Syllabus

Effective Speech (CAS100A, Sec 300)
Penn State Greater Allegheny – Summer 2015
Time: Mon-Thur 9:00-12:30
Location: 204 Main Building
Professor: Dr. Zack Furness
Email: zackfurness@psu.edu *Please give me up to 24 hours to respond
Office: 106B Main Building
Office Hours – W 1-3 and by appt.
Office Phone – 412-675-9153
Course website: http://sites.psu.edu/cas100a
Turnitin password (if needed) – speech

Course Description
This general education course studies the purposeful use of oral communication as a means of addressing practical problems, both professional and civic. It is designed to introduce students to principles of effective public speaking, implemented through the design and presentation of individual speeches and through practice in message analysis and evaluation. Class size is limited and class meetings involve considerable attention to developing public speaking skills through in-class activities, collaborative learning, peer critiques, and analysis of public speeches and other messages. At least three individual, graded speeches are required in this course. Additional presentations (graded or non-graded) may be required by some instructors. Course work may also include instruction and practice in group decision making. Assessment includes evaluation by examination (one or two; no final exam is given in the course) and by occasional quizzes and other activities, all of which emphasize the mastery and application of the conceptual content of the course. Public presentations are evaluated for content, organization, and presentation.

Credit Information
This course fulfills 3 credits in General Education (GWS). There are no prerequisites for enrollment in this course.

Required Texts

- All reading assignments will be distributed for free, in PDF format, via the course website.
**Grades**

Class Participation: 25%
Informative Speech: 25%
Persuasive Speech: 25%
Ceremonial Speech: 25%

**Informative Speech:** This 5-7 minute speech is an opportunity for you to objectively explain a specific topic, for instance, a current event of your choice. The emphasis of this assignment is on research, organization, audience adaptation and getting comfortable with a timed presentation. Students are expected to find a topic of sufficient intellectual content and present it in an interesting way for their audience while conveying information in a relatively uncontroversial manner. A formal outline is required to accompany this speech. Keyword outlines or note cards may be used, but this speech should also emphasize extemporaneous speaking.

**Persuasive Speech:** This 6-8 minute speech is meant to make your audience act or think in a very specific way. It is a one-sided speech in which you convey your position as convincingly as possible. The focus should be on argumentation and delivery. A formal outline is required to accompany this speech. Keyword outlines or notecards may be used.

**Ceremonial Speech:** This 6-7 minute scripted speech is meant to honor a person, place, idea, institution or major event. The idea is to identify key values inherent to the topic and to help the audience celebrate these values. The emphasis is on using language eloquently and delivering speeches more dramatically. This speech may be delivered from a prepared manuscript, but extemporaneous speaking is the desired goal.

**Participation:** Participating in class is not to be confused with simply showing up and occupying the same space as your fellow students. Participation means coming to class ready to ask questions, discuss reading assignments, and engage in thoughtful, respectful conversation with your peers (and the professor). In addition, your participation grade in this course also includes your completion of in-class exercises.

**Grading Scale**

As a general rule of thumb, the following grading scale shall apply to all assignments:

A = 93-100% Excellent (excellence consistently achieved)
A- = 92.9-90% Outstanding (nearly always top quality)
B+ = 89.9-87% Very Good (extremely solid performance)
B = 86.9-83% Good (better than average performance)
B- = 82.9-80% Respectable (demonstrates solid potential)
C+ = 79.9-77% OK (average performance)
C = 76.9-70% Acceptable (meets minimum requirements)
D = 69.9-60% Less than acceptable (shows some ability)
F = below 60% Failure (Does not meet minimum standards)

**STUDENT SERVICES & RESOURCES**

**The Learning Center**
Students in need of tutoring and/or extra help with study skills are encouraged to stop by the John H. Gruskin Learning Center, located in the Kelly Library, Lower Level. To schedule an appointment, call 412-675-9088. Appointments are encouraged, but not required.

**Disability Services**
Penn State encourages academically qualified students with disabilities to take advantage of its educational programs. It is the policy of the University not to discriminate against the disabled in its admission policies, procedures or its educational programs, services and activities. No qualified student with a disability may be excluded from participation in or denied the benefits of any course or course of study on the basis of disability. Applicants to Penn State Greater Allegheny or prospective students who wish to request accommodations based on a disability should contact the Disability Contact Liaison, Victoria Garwood (vkg2@psu.edu, 412-675-9070). Students requesting accommodations must complete requested intake forms and participate in an intake interview. Documentation supporting the request for accommodations must be submitted and cannot be more than three years old. Documentation is specific to the type of disability that a student has. Individual Education Plans (IEPs) from high school are not acceptable. Additional information can be obtained on the Office of Disability Services homepage at [http://www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/).

**Title IX – Protection From Violence and Harassment**
Title IX mandates that colleges receiving federal funding provide gender equity, not just in sports, but in all areas of campus life, meaning that all students should be able to study in an atmosphere free of harassment, sexual violence, and gender discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. *If you or someone you know has been harassed or assaulted, you can find the appropriate*
resources here:

- Greater Allegheny Campus Police: (412) 675-9130
- Greater Allegheny Sexual Harassment Resource Person: Dr. Margaret Signorella – (412) 675-9052 | msignorella@psu.edu
- Greater Allegheny Title IX Resource Person: Glenn Beech, Director of Student Affairs – (412) 675-9163 | gxb2@psu.edu
- Penn State’s Title IX Coordinator: Dr. Kenneth Lehrman III, Vice Provost for Affirmative Action – (814) 863-0471 | kfl2@psu.edu
- National Sexual Assault Hotline: (800) 656-4673
- Relevant resources & support networks: SurvJustice and Not Alone

COURSE POLICIES (OUR CONTRACT)

**NOTE: These policies are very important, please read them**

1. **Email**

   All students are required to make use of their Penn State email accounts. While I recognize that you all have your preferred email addresses, you will still be expected to check your school email account on a regular basis, and I will use this address to contact you throughout the semester. With respect to our correspondences, please give me up to 24 hours to respond to emails. In addition, make sure to consult the syllabus and any relevant documents (such as paper assignments) on the course blog before emailing me with questions that I have already explained and/or addressed in writing. I am more than happy to answer questions via email, but I receive 20+ emails a day and strongly prefer not to answer questions about things that are clearly posted online. As a general rule, please avoid emailing me through ANGEL and just send an email directly to my school address.

2. **Attendance**

   Students are expected to attend all classes and read the assignments so as to be prepared for class discussion. Experience shows that there is a direct relation between attendance and performance in the course. Absences hurt your ability to learn and they hurt your grade. In short, come to class! Signing up for this class indicates that you are committed to being here for the full class period each class meeting. It is your responsibility to inform the instructor regarding your absence ahead of time. If you do miss a class, you are still responsible for whatever was covered in lecture and discussion that day. You do not have to email me after an absence in order to ask about what you missed...just check the course website or talk to one of your classmates. Students who miss an unreasonable number of classes in a given semester run the
risk of earning a failing grade.

- The University Faculty Senate Policy on attendance is located [here](https://sites.psu.edu/cas100a/syllabus/). The policy recognizes that on occasion, students may opt to miss a class meeting in order to participate in a regularly scheduled university-approved curricular or extracurricular activity, or due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, or religious observance.
- Whenever reasonable, a student should submit a class absence form a week in advance.
- Religious observance can be a legitimate reason for an absence. Academic Administrative Policy and Procedure R-4, Religious Observances, provides further information and a link to an all inclusive list which provides both major and minor religious holidays, maintained by the Center for Ethics and Religious Affairs.

### 3. Late Arrivals and Early Departures

Your professor finds people entering and leaving the classroom during lecture to be very unpleasant and distracting. Please be on time for class, and if you know that you must leave early on a given day, please let him know before class starts. Please make your visits to the bathroom and drinking fountain before and after class. If you arrive late or leave early (or if your excretory system presents you with an emergency in the middle of class) enter or leave the classroom quietly. If you are more than 15-20 minutes late, then please don’t come to class. Repeat offenders will find their semester grades reduced.

### 4. Assignments and Extensions

Reading assignments and paper assignments will be provided well in advance of due dates. Missing a class assignment will mean an F for that assignment. Late assignments will not be accepted without a verifiable, documented excuse.

- Clear and coherent writing is an important factor in your success in this class. I urge you to visit the Learning Center on campus and make use of their tutoring services before you hand in written work. I will also be more than happy to look at rough drafts during my office hours.
- A note about computer/printer problems, software issues, email access, etc: I recognize that computer, printer, and email problems can and do arise. Be sure to back up your work on an external hard drive, or simply email copies of your work to your school account (and preferably an additional email account). Always keep back up copies of your papers. Problems related to computers, printers, software and/or email are your responsibilities to address; they are NOT legitimate excuses for late work, incomplete assignments, and so on.

### 5. Academic Integrity and Plagiarism

https://sites.psu.edu/cas100a/syllabus/
Plagiarism consists of using someone else’s ideas as your own in formal writing. If you use someone else’s ideas, you are expected to cite them. If you use someone else’s exact words, even if it is just part of a sentence, then you must put quotation marks around the phrase or sentence and properly cite the author. I may not be the smartest person in the entire world, but you can rest assured that my research skills, as well as my ability to spot plagiarism, are of a Bruce Lee caliber. In short, plagiarism will not be tolerated. If I catch you doing it, you will receive an immediate ‘F’ for the course and all further discussions on the matter will take place between you and the head of Academic Affairs at Penn State Greater Allegheny. If you have any questions about academic integrity policies and procedures, please see me and/or consult Penn State’s guidelines at: http://www.psu.edu/dept/ufs/policies/47-00.html – 49-20

6. Grading Policy
Grades shall be assigned to individual students on the basis of the instructor’s judgment of the student’s scholastic achievement. Grades are final and I grade exams and assignments based on your performance, not your intentions. Effort will be recognized in your participation grade for the course. I am eager to help you do well on exams and assignments before they are due. Please visit me during office hours to ask questions when you are working on an assignment or reviewing material. Here are the circumstances under which I would change a grade: (a) if I have made an error, or (b) if I have failed to hold you to the same standard as everyone else. In the event that you feel you received an undeserved grade, you should make your case in writing to your instructor within two weeks of receiving the grade. Finally, there are very few circumstances in which the professor will award a grade of “incomplete” for the course. If you feel like such circumstances apply, please discuss it with me near the end of the semester.

7. Nondiscrimination Statement & General Code of Conduct
As a professor at Pennsylvania State University, I value equality of opportunity, human dignity, and racial/ethnic/cultural diversity. In addition to the Penn States’s official nondiscrimination policy, and within the bounds of the course, I also do not discriminate on the basis of political creed. In the simplest terms possible, this means that you do not have to agree with me in order to do well in this course. So long as you demonstrate an understanding of (and engagement with) the course material, you are under no obligation to agree with the professor, your classmates, or anything we read (you don’t even have to agree with yourself all the time). If there is something I can do to make the class more hospitable, please let me know. Be assured that I will treat students with respect, and I will promote a safe and conducive environment for learning. I expect all students to do the same. In accordance with college policies, I will not tolerate discrimination or harassment in my class, whether on the basis of race, gender, class, religion, national origin, age, sexual orientation, veteran status, or physical ability. If you have questions about the school’s policies, please consult the Student Code of Conduct online.

https://sites.psu.edu/cas100a/syllabus/
8. Respectful College Classroom Behavior

One of the ways in which college differs dramatically from high school or the workplace is that you are all here by your own choice. As tuition-paying adults who have made the conscious decision to take a course that either sparks your curiosity or is required for your major (or both), I presume that you want to be here and that you are eager to learn. As your professor, you can presume that I also want to be here and that I am eager to teach you everything I can about the subject matter. With this mutual understanding in mind, there are no circumstances in which I should have to remind you about the kinds of disrespectful behavior that make it difficult for your peers to learn and for me to teach.

But in the interest of having everyone on the same page from the beginning of the semester, here are some basic guidelines that constitute what I perceive to be respectful classroom decorum:

- No cellphone conversations. Turn off your phone (or set it to vibrate) and put it away.
- No texting. Texting in class is rude and disrespectful to your professor. Don’t do it.
- No chewing tobacco. If I can’t smoke in class then you can’t dip. Period.
- No laptops unless they are being used for note taking only. Class is not the place to check Facebook and screw around online.
- No talking during lectures or film screenings. I strongly encourage participation and dialogue in my classrooms but it is rude and disrespectful to talk while your professor is trying to lecture and explain concepts to the class. If you want to sit and talk to your friends there are plenty of other places to do it.
- No sleeping. If you need to sleep please find somewhere else to do it.
- No excuses for not bringing the readings to class. We can’t have productive and intelligent conversations about course material if you don’t bring (digital or print) copies of the assigned readings to class.
- No leaving class unless it is absolutely necessary. Walking in and out of class is distracting and disrespectful. The longest you will ever be in my class (before a break or before the end of the period) is an hour and 15 minutes. If this presents a legitimate problem for you physically then you need to make me aware of your situation at the beginning of the semester.

Since you are now aware of my classroom “No’s” please do not put me in the terribly awkward position of having to reprimand you in front of your peers – it is not something that a college professor should ever have to do, nor is it something that I am willing to do on a regular basis for any individual student.
Consequently, if I have to wake you up during a nap, or repeatedly ask you to stop texting or talking, then I will simply ask you to leave class that day. In addition, I reserve the right to permanently eject students from my course who engage in disrespectful behavior on a regular basis.

9. Reproduction of course materials (with a nod to Jonathan Sterne)
Students are encouraged to take notes and share them with one another. However, they may not be sold or otherwise monetized for personal gain by students or third parties (for instance, by for-profit note-taking services), without the professors expressed, written prior consent. Photos or audio- or video-recordings of class proceedings are explicitly prohibited without the professor’s expressed, written prior consent. Under no circumstances may they be posted online.

10. Academic Calendar
For important dates pertaining to adding/dropping courses, withdrawal, etc. please consult the Penn State Academic Calendar for Spring 2015.

11. Schedule
All weekly reading assignments, descriptions of writing assignments, and the readings themselves are all accessible through the course website, under ‘Schedule’.

12. Compliance
By staying enrolled in this class, you acknowledge that you understand and agree to abide by my policies, as well as Penn State’s official regulations (i.e. the accepted codes of conduct and academic integrity). Failure to follow the letter and the spirit of these reasonable guidelines can result in a reduction of your final grade, failure of the course, and/or other penalties set by the university.

Schedule

May 11 – Monday

- Introductions and info about the course
- Speech etiquette and classroom decorum
- Exercise: Speeches of introduction
- Understanding the elements of a good speech
- Ethics and public speaking
- The importance of listening
- Introduction to informative speaking
May 12 – Tuesday

- **NO CLASS TODAY** – Professor has a mandatory meeting at Penn State University Park
- *Readings for today* – Chapters One and Two in *Confessions of a Public Speaker* (click [here](https://sites.psu.edu/cas100a/syllabus/) for a PDF copy of the book)
  - Focus on what the author has to say about overcoming anxiety and engaging an audience.
  - Think about some strategies that might be useful to you when you prepare your speeches and deliver them in front of the class.
- Reminder: Have your topic selected by tomorrow

May 13 – Wednesday

- *Readings for today* – “Selecting a Topic and a Purpose” and “Analyzing the Audience” in *The Art of Public Speaking, 10 ed.*
- Selecting a Topic and a Purpose
- Analyzing the Audience
- Organizing the body of the speech
- Outlining the speech
- *Assignments due* – Have your informative speech topic selected by today

May 14 – Thursday

- **Informative Speeches** - All students will deliver speeches today
- Post-speech wrap up and reflection
- Notes from “What to do if Your Talk Sucks” from *Confessions of a Public Speaker*

May 18 – Monday

- General feedback on our first round of speeches
- Intro to persuasive speaking and review of bad persuasive speech topics
- Impromptu exercises: Debate
- Constructing arguments
- Lecture notes from *The Art of Public Speaking*:
  - Persuasive Speaking
  - Methods of Persuasion
May 19 – Tuesday

- *Readings for today:* “Supporting Your Ideas” in *The Art of Public Speaking, 10 ed.* and “How to Make a Point” in Notes from “What to do if Your Talk Sucks” from *Confessions of a Public Speaker.*
- Lecture notes continued from Methods of Persuasion (yesterday):
  - Claims, Evidence, Warrants – these notes are more in depth
  - Supporting Ideas & Evidence – examples, evidence, etc.
  - Types of Arguments
- Assignments due – Have your persuasive speech topic selected
- *In class workshop:* Organizing your argument / Outlining speech

May 20 – Wednesday

- Review of organization and argument in persuasive speeches (click [here](#) for notes)
- Using and designing visual aids in your presentation (click [here](#) and [here](#) for notes)
- Keep your delivery in mind for tomorrow (click [here](#) for notes to review)
- Watch the full Martin Luther King Jr. speech (“I Have a Dream”), delivered at the March on Washington in 1963

May 21 – Thursday

- **Persuasive Speeches** – All students will deliver speeches today
- Post-speech wrap up and reflection

May 25 – Monday

- **NO CLASS TODAY** - Memorial Day

May 26 – Tuesday

- *Readings for today:* “Speaking on Special Occasions” in *The Art of Public Speaking, 10 ed.*
- Notes on ceremonial speaking (click [here](#) for handout/notes)
- Some examples of ceremonial speeches (video):
  - Commencement Speech (and another)
  - Speech of tribute
  - Speech of acceptance
How to give a wedding toast

**May 27 – Wednesday**

- Lecture on *delivery* and *presentation*, including the *voice* and *the body*
- In class delivery exercises
- Assignments due – Have your ceremonial speech topic selected
- *In class workshop: Polishing your ceremonial speech*

**May 28 – Thursday (Last day!)*

- *Ceremonial Speeches* – All students will deliver speeches today
- Post-speech wrap up and reflection