# *Advanced Public Speaking A Leader s Guide 2nd edition Hostetler Test Bank*

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2. List four of the six practical points that your textbook offers for giving speeches of introduction, offering an explanation of each. Is there one tip that you believe is the most important to follow? Why?

3. List and discuss five of the nine forms of virtue delineated by Aristotle, giving an example of each. Which forms of virtue are most applicable to contemporary society? How could each of these forms of virtue come into play in a speech of introduction? Which one(s) would you be most likely to use in a speech of introduction? Why?

Additional Verbal Application:

Ask students to develop approaches to a speech of introduction for a person who falls far outside of their comfort zone. Perhaps the person is widely disliked, perhaps the person's occupation is unusual or unfamiliar to the students, perhaps the audience is apathetic or uninformed. Have students discuss the special constraints that would come into play in one of these sorts of situations, in addition to the parameters that are covered in the textbook.

**Chapter Two: Opinion Give and Take**

Multiple Choice Questions:

1. Engaging in reasoned argument is often a better form of leadership than merely issuing orders. Yet, in our society, arguing is often associated with:

   A. verbal aggression
   B. humiliation
   C. broken relationships
   D. all of the above

   Answer: D

2. Which one of the following is **not** a practical guideline that is listed in your textbook for becoming a better arguer?

   A. Cultivate a sense of self-awareness of your own limitations and the possibility that you may make mistakes.
   B. Plan for life after an argument.
   C. Decide that you will not be persuaded by another person's arguments.
   D. Promote the concept of making good arguments by your own example.



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E. All of the above are practical guidelines for becoming a better arguer.

Answer: C

3. The Aristotelian mode of proof concerned with logical, rational argument is called:

A. logos
B. illogos
C. pathos
D. ethos
E. mythos

Answer: A

4.Which of the following is **not** a component of the definition of argument offered by Hostetler and Kahl?

A. Implies a dialogue between communicators
B. Involves a reasoning process
C. Utilizes a connected series of statement or reasons
D. Establishes a position on an issue
E. Operates on the basis of repetition

Answer: E

True/False Questions:

1. The term "argument" implies the willingness of communicators to engage in dialogue.

A. True B. False

Answer: A

2. In the Toulmin model of argument, a warrant is a statement offered for the consideration of others.

A. True B. False

Answer: B

3. Good arguments engage others, promote growth, and can even build consensus.

A. True B. False



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Answer: A

4. The Aristotelian term for logical proof is *pathos*.

   A. True B. False

   Answer: B

5. According to Aristotle, common rhetorical appeals should be accessible to people who cannot follow complicated lines of argument.

   A. True B. False

   Answer: A

Essay Questions:

1. Respond to the quotation from Michiko Kakutani, cited in your textbook. Kakutani writes that an individual's reluctance to embrace civil, informed debate about important issues "*represents a failure to fully engage with the world, a failure to test one's convictions against the logic and passions of others. It suggests a closing off of the possibilities of growth and transformation and a repudiation of the process of consensus building.*" Discuss this statement in light of a contemporary social controversy, explaining how increased civility, public discussion, and informed debate could make a difference.

2. Discuss the three practical guidelines that Hostetler and Kahl offer for becoming good arguers. Why and how is arguing related to positive leadership qualities?

Additional Verbal Application:

Ask students to provide an example of a contemporary argument that has been advanced without sufficient evidential support. Suggest that students conduct a Google search to find instances of this occurrence. For example, what kinds of arguments can students find that deny climate change? What evidential foundations are advanced to buttress the claim that climate change is a hoax?

**Chapter Three: Proposals**

Multiple Choice Questions:

1. Which of the following is **not** a principle to follow when planning a proposal presentation?



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