**CAS 100A: Effective Communication (Public Speaking Emphasis)**

**Department of Communication Arts & Sciences, Summer 2019**

**Section # 106: 11:10 AM - 12:25 PM**

Instructor: Caroline Koons E-mail: ckk5123@psu.edu

Office: Sparks 316 Class Location: Thomas 125

Office Hours: before and after class, by appointment

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

****

**Course Description**

Presented from a rhetorical perspective, this course teaches how to use speech to engage the attention, attitudes, and actions of others. Across a variety of genres, students will learn how to speak on issues of personal, communal, and civic importance. Additionally, students will apply concepts from rhetorical theory and communication science to their own and others’ speeches.

**Learning Objectives**

*During this course, students will learn how and why to:*

* Question the taken-for-granted status of communication through theory-structured practice.
* Practice communicating in the company of others about matters of shared or public concern.
* Integrate consideration of the oral (spoken), aural (heard), and embodied dimensions of face-to-face communication into the entire process of communicating.
* Find and generate trustworthy support for beliefs and claims.
* Develop a complex understanding of contexts and audiences that will aid in communication adaptation and evaluation.
* Engage in evaluation and reflection as modes of criticism (including self-assessment).
* Cultivate a recognition of and appreciation for their public selves.

**Course Materials**

**Textbook:**

Christopher L. Johnstone, *The Art of the Speaker*. Most recent edition. There are several copies on reserve at the PSU library.

**Canvas:**

Announcements, grades, messages, and additional course content will be provided on Canvas. Make sure to change your notification preferences under “Settings” to ensure you receive updates.

**Library Tools:**

PSU Libraries offer tools designed to assist you with the invention and arrangement phases of your speeches. They are available at this link: <http://guides.libraries.psu.edu/UPCAS100>

**Student Resources**

**Learning Accommodations:**

All students with disabilities documented by Student Disability Resources (SDR) will have their needs met in an appropriate manner in this course. Students should contact the SDR (814-863-1807) within the first few days of classes so that the necessary accommodations can be made. Accommodations must be in place before evaluation events (speeches, exams, etc.). Privacy will be maintained regarding all accommodations. Additional information at: <http://equity.psu.edu/student-disability-resources/>

**Undergraduate Speaking Center:**

The Undergraduate Speaking Center, located in 7C Sparks, provides excellent one-on-one peer mentoring to support any phase of your presentation/speech development. See its website for more information: <http://speakingcenter.la.psu.edu/>

**English for Professional Purposes Intercultural Center (EPPIC):**

EPPIC is a research and service initiative designed to provide advanced English language support to the growing international community at Penn State. They also strive to foster dynamic intercultural communication within the larger university community. EPPIC boasts a number of services, from one-on-one tutoring to sessions on understanding American academic culture (including academic citation). More at: <http://www.eppic.la.psu.edu/>

**Counseling and Psychological Services:**

Should you experience stress, anxiety, or depression, please do not hesitate to contact Counseling and Psychological Services (CAPS) to make an appointment (814-863-0395). Additional resources are available online at: <http://studentaffairs.psu.edu/counseling/>

**Reporting Bias:**

Penn State is committed to creating an environment that is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. As an educational institution, the University has a mandate to address problems of a society deeply ingrained with bias and prejudice. Students who experience a possible bias-motivated incident are urged to report it immediately by filing a report on the Report Bias website: [equity.psu.edu/reportbias](https://d.docs.live.net/152f69c1142eede1/Teaching/2018-%20Penn%20State/CAS%20100%20Director%20Files/Model%20Syllabi/equity.psu.edu/reportbias). Call 911 if a physical injury has occurred.

**Gender Equity Center:**

Penn State’s Gender Equity Center (GenEQ) supports students who have been impacted by sexual violence, relationship violence, stalking, harassment, and other campus climate issues. GenEQ staff provide education, advocacy, referrals, and crisis intervention/support counseling. All services are free and confidential. <http://sites.psu.edu/genderequity/>

**Lesbian, Gay, Bisexual, Transgender, Queer, and Ally (LGBTQA) Student Resource Center:**

The LGBTQA Student Resource Center provides a comprehensive range of education, information, and advocacy services. This center works to create and maintain an open, safe, and inclusive environment for lesbian, gay, bisexual, transgender, and queer students. <https://studentaffairs.psu.edu/lgbtqa/>

**Student Care & Advocacy (for Extended Absences):**

If you ever need to miss an extended amount of class due to unforeseen circumstances, please notify me as soon as possible so we can determine the best course of action, which can *sometimes* include making up missed work. If your situation rises to a level of difficulty you cannot manage on your own with only faculty support, reach out to the Student Care & Advocacy office by phone [(814-863-2020](https://ucs.psu.edu/zimbra/mail)) or email [StudentCare@psu.edu](mailto:StudentCare@psu.edu). Their office hours are Monday-Friday, 8 a.m. to 5 p.m.

**Your Instructor:**

As your instructor, I am happy to serve as a resource for you both inside and outside of class. I encourage you to come visit me during my office hours. When writing emails to professors/TAs/ instructors, remember to:

* Check to make sure your question was not already addressed by the syllabus.
* Ensure the question is not better addressed in-person during the instructor’s office hours.
* Incorporate a clear subject line that summarizes the purpose of the email.
* Proofread the email before sending it to catch typos or grammatical errors.
* Sign the email with an appropriate sign-off (e.g., “Sincerely”) and your name.
* Write in polite language, including a greeting and thanking the recipient for their time.

**Assignments**

**Narrative (“This I Believe”) Speech:** This **5-minute** (**4-6 minute)** speech focuses on a belief you have that is reflected in what you say, do, and feel. This speech provides a personal foundation upon which you will build subsequent speeches.

**Deliberative (Problem/Policy) Speech:** This **7-minute** **(6-8 minute)** speech focuses on a significant public/communal problem related to the belief in your first speech. You will outline the scope and impact of the problem and propose a policy to solve it.

**Exhortative (Motivational) Speech:** This **5-minute** (**4-6 minute)** speech focuses on the same significant social issue addressed in your second speech. It aims to motivate audience members to take a specific, personal action to address the issue.

**Exams:** Two mixed-format exams will test your ability to apply and analyze communication concepts.

**Individualized Learning Plan:** This assignment helps you identify your own particular rhetorical habits and goals.

**Topic Memo:** This assignment prepares you for your three major speeches. It will ask you to outline possible topics, lines of argument, and research sources you may use. You cannot deliver speeches until the Topic Memo is approved.

**Speech Outlines:** Every major speech requires you to create and turn in a speech outline assignment. Instructions and examples will be given out during class and posted on Canvas for your review.

**Self-Evaluations:** After each of the three major speeches, you will reflect on your performance and identify areas to improve.

**Peer Evaluations:** As others deliver speeches, you will evaluate their choices to develop your own critical judgment.

**Mini-Speeches:** These shorter speeches will vary in form and are geared primarily at helping you to better understand course material and to help you practically prepare for your major speeches in class.

**In-Class Participation:** Your engagement during class is essential to the creation of a collaborative learning environment. As such, a significant amount of your overall course grade will be determined by your participation.

**Research Participation (RePaSS):** The faculty and graduate students in Penn State’s Department of Communication Arts & Sciences conduct various research projects that involve human participants. As part of the requirement for CAS100, you have the option to participate in one such study. In addition to generating knowledge about human communication, you’ll have an opportunity to see firsthand what social scientific research is like. Your participation in a study is voluntary, and you may opt for an alternative means of acquiring the 20 points. *Whether you wish to participate or not*, you need to make your decision known through the RePaSS system. Information on accessing the RePaSS system will be included in an email during the second week of the semester.

**Class Policies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Classroom Climate:**

Throughout the semester, we will discuss topics related to public policy, personal identity, and ideological belief. As such, this course offers an opportunity for you to sharpen your ability to discuss sensitive issues in a respectful way. Derogatory or dehumanizing language toward anyone based on race, religion, gender identity, sexual orientation, economic class, or other protected identity category will not be tolerated.

Recognize that your beliefs may be challenged over the course of this semester. Even if you disagree with a classmate’s claims, however, I expect you to treat them and their ideas with respect and care—and vice versa. From the onset, I aim to foster a mutual commitment to civility, safety, and respect that allows for the discussion of personal views.

**Attendance:**

According to the [official Penn State University policy](http://senate.psu.edu/policies-and-rules-for-undergraduate-students/42-00-acquisition-of-credit/#42-27), “a student should attend every scheduled class and should be held responsible for all work covered in the courses taken.” That is especially true in CAS 100A, a class that focuses on communication in public situations with human beings. An expectation in this class is that you are physically present to discuss ideas, respond to classmates’ work, pose questions, workshop assignments, participate in activities, and experience lectures firsthand. Your final semester grade is a report to the outside world of what you learned over the semester—including whether you had these in-person experiences.

The Department of Communication Arts & Sciences recognizes that sometimes situations arise that cannot be formally documented but that may require a student to miss class. For this reason, a student’s **first 2 absences** will not result in a direct point reduction from the student’s grade. These absences are provided for situations like minor illnesses, family emergencies, and other difficult-to-corroborate situations. Note that *all* absences, regardless of whether the university deems them “legitimate” or “illegitimate,” count toward this allotment of 2.

Additionally, CAS 100A instructors will not directly deduct points for absences that 1) can be documented and 2) are deemed by the PSU policy to be “legitimate” reasons to miss class. These include absences for “regularly scheduled, University-approved curricular and extracurricular activities (such as Martin Luther King Day of Service, field trips, debate trips, choir trips, and athletic contests)” and “post-graduate, career-related interviews when there is no opportunity for students to re-schedule.” The policy also deems it legitimate to miss class for “illness, injury, military service, family emergency, or religious observance.” To clarify this policy:

* Absences for these “legitimate” reasons count toward the 2 total allotted for the course. For example, if a student misses 3 classes for athletic travel, then a 4th absence with no documented justification, that 4th absence **does** result in a direct point deduction.
* Undocumented absences cannot be counted as legitimate. Keep in mind that University Health Services “**does not** provide verification of illness forms for minor or routine illnesses or injuries.” The 2 allotted absences are for that type of situation. If you miss several classes for legitimate reasons, you assume the risk that you might later have to absorb a point penalty for an undocumented illness or emergency.
* Even if an absence does not result in a *direct* grade deduction off of the total semester grade, absences may still carry an **indirect**impact on the student’s grade by affecting performance on assignments or by causing the student to miss in-class activities. As the PSU policy indicates, even with a legitimate absence, “not all work can be ‘made-up’ and… absences can affect student performance in a class.”

Once the 2 allotted absences are exhausted, every subsequent absence that is not legitimate or cannot be documented results in **a 2% (20 point) direct deduction from your final course grade**, independent of grades received on course work. This deduction reflects that the student missed meaningful academic experiences that cannot be recreated outside of the classroom context or by simply completing assignments.

Attendance will be taken at the beginning of each class. Students will provide a verbal response the the “question of the day” to signal their presence for that class meeting. Any student arriving after attendance has been taken must email the instructor THAT DAY to verify their presence in class. After the date of late arrival the absence cannot be changed.

**Late Work and Grade Disputes (24/7 rule):**

Late work will not be accepted for credit. Even if they are late, you must submit preliminary speech assignments (such as the Topic Memo and Outlines) and have them approved before you can give your major speeches. Except in extreme circumstances, failure to speak in your pre-assigned slot means that your grade for that speech will not exceed a high F (a 59%). If there is no time for you to speak in class on another day, you must arrange for an alternative mode of delivery.

Please contact me if you have questions about an assignment, your performance, and how to improve. If you do not think a grade was given fairly, I ask that you take the 24 hours after I return the assignment to reflect on the assignment guidelines and your performance. If you decide after that time that you would still like to address a grade, please send me an email requesting the grade dispute memo. We will arrange a time to come to my office hours and discuss it in person. While a grade change is unlikely, I will consider typed arguments that make a compelling case based upon the grading criteria and/or the guidance I provided in class.

**Grading:** The grading in this course is based on a 1,000-point scale. I will make every effort to keep your grades up-to-date on Canvas. If you ever have a question about your grade, please let me know as soon as possible.

You do not begin with 150 points on your first speech and lose points as you make mistakes. Instead, you **earn** points by demonstrating that you have learned class concepts and internalized speech requirements. Work that fails to meet basic speech requirements earns a D or an F. Work that meets the basic assignment requirements earns a C (a 70-79%). Work that exceeds assignment requirements in terms of research, presentation, analysis, and preparation earns a B (80-89%). An A grade is reserved exclusively for **exceptional** work that is virtually error-free, presented or written eloquently, explained thoughtfully and thoroughly, and reflective of advanced critical thinking skills.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assignment** | **Percentage** | **Point Value** |  |  |  |
| **Major Speeches** | **50%** | **500 points** |  |  |  |
| Narrative (“This I Believe”) Speech | 15% | 150 |  |  |  |
| Deliberative (Problem/Policy) Speech | 20% | 200 |  |  |  |
| Exhortative (Motivational) Speech | 15% | 150 |  |  |  |
| **Exams** | **20%** | **200 points** |  |  | **Grading Scale** |
| Exam 1 | 10% | 100 |  | A | **95** to 100 |
| Exam 2 | 10% | 100 |  | A- | 90 to 94.9 |
| **Preparations and Evaluations** | **7%** | **70 points** |  | B+ | 87 to 89.9 |
| Individualized Learning Plan | 1% | 10 |  | B | 83 to 86.9 |
| Topic Memo | 1% | 10 |  | B- | 80 to 82.9 |
| Outlines | 1% | 10 |  | C+ | 75 to 79.9 |
| Self Evaluations | 3% | 30 |  | C | 70 to 74.9 |
| Peer Evaluations | 1% | 10 |  | D | 60 to 69.9 |
| **Class Participation** | **22%** | **220 points** |  | F | 59.9 and below |
| In-Class Participation | 10% | 100 |  |  |  |
| Mini Speeches | 10% | 100 |  |  |  |
| Research Participation (RePaSS) | 2% | 20 |  |  |  |
| **Total** | **100%** | **1000 points** |  |  |  |

**NOTES:**

**The scale doesn’t include C-, D+, and D- grades. An A requires a 95%.**

**All grades below a C (70%) do not count as passing grades in this course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Date** | **Day** | **Lecture Content and Assignments** | **Reading and Work Due** |
| 1 | 5/13 | M | * Introductions & Course Overview * Rhetoric as a Practice of Citizenship; * The Three-Speech Sequence * *Assign Pairs* *for Introduction Speech* * *Assign Individualized Learning Plan* | Read: *Art,* Ch. 1 & 2 (pp. 4-22) |
| 2 | 5/14 | Tu | * **Introduction Speeches (I minute each)** * The Rhetorical Situation * *Assign Mini-Speech #1* | Read: *Art*, Ch. 3 (pp. 23-29) |
| 3 | 5/15 | W | * The Communication Model * Speech Anxiety Reduction * *Assign topic memo for three major speeches* | **Due: Individualized Learning Plan to CANVAS**  Read: *Art*, Ch. 4 (pp. 30-38)  Ch. 11 (pp. 140-153) |
| 4 | 5/16 | Th | * The 3 Means of Persuasion (*êthos, pathos, logos*) * Discussion about beliefs; * Using a Narrative Approach; * *Assign “This I Believe/Used to Believe” Speech*   Guest Speaker Dr. Lauren Camacci | Listen to several “This I Believe” installments.  Complete Personal Inventory quiz and read Trite Speech topics to help with topic memo |
| 5 | 5/17 | F | **Mini-Speech #1** - Rhetorical Situation | **Due: Topic Memo** (To CANVAS) |
| 6 | 5/20 | M | * Brief Review of the 5 Canons of Rhetoric * Audiences * Invention | Read: *Art*, Ch. 5 (pp. 39-51)  Read: *Art*, Ch. 6 (pp. 52- 54) |
| 7 | 5/21 | Tu | * Arrangement (Outlining; Transitions) * Style * Memory | Read: *Art*, Ch. 6 (pp. 54-77) |
| 8 | 5/22 | W | * Delivery * Outline Workshop * *Determine Speaking Order for TIB speech* | **Due: Two copies of your outline, 1 for use in class, the other to be turned in.** |
| 9 | 5/23 | Th | **Belief Speeches (#1-10)** | **Due: Final outline due the day of your speech delivery; self-eval due the class after you give your speech to CANVAS** |
| 10 | 5/24 | F | **Belief Speeches (#11-19)** |  |
|  | 5/27 | M | NO CLASS - Memorial Day |  |
| 11 | 5/28 | Tu | * **Mini-Speech #2** - Impromptu speaking * Review for Exam 1 |  |
| 12 | 5/29 | W | **Exam #1** |  |
| 13 | 5/30 | Th | * Deliberative Discourse (Policy Advocacy) * The Canons & Means of Persuasion in Policy Advocacy * Argumentation * *Assign Problem/Policy Speech* | Read: *Art,* ch. 7 (pp. 78-94) |
| 14 | 5/31 | F | * Fallacies * Message Analysis * Avoiding plagiarism * Assign Mini-Speech #3 | Read: *Art*, Ch. 8 (pp. 95-117),  Fallacy section from Ch. 11 (148-153),   Appendix A (174-180),   “Avoiding Plagiarism” (pp. 181-183) |
| 15 | 6/3 | M | **Mini-Speech #3** - Verbal Citations | Complete Problem/Policy Worksheet |
| 16 | 6/4 | Tu | * Outline Workshop * Designing and Delivering Visual Rhetoric (i.e., “visual aids”); its importance to deliberative rhetoric * Assign Mini-Speech #4 | **Due: Two PAPER copies of your outline, 1 for use in class, the other to be turned in.** |
| 17 | 6/5 | W | * Analysis of P/P speeches from past Speaking Contests |  |
| 18 | 6/6 | Th | * **Mini-Speech #4** - Elevator Pitch * Determine Speaking Order for P/P speeches |  |
| 19 | 6/7 | F | **P/P Speeches (#1-9)** | **Due: Final outline due the day of your speech delivery to CANVAS; self-eval due the class after you give your speech to CANVAS** |
| 20 | 6/10 | M | **P/P Speeches (#10-19)** |  |
| 21 | 6/11 | Tu | * Exhortative (Motivational): Maslow’s Hierarchy * Invention & Arrangement: Monroe’s Sequence * *Assign Motivational Speech* | Read: *Art*, ch. 9 (pp. 118-125) |
| 22 | 6/12 | W | * Style * Memory * Delivery * *Determine Speaking Order* | Read: *Art,* ch. 9 (pp. 125-129)  Complete Motivational Plan |
| 23 | 6/13 | Th | * Outline Workshop   *late drop deadline* | **Due: Two PAPER copies of your outline, 1 for use in class, the other to be turned in.** |
| 24 | 6/14 | F | Ceremonial Speaking |  |
| 25 | 6/17 | M | **Mini Speech #5**  - Sky Mall group speech | Read: *Art*, ch. 10 (pp. 130-139) |
| 26 | 6/18 | Tu | **Exam #2** |  |
| 27 | 6/19 | W | **Motivational Speeches (#1-10)** | **Due: Final outline due the day of your speech delivery to CANVAS; self eval due the class after you give your speech to CANVAS** |
| 28 | 6/20 | Th | **Motivational Speeches (#11-20)** |  |
| 29 | 6/21 | F | Course Conclusion  **Bonus Mini-Speech** - ceremonial speech |  |