

# Communication Arts & Sciences 100A Effective Speech: Speech Anxiety

Spring 2019 Syllabus, Section 95  
MWF 9:05 - 9:55 Thomas 113

Instructor: Caroline Koons [ckk5123@psu.edu](mailto:ckk5123@psu.edu)

Office: 316 Sparks Building

Office Hours: Friday 12-2pm; before and after class by appointment

## Course Description & Goals

This course covers communication skills which will serve you well in all facets of your life, including careers and relationships. This option of CAS 100 is designed for intensive work in communication situations in which you feel your performance needs to be improved. You are expected to make a commitment to work toward improving your communication skills in at least two areas (listed below). You will be setting communication goals, implementing those goals, and reporting on the results of your completed goals. Think of this course as an environment in which you can learn techniques of communication (and the reasons behind them), prepare under counsel, and practice with people working on similar goals. This is a rare opportunity--take advantage of it.

This is not a way in which you can avoid speaking in situations you find uncomfortable or difficult. Also, this is not a course for improving English as a Second Language. Rather, it is designed to teach you the skills needed to perform effectively in many speaking situations, including public speaking. If you are motivated to improve your speaking skills and willing to work on them, this option of CAS 100 will be helpful for you. However, you must supply the motivation and hard work. If you do not, I cannot force you to do so--and one of the other CAS 100 options may be more appropriate.

## Course Materials

Lynne Kelly and Arden K. Watson, *Speaking with Confidence and Skill*. New York: University Press of America, 1986.

Access to Canvas. Handouts, dropboxes, and deadline reminders will be posted on our course Canvas page.

## Course Assignments

Self-As-Communicator Paper Number One: Before your first individual conference with the professor, write a 2-3 page typed paper (double spaced, 1 inch margins, Times New Roman font, and stapled) in which you discuss your strengths and weaknesses as a communicator. Read chapter two in your text, and use the concepts discussed there and the results of the self-assessment to inform your writing. Do not use the numbers from the self-assessment result (i.e. do not say "I scored a 15 on self-esteem"). Use full words and full sentences. Please make this essay thorough by including specific examples in which you were satisfied, or not, with your communication. Submit an electronic copy of the

paper in your dropbox AND bring your completed paper to the conference with your instructor.

Conference with the Instructor: Each of you will meet with me in my office for a fifteen-minute conference. The purpose of this conference is to discuss and establish the goals you wish to accomplish during the course. Think specifically about what types of communication goals you will work on this semester. Conferences will be held in the second week of class. Bring your printed Self-As-Communicator Paper Number One and be ready to also discuss what goals you would like to do outside of class.

Goal Plan: Following your conference, you should finish typing--with completion dates--your goal plan for your out-of-class goals, including any extra credit goals you want the option of being able to do. If you hope to earn an A in the class you should identify at least three specific out-of-class goals you will work on including a date of the completion of each (e.g., on October 1st, I will introduce myself and converse with a stranger in the HUB). You must submit a copy of your goal for approval on the due date. Failure to complete your planned goals by the deadline will lower the grade you will receive in the course.

Exams: The first test will cover communication principles, goal analyses, goal reports, social conversation, and class participation. The second test will cover interviews, resumes, group communication, and public speaking. Both exams will cover assigned text readings as well as class lectures. Make up tests after the assigned test date will not be given. If you must be away, you may take the test in advance. Contact me before the exam is given.

Group Project: You will be assigned to a group to work together on a project. This project will be described and the groups assigned in class. You will have two weeks to work with your group outside of class on your project and presentation. Each group should rehearse and time the presentation at least once. Each person in the group must have an oral part in the presentation. Please do not wait until the last few days before the presentation to begin your group work and rehearsal. You will have one day in class in which to work on your group assignment. Your groups must have a finalized script by this date and you must bring necessary materials to class. Preparation on your group role in advance of that day will allow the group to work more productively.

Mock Interview: We will conduct our practice interviews in class. This is a required exercise for all students. You will each take turns being the interviewer and being interviewed. In addition, you will participate in a mock interview by students from outside our class (details will be provided when available). If you are unable to attend the evening mock interview, you will need to complete a mock interview with Career Services. Use the following link to prepare and schedule the mock interview: <http://studentaffairs.psu.edu/career/students/mockinterview.shtml> Please schedule your Mock Interview at the Career Center and provide me with written proof from Career Services that you completed the interview.

Public Presentations: In order to pass the course, you must complete the required in-class public speaking assignment (two speeches if you elect to do one as an out-of-class goal).

Rehearsals: In addition to the written work required for Goals, all public presentations must be rehearsed with the instructor before the presentation in class. Your instructor will give you helpful feedback and this rehearsal will help you to feel more comfortable when speaking in front of your classmates. Because of these factors, no individual public speech may be delivered without prior rehearsal with the instructor and failure to do so will result in a zero (0) for that assignment.

Self-As-Communicator Paper Number Two: In this paper, you will describe how you see yourself as a communicator at the end of the semester after completion of the course exercises and assignments. Include in this paper any improvements that you have seen in your communication behaviors based on what you have learned and the goals you completed for the course. Discuss the areas of communication in which you would like to continue to improve. This 2-3 page (double spaced, 1 inch margins, Times New Romans font) typed essay should be submitted on CANVAS on the last day of class. The instructor will not read the paper until after you have been assigned a grade for the course. This assignment must be completed before you can receive a grade for the semester.

## **Course Policies**

Classroom Climate: You will likely hear class members express ideas and opinions very different from your own. You can listen to opposing viewpoints and respect other people's right to hold those viewpoints without compromising your own beliefs or values. Be polite and respectful in your responses to others' ideas. Provide constructive feedback on your classmates' writings and presentations. You will receive constructive feedback from your instructor and others in the class. You should take it graciously and non-defensively, and try to improve your work based on it. All classroom, face-to-face, written, and e-mail interactions with your instructor and fellow students should be marked by courtesy, respect, and professionalism. Failure to support the classroom climate may result in a reduction of your final grade.

Cell Phones & Computer Use: During class time, your cell phone and computer (including tablets) are to be turned off and out of sight. Any use of a cell phone, computer, or similar device during class will result in a reduction of your participation, attendance, and/or final grade. If you attempt to use your cell phone or computer during an exam, you will be considered to have finished with your test and it will be collected at that time, regardless of your completion.

Late Assignments: Assignments are due in class or on CANVAS on the dates specified. Late work for which no prior arrangements have been approved by the instructor will not be accepted. Similarly, you are to give your talks on the days you have been assigned. If you do not, you may receive a zero for the presentation. Students who must switch

speaking days are responsible for making such arrangements with another student and obtaining instructor approval. Be prepared to give your talk on the day that you are scheduled.

Learning Accommodations: The Pennsylvania State University encourages qualified persons with disabilities to participate in its programs and activities. If a student enrolled in this course anticipates needing any type of accommodation or has questions about physical access, please notify the instructor as soon as possible. See: <http://www.equity.psu.edu/ods/>.

Counseling and Psychological Services (CAPS): Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The University offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity, and sexual orientation. Call (814) 863-0395 or visit CAPS at <http://studentaffairs.psu.edu/counseling/> Penn State Crisis Line (24 hours/ 7 days a week): 877-229-6400 or Text LIONS to 741741.

Educational Equity/ Report Bias: Students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage: <http://equity.psu.edu/reportbias/>.

Academic Integrity: The University's ability to achieve its mission depends upon the quality and integrity of the intellectual work performed by all of its faculty and students. All members of the University at all times must take full responsibility for the integrity and honesty of the expression and communication of their thoughts. Accordingly, individual faculty and students are never permitted to take credit for or represent as one's own work anything that in fact is the work of other persons, whether classmates, published authors, or anonymous contributors on the internet. Academic dishonesty encompasses a wide range of activities, whether intentional or unintentional, which include but are not limited to: all forms of fraud, plagiarism, and any failure to cite explicitly all materials and sources used in one's work. Similarly, individual faculty and students are never permitted to pursue work by any means that unfairly disadvantages others. This prohibits activities that include, but are not limited to cheating, lying and deception, and directly harming the work of others. It also includes submitting your own work to different classes and/or for different assignments. For other resources and specific examples of these activities please use the resources available to you on the College of Liberal Arts resource page for Academic Integrity: <http://www.la.psu.edu/undergrad/integrity/studentpolicy/studentres.htm> . The hard copy of these materials is available upon request.

Access: Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights, and responsibilities please visit the Office for Disability Services (ODS) website at [www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/). Instructors should be notified as early in the semester as possible regarding the need for responsible accommodations.

## **Grading**

In order to earn a "C" in this course, you must complete the following:

- One or more out-of-class goal. One satisfactory public speech with a grade of "C" or better. Those doing an additional speech as a goal must have two public speeches with a grade of "C" or better.
- Obtain prior approval for each individual goal analysis and complete all of your goal analyses and goal reports.
- Miss two or fewer classes.
- Turn in both Self-As-Communicator papers.
- Earn a grade of "C" or better on both exams.
- Perform the mock interview and complete the required written assignment.
- Complete interview at the Career Center as well as a goal report for this assignment.
- Participate in the group project with a grade of "C" or better and complete required written assignment.

In order to earn a "B" in this course, you must complete the following:

- Two or more out-of-class goals. Public speech(es) judged satisfactorily and performed on the assigned day. Obtain prior approval on and complete all your goal analyses and goal reports.
- Miss two or fewer classes.
- Turn in both Self-As-Communicator papers.
- Earn a grade of "B" or better on both exams.
- Perform the mock interview and complete required written assignment.
- Complete interview at the career center as well as a goal report for this assignment.
- Participate in the group project with grade of "B" or better and complete required written assignment.

In order to earn an "A" in this course, you must complete three out of class goals in addition to all the assignments mentioned in the description of the "B" grade, miss two or fewer classes, and receive an "A" on most major graded items.

There are no set percentages or weights used in determining your grade. The communication goals you accomplish are of primary importance. You may include extra credit goals in your goal plan to offset grades on a speech or exam. Discuss this possibility in advance with your instructor. As the semester progresses you should attempt more challenging goals. Therefore, the quantity, quality, and difficulty of your goals will be reviewed in light of your

approved goal plan. You should be working to develop communication skills identified in your goal plan. Make sure to complete all of the required assignments by the assigned due date.

You are not limited to doing only the required number of goals. Please identify the extra goal in your goal plan at the beginning of the semester. Completing more goals may positively affect your grade and certainly will improve your communication skills. Sloppy materials, late work, and missed appointments will negatively impact your grade.

	<b>Date</b>	<b>Lesson Content</b>	<b>Reading and Work Due</b>
F	January 11, 2019	Introduction to course and syllabus. Assign Self-As-Communicator essay. Assign Introduction Questions. Sign up for individual conference with instructor.	
M	January 14, 2019	Strategies for Reducing Anxiety (Part 1)	Read Syllabus and Chapters 1 and 2. Use assessments in Chapter 2 to write your Self-As-Communicator Essay. Submit Self-As-Communicator essay on CANVAS and bring copy to conference with instructor.
W	January 16, 2019	Class Introductions	
F	January 18, 2019	CAPs Chat, Strategies for Reducing Anxiety (Part 2)	
M	January 21, 2019	NO CLASS, Martin Luther King Jr. Day	
W	January 23, 2019	Goal Plan, Goal Analyses & Goal Reports.	Read chapters 3 and 4.
F	January 25, 2019	Basic communication Principles--what to consider when getting ready to accomplish a communication goal. Communication model	Read chapters 5 and 6. Submit Goal Plan on CANVAS and bring a copy to class.
M	January 28, 2019	Social Conversations	Submit Goal Analysis for Class Party on CANVAS and bring a copy to class.
W	January 30, 2019	Strategies for Reducing Anxiety (part 3) Goal analysis workshop	Bring Goal Analysis #1 (i.e., first out-of-class goal) to class.
F	February 1, 2019	Mandatory Class Exercise: Class Party	
M	February 4, 2019	Class Participation Lesson	Submit Goal Report for class party on CANVAS by midnight.

			Submit First Out-of-Class Goal Analysis on CANVAS by midnight.
W	February 6, 2019	Class Participation Day Review for Exam One -- In small group and large group format	Review text/class notes for the exam. Bring and be prepared to ask at least three typed questions in class based on your review of the course materials.
F	February 8, 2019	Exam One--covers basic communication principles, goal analysis, goal reports, social conversation, class participation as well as text readings (chapter 1-6) and class lectures.	.
M	February 11, 2019	Interviews and Resumes	Begin writing "mini-speeches" (answers) to 25 commonly asked interview questions. See examples on CANVAS. Begin writing resume. First Out-of-Class Goal Report due
W	February 13, 2019	Resumes	Read Chapters 8 and 9. Bring 15-20 typed questions to ask your partner for your role as interviewer and submit copy on CANVAS. Use their resume to create most questions.
F	February 15, 2019	Resume Workshop	Bring four copies of your resume to class and submit one to CANVAS. Submit "mini-speeches" (answers) to 25 questions on CANVAS.
M	February 18, 2019	Style and Memory	
W	February 20, 2019	Delivery	
F	February 22, 2019	Interview Speed Dating	
M	February 25, 2019	In Class Interviews	Submit Mock interview goal report as interviewer and interviewee on CANVAS
W	February 27, 2019	Flex (in case of snow day)	

F	March 1, 2019	Outside Goal Day	
M W F	March 4, 6, 8	Spring Break	Out of class Goal analyses must be completed before break, out of class goal reports due after break
M	March 11, 2019	Small Group Communication In-Class Exercise, Groups being Formed	
W	March 13, 2019	In-Class Group Project Work Day: all group members must be present. Scoring and Selecting Texts	Bring potential scripts and all rehearsal materials needed to class.
F	March 15, 2019	Group Communication Expectations	Groups should continue to meet outside of class to rehearse group projects.  All Goal Reports due.
M	March 18, 2019	In-Class Work Day	Bring Scored Script and assignment of roles to class
W	March 20, 2019	In-Class Work Day	Bring Scored Script and assignment of roles to class
F	March 22, 2019	Rehearsals: Groups should be ready to do a complete runthrough of their presentation, including fully scored text, props, name tags, etc.	
M	March 25, 2019	In-Class Work Day	Group Goal Analysis Due
W	March 27, 2019	Groups 1 and 2 presentations	
F	March 29, 2019	Groups 3 and 4 presentations	
M	April 1, 2019	Public Speaking Canons	Complete speech topic brainstorming sheet and bring to class  Group Goal Report due
W	April 3, 2019	Topic Selection and Outlines	Bring introduction and outline of main points of your public speech to class. Sign up for public speaking rehearsals: Bring goal analysis to rehearsal.
F	April 5, 2019	Introductions and Conclusions	
M	April 8, 2019	Visual Aids, Exam 2 Review	Bring introduction and outline of main points of your public speech



			to class. Sign up for public speaking rehearsals: Bring goal analysis to rehearsal.
W	April 10, 2019	Exam Two - covers job interviews, resumes, public speaking, group communication, oral interpretation plus readings (chapter 7-9) and class notes.	Submit individual goal report for Group Presentation on CANVAS.
F	April 12, 2019	Mini Speech and work day	Submit In-Class Public Speech Goal Analysis on CANVAS.
M	April 15, 2019	Speech workshop	Bring 2 copies of full outline of your speech to class
W	April 17, 2019	Public Speech in-class rehearsals	Be ready for a full timed run through of your speech
F	April 19, 2019	Public Speeches	Submit all of your extra credit out-of-class goal reports on CANVAS by midnight.
M	April 22, 2019	Public Speeches	
W	April 24, 2019	Public Speeches	
F	April 26, 2019	Course Review & Reflection	Submit Goal Report for In-Class Public Speech on CANVAS. Submit Self-As-Communicator Essay #2 on CANVAS.