absence. Plan to stay for the entire class.

**Unexcused Absences:** I understand that “life” happens. Talk to me. Put any reason for an unexcused absence in writing. I will consider your “reason” for absence at the end of the course. If you are in a borderline situation, and you have good reason, it will probably work in your favor. If you have multiple undocumented or mediocre reasons it will most likely keep you from moving to the higher grade. **Attendance is mandatory** due to the nature of the class so please communicate with me if you must miss class. I will do my best to be supportive however, in fairness to all students; there naturally will be penalties for missing class if you miss class participation activities:
1) You cannot make up points for class participation if you are not here; 2) **You will receive a 5pt deduction from your final score for each class missed beyond 2.** 
In all cases, contact a friend or classmate to obtain material missed in class. If you missed a class handout I will be glad to provide a paper copy upon request.

**What to do if you miss a speech:** If you miss a speech without prior approval be prepared to record your speech and load it to Canvas. Contact the Digital Media Lab to make arrangements for equipment to record your speech [http://www.xavier.edu/dml/](http://www.xavier.edu/dml/) there will be a 25% deduction for giving a make up speech if you have an unexcused absence. **As a rule, speeches will not be made up during class time. All speeches must be completed in order to pass the class.** Under no circumstances will you be able to make up more than 1 speech. You must make up a missing speech assignment within 1 week of the assigned speaking date. A zero will be given for make-up speeches given after the 1-week grace period.

**Late Work/Make-Up Work**

**Due dates** for each assignment are stated on the Canvas course site. Work turned in by 11:59 PM Eastern Daylight Time on the due date, as evidenced by the date stamp given on Canvas, will be considered on time.

Assignments submitted after the due date/time will be accepted at 50% of the original point value. Work submitted more than 1 week past the due date would receive 0%.

Check the grade book and Canvas throughout the course to review assignment feedback. If you have questions or concerns about a grade, please contact the instructor ASAP. Do not wait until final grades have been posted to discuss missing assignments or missing grades in the grade book.

**Academic Honesty:** Plagiarism and other forms of cheating will not be tolerated. Your speeches should be original and reflect careful preparation. The viewpoint, structure, and style of your speeches should be your own except where specific indebtedness is acknowledged by oral and written citation. You must fully acknowledge any ideas or materials taken from another source. Offering the work of another, as your own is plagiarism. If you fail to give credit for ideas or materials that you take from another source, you are guilty of plagiarism and will fail the course. **A zero will be given on any major speech if a bibliography is not submitted by the time of the speech.**

Click here for more information regarding Xavier’s [policy on academic honesty](http://www.xavier.edu/dml/).
Copyright Policy
Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to review the Xavier copyright policy. Canvas course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Grading: To receive a passing grade, each student must complete all speaking assignments. These assignments are in bold type. The plus/minus system will apply in this course. If a bibliography is required, it must be submitted in order to receive a passing grade for the assignment.

Assignments and Point Values

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<thead>
<tr>
<th>Topic</th>
<th>Point Value</th>
<th>Record your grade here</th>
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<tbody>
<tr>
<td><strong>Self Introduction/Narrative</strong></td>
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<tr>
<td>Written Work</td>
<td>25 points</td>
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<td></td>
<td>5 points</td>
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<td><strong>Informative Speech</strong></td>
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<td>Written Work</td>
<td>100 points</td>
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<td>Visual Aid Assignment</td>
<td>25 points</td>
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<td>20 points</td>
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<td><strong>Midterm Exam</strong></td>
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<td>100 points</td>
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<td><strong>Speaking on Critical Issues</strong></td>
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<tr>
<td>Written component</td>
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<td>25 points</td>
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<td><strong>Persuasive Speech</strong></td>
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<td>Written work</td>
<td>100 points</td>
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<td>Visual Aid Assignment</td>
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<td><strong>Celebration Speech</strong></td>
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<td>Class Participation, discussion, peer critiques and Homework</td>
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<td>Class Impromptus</td>
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<td><strong>Chapter Quizzes</strong></td>
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<tr>
<td><strong>Listening Report/Paper</strong></td>
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**Class Schedule**
A class schedule with assignments/due dates can be found on the Canvas course page.

The instructor reserves the right to make changes to the class schedule as deemed important to the success of student learning at any time during the semester.

**Below is the general oral communication competence assessment/criteria used to critique 100 pt. speeches in Comm 101. Smaller speeches will have a reduced set of criteria based on the goals of the assignment.**

**Grading Criteria for Speeches**
The criteria below are provided as an overview to clarify what behaviors link to different grade levels. In general, (C) = meets the assignment requirements/competent; (B) = logical flow and well-integrated use of skills/effective; (A) = captivating, unique, and creative/exceptional. (D) = Attempted to meet requirements but criteria was met in only the outline OR the speech but not both/not effective. If you do not provide a bibliography of your references you will receive an (F). This is considered plagiarism (see syllabus policy).

**OUTLINE & REFERENCES – 20 - 25pts**
**FOLLOWS OUTLINE FORMAT** (C) = an attempt is made to follow the format provided. (B) = In addition, it includes phrases that connect the parts of the speech so that they flow together, the connections between ideas are logical and evidence directly supports the ideas. (A) = Has a clear separation of points, written in full sentences, has a consistent pattern of indentation, includes written transitions, with little or no errors.
**REFERENCES CORRECT/SUFFICIENT** (C) = Uses appropriate number of sources in APA format on the reference page, with few mistakes. (B) = In addition, sources cited are from credible and qualified sources (A) = In addition, sources provide insightful perspective into the issue(s).

**SPEECH CRITERIA**
**TOPIC CHOICE (10 Possible points)**
**TOPIC CHALLENGING** (C) = Topic is consistent with assignment. (B) = In addition, the speech provides audience with new and relevant insight into the topic. (A) = In addition, the speech made a genuine contribution to the thinking of the audience about the topic.
**ADAPTED TO AUDIENCE** (C) = an attempt was made to adapt topic to audience. (B) = In addition, several references to audience were integrated throughout presentation. (A) = In addition, the importance of the topic is related to the audience and well integrated.

A: 93% and above; A+: 90%-92%; B+: 87%-89%; B: 83%-86%; B-: 80%-82%; C+: 77%-79%; C: 73%-76%; C-: 70%-72%; D+: 67%-69%; D: 63%-66%; D-: 60%-62%; F: 59% or lower.

To determine your grade at any time during the course, add your points earned, divide by the course points used, and refer to the percentage scale to see your grade.

For example: 200 (points earned) ÷ 250 (possible points) = 80% = B –

Class Participation and Impromptu grades will be calculated at the end of the course.

Your grades will also be posted in the Canvas grade book.

The instructor reserves the right to make changes to the class schedule as deemed important to the success of student learning at any time during the semester.

Your grades will also be posted in the Canvas grade book.

To determine your grade at any time during the course, add your points earned, divide by the course points used, and refer to the percentage scale to see your grade.

**CLASS PARTICIPATION** (A) = Attempted to meet requirements but criteria was met in only the outline OR the speech but not both/not effective. If you do not provide a bibliography of your references you will receive an (F). This is considered plagiarism (see syllabus policy).

**OUTLINE & REFERENCES – 20 - 25pts**
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**SPEECH CRITERIA**
**TOPIC CHOICE (10 Possible points)**
**TOPIC CHALLENGING** (C) = Topic is consistent with assignment. (B) = In addition, the speech provides audience with new and relevant insight into the topic. (A) = In addition, the speech made a genuine contribution to the thinking of the audience about the topic.
**ADAPTED TO AUDIENCE** (C) = an attempt was made to adapt topic to audience. (B) = In addition, several references to audience were integrated throughout presentation. (A) = In addition, the importance of the topic is related to the audience and well integrated.
**INTRODUCTION (15 Possible Points)**

GAINED ATTENTION  (C) = Began with an attention getting device that prepared the audience to listen to a speech on the topic. (B) = In addition, it created a need to listen to the rest of the speech and flowed well into the relevance statement  (A) = In addition, it is creative, original, and highly motivating. Moved beyond stating the topic or using a rhetorical question.

REVEALED TOPIC  (C) = Statement is direct and leaves little or no room for confusion about topic. (B) = In addition, statement flows well into the preview  (A) = In addition, it has been worded powerfully and in a way that demonstrates a unique approach to the topic.

ESTABLISHED CREDIBILITY  (C) = Student clearly states why he or she is competent to speak on the topic. (B) = In addition, the statement is well integrated into the introduction and presents a logical argument for speaker credibility. (A) = In addition, statement is a unique and creative way of presenting a personal connection to the topic.

PREVIEWED BODY OF SPEECH  (C) = Preview fits well with the topic/thesis statement and clearly (and briefly) states exactly what each main point will be. (B) = In addition, preview logically follows from the thesis/topic statement and flows well into the opening transition. (A) = In addition, it uses powerful and creative language tailored to the topic.

**BODY (20 Possible Points)**

ORGANIZATION EFFECTIVE  (C) = the quantity and arrangement of the issues is appropriate to topic. (B) = In addition, the issues are organized to meet the specific purpose of the speech. (A) = In addition, sentences are carefully constructed, have parallel structure, and include repetition of language or imagery for effect.

MAIN POINTS/CLAIMS CLEAR  (C) = Main points are easy to identify. (B) = In addition, main points are well integrated and each is an independent idea. (A) = In addition, main points are made exceptionally clear with the use of internal transitions and previews, as well as signposting.

LANGUAGE PRECISE, CLEAR, POWERFUL  (C) = Language has been used appropriately with heavy use of concrete and familiar words. (B) = In addition, clutter (superfluous words) is absent from the presentation, demonstrating clarity, accuracy, and an economy of language use. (A) = In addition, language is used vividly, employing imagery, clear metaphors, and a smooth rhythm.

TRANSITIONS EFFECTIVE  (C) = Transitions are used to connect main points  (B) = In addition, transitions use full sentences and briefly state what was just talked about and what will now be talked about  (A) = In addition, transitions use references to other devices (preview, attention getter, etc.), and use language for effect.

**USE OF SUPPORT MATERIAL (15 Possible Points)**

SOURCES ARE WELL INTEGRATED, CREDIBLE, AND CITED FULLY  (C) = the author (source, if author unavailable) and date of information have been provided. (B) = In addition, the source references are placed just before the information being cited, and are relevant to the topic  (A) = In addition, sources are from a reputable source, are fully cited, and include evidence of source credibility.

SUPPORTING MATERIAL CLARIFIES AND EXPLAINS MAIN IDEAS  (C) = A minimum of FOUR sources have been used and sources have been orally identified. (B) = In addition, the supporting material furthers the audience’s understanding of complex ideas  (A) = In addition, the information demonstrates a thorough and rich understanding of the topic.
DELIVERY (20 Possible Points)
MAINTAINED EYE CONTACT (C) = Speaker maintained eye contact with audience for at least part of the speech. (B) = In addition, eye contact was purposeful with a comfortable transition between note cards and audience. (A) = In addition, eye contact was used to gage feedback from most of the audience most of the time.

USED VOICE, RATE, AND ARTICULATION FOR MAXIMUM EFFECT (C) = Majority of words have been pronounced and articulated properly. (B) = In addition, vocal variety has been employed to highlight key information. (A) = In addition, voice, diction, and rate demonstrate the speaker's interest in the topic and enthusiasm.

USED SPACE, MOVEMENT, AND GESTURES FOR EMPHASIS (C) = Delivery had few distracting gestures, movements, or body shifting. (B) = In addition, space and movement was used to transition between points, and gestures to add emphasis. (A) = In addition, use of space, movement and gestures clearly demonstrated the speaker's enthusiasm for the topic and maintained audiences attention.

CONCLUSION (10 Possible Points)
PURPOSE AND MAIN POINTS REVIEWED (C) = the main points have been briefly noted and no new information has been presented. (B) = In addition, links have been provided that bridge the gaps between transition and review, and the review to the closing statement. (A) = In addition, it is not just a restatement of the opening preview.

CLOSED SPEECH BY REFERENCE TO INTRO. /OTHER DEVICES (C) = 1 last sentence is provided after review that closes speech. (B) = In addition, a link has been provided between reference to attention getter and/or closing thought. (A) = In addition, closing thought is a quotation (or other device) related to the topic, that signals the end of the speech.

OVERALL IMPRESSION (10 Possible Points)
MAINTAINED TIME LIMITS (C) = the speech was delivered within the time limits. (B) = In addition, an appropriate balance of time was spent on each idea. (A) = In addition, the speech was fully developed within the time limits.

EVIDENCE OF PREPARATION & PRACTICE (C) = Speech must have been delivered extemporaneously, notes conformed to instructor requirements. (B) = In addition, speaker did not rely heavily on note cards and was clearly ready to present the speech. (A) = In addition, speaker displayed poise and confidence indicative of a well-practiced speech.

MANAGED TECHNOLOGY (C) = the speaker transferred media file via thumb drive or connected laptop without delay. Utilized remote presenter effectively. (B) = In addition, the media file was loaded during the first five minutes of class before presentations started. Or connect laptop and switched inputs smoothly. (A) = And the speaker appeared natural when using the remote presenter so as not to draw attention to its use.

QUALITY AND RELEVANCE OF VISUAL AIDS (20 - 25 Possible Points)
(C) = Correct # of visuals were used. (B) = In addition, visuals could be seen clearly and were devoid of distractions/clutter, and a link was presented to connect visual to issue being discussed. (A) = In addition, the visuals had explanatory power (used to help audience understand difficult material).