

**Communication Arts and Sciences 100C**  
**Effective Speech: Message Critique Emphasis**  
**May 2013**

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Instructor: Gates

E-mail: Use Angel, and Remember to forward your Angel mail to your regular e-mail account

Class Location: X, (MTWRF)

Office Hours: Daily after class by appointment

Office Hours Location: TBA (Library, Café... as needed)

**Course Description and Goals:**

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The University has established Baccalaureate Degree Requirements in General Education in order to insure that students acquire, in addition to the specialized knowledge of their majors, the broader knowledge and skills that are the marks of an educated person. Since the abilities to speak and write effectively are prized in our society, the University has included CAS 100, along with English Composition, in the General Education Requirements for undergraduates. The general objectives of CAS 100 are for the student to develop the ability to communicate information clearly and to set forth his/her beliefs persuasively in an oral format, and to be able to analyze oral communication critically. However, one thing, at least, must be recognized from the outset: *in order for a skill of any kind to be improved, one has to invest time and effort. The success or failure of the present enterprise, then, is largely the responsibility of the student.*

CAS 100C emphasizes the analysis and evaluation of communicative messages, with some attention devoted to group communication and to the use of oral communication skills in the public-speaking setting. This course seeks to deepen students' understanding of the social uses of rhetoric and to extend mastery of its essential principles and precepts. Beyond this, the course seeks to assist students in developing communication skills that will have application in both civic and professional settings. In pursuing these goals, the course will emphasize the following objectives:

- to understand systematically how the process of communication occurs
- to understand how communication situations affect the production and interpretation of messages
- to understand the role of rhetoric in civic and professional arenas
- to communicate important ideas effectively and responsibly to particular audiences
- to support one's beliefs with reasoning and evidence so they will be compelling
- to deliver public messages confidently in an *extemporaneous* manner
- to work effectively in groups

**Required Texts and Course Materials:**

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- Christopher L. Johnstone, *The Art of the Speaker* – On-line textbook
  - Additional readings will be provided on ANGEL, and the course schedule indicates what reading is due each day. Students are expected to complete assigned readings before coming to class.
- A USB drive for recording your presentations in class. There must be at least 3 gigs of free space on your drive.

Suggested: Access to Lunsford, Andrea. *Easy Writer: a Pocket Reference*. 4<sup>th</sup> Edition. Bedford/St. Martin's, 2010. (For source citation formatting)

### **Assignments:**

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Students will give two individual speeches in this course, create a podcast, construct a video tutorial as a group project, as well as participating in group-discussion and message-analysis activities. Specific requirements will be handed out for each assignment.

Please note, all written assignments submitted in this class are to be typed, double-spaced, using 12-point Times New Roman font, with 1-inch margins. They will be turned in via a drop box on ANGEL unless otherwise specified. All assignments must be in the ANGEL drop box prior to the start of class on the day the assignment is due.

## **Speeches**

### **Mini Speeches**

Throughout the semester you will give several short (1-2 minute) speeches. These speeches will test specific aspects of effective public speaking (e.g. Attention-Getters, Use of Style, Extemporaneous Delivery). Outlines and topic memos are NOT required for these speeches.

### **Speech 1: Speech Critique**

This 5-7 minutes presentation will inform your audience about the rhetorical situation surrounding a public speech. You will include an analysis of each element of the rhetorical situation as well as an evaluation of the speech as a fitting response. You may not use a speech we have discussed in class or that is presented in the textbooks and supplementary readings.

Your speech will display appropriate selection and organization of materials, effective use of language, and extemporaneous delivery. Use of visual aid is optional for this speech. The speech will be delivered in class and should include a minimum of 4 oral source-citations. Grading will be based on your attention to detail, the structure of your speech, your written outline, and the quality of extemporaneous delivery. The grading critique sheet for each assignment is available on Angel.

### **Speech 2: Message Analysis**

This 6-8 minute presentation will present your content analysis of a speech delivered by a non-U.S. citizen. You will present evidence about the text's construction (its organization, use of language, audience adaptation, delivery, ideology, form, etc.) to support your argument about the text's successes and weaknesses. The speech will include a minimum of 2 oral source-citations, not counting evidence derived from the speech itself. A visual aid is required for this speech. The best speeches will be logically organized, will present sound evidence and reasoning in support of their proposals, will draw upon the beliefs and values of the audience, will draw heavily upon the text analytically, will manage visual aids smoothly and effectively, and will be presented in a polished, extemporaneous manner.

**Topic Proposal Memos:** Prior to each major assignment, students must submit topic proposals. The specific content of the memos can be found on Angel. A student will not be permitted to present her/his speech until a topic memo has been submitted to and approved by me. Topic Memos account for 30 points (10 each) of your grade. (The group memo is not factored here). To receive credit, topic memo must be turned in by deadline on syllabus. Late topic memos will receive 0 points.

**Outlines:** Your peers will review outlines for the two analysis speeches during outlining workshops, including your citations page. Working outlines account for 30 points (15 points each) of your grade. To receive credit, outlines must be submitted by the deadline on syllabus. Late outlines will receive 0 points. Final Outlines will be included in determining grades for all speeches.

### **Group Project**

You will work collaboratively with no more than five of your classmates throughout the semester to complete this video project. Your grades will reflect both the final group product, and your peers' evaluation of your constructive contributions to the process:

*Becoming the Teacher:* Select a topic from our additional reading and/or lecture material that your group found challenging and create a 10-15 minute video illustration of how you would teach this concept to a group of your peers, using your own visual aids/examples. For example, looking at power and class in music, or stereotypes in advertising. How would you challenge your peers to broaden their awareness of our identity construction / assumptions? What examples would you select to help relate to this audience and illustrate the specific concept? The best videos will be well organized, insightful, creative, and delivered extemporaneously, and will effectively cite sources for all claims, in addition to the relevant readings assigned in class if applicable.

### **Individual Podcast**

*For this I believe:* For this assignment select a topic you feel strongly about that relates to rhetoric and civic engagement, and record a 5-10 minute podcast describing your perspective. It can be a statement of identity, community, ... See <http://thisibelieve.org/podcasts/> for examples from famous people over the last 100 years. The best podcasts will be thought provoking, conversational, incorporate the lessons of this class, and inspire further consideration. (See the critique sheet for this assignment for further details. (ANGEL))

### **Examinations**

Every Friday, students will complete online quizzes via Angel. These quizzes will include materials from the readings and lectures from Monday-Friday of that week and anything earlier. On the final week of class, students will take a longer examination via Angel covering concepts and terms considered both in class discussions and in course readings throughout the semester.

### **Grading:**

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The weighted breakdown of assignments is as follows:

#### **25% Speeches**

10% **Speech 1** (Topic Proposal, Outline, Speech, & Peer Feedback)

15% **Speech 2** (Topic Proposal, Outline, Speech, & Peer Feedback)

#### **25% Examinations**

10% **Reading Quizzes** (quizzes, completed weekly)

15% **Exam 1**

15% **Individual Podcast** (For this I believe – civic engagement)

25% **Group Project** (Content, ANGEL work, & Group Members Co-Evaluation)

10% **Class Participation**

Grades will be returned to you as they are completed for each assignment. You can calculate your grades at any point in the course by referring to the chart below. If you need assistance, I would be happy to help you. Please note that the cut off for an A is 95% according to The College of the Liberal Arts Grading Policies.

All grades that you receive from me will be scored on a 4-point scale, as I outline below. Also, note that C-, D+, and D- do not exist on this scale, which is set by the College. Final grades will be converted to letters based on the college's grading scale:

A	95 to 100	4.00
A-	90 to 94.9	3.67
B+	87.9 to 89.9	3.33
B	83.33 to 87.8	3.00
B-	80 to 83	2.67
C+	75 to 79.9	2.33
C	70 to 74.9	2.00
D	60 to 69.9	1.00
F	59.9 and below	0.00

The departmental grading scale applies to *all sections* of CAS 100. Grades will be posted on ANGEL as assignments are completed.

The grade of "C" means average work. This grade is earned if your work simply meets the requirements of the assignment, but shows little or no other attempt to engage the material. The quality of the speech or paper is also an important consideration. Descriptions must be focused and precise; explanations must be thoughtful, supported, and well argued. If these criteria are not met, the student should expect to receive a "C." The grade of "B" is earned when your work not only meets the requirements of the assignment, but also attempts to go beyond the assignment basics in terms of research and preparation. Assignments worthy of a "B" must show proof of critical thinking and engagement, and the results must appear in a clear and well-executed assignment. The grade of "A" is reserved for exceptional work, and nothing less will earn this grade. Assignments worthy of an "A" must be relatively error free, well presented or written, rich in explanation and relation to the topic, focused, and must show critical thinking skills and an active interest in pursuing the assignment.

The assignments for your course are graded according to college-level standards. The ability to express ideas clearly and intelligently through speaking and writing is highly valued in civic, professional, and personal spheres and students should expect to put in a good deal of time and effort into their work for this class. Attention to presentation, research, grammar and writing is vital; sloppy work will be negatively received.

**Grade Disputes:** (24/7 Rule) Occasionally students earn grades they do not like. If this happens to you, I ask that you take 24 hours after I return your assignment to think about the grade and determine whether you believe it was fair. If you believe it was fair but have questions regarding how you might improve, please contact me to strategize for improvement on the next assignment. After 24

hours, if you believe the grade was unfair, please arrange an appointment to discuss your concerns about the grade. When disputing a grade in this course I ask that you come to me with a specific proposal regarding the grade you believe to be appropriate based on what you turned in. Your proposal should be typed and include a compelling argument outlining the reasons why you believe the grade change is appropriate. All grade disputes must be handled within seven days after the assignment was returned.

### **Course Policies:**

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**Attendance:** Students enrolled in this course learn through several modes: assigned readings, lecture/discussion, individual performances, and observation/discussion of others students' performances. Therefore, attendance at all class sessions is expected of all students. There are no excused absences in CAS 100C with the exception of university approved activities.

Because emergencies sometimes arise that make attendance in class impossible, a maximum of one absences is permitted without penalty during the Maymester. Each subsequent absence will result in the loss ½ of a letter grade in final course grades. If a student misses more than one third of all the class sessions, then the student will automatically fail the class, regardless of grades received on class assignments. (Exceptions may be made at your instructor's discretion, so communicate early and often to give us the best chance of making arrangements for you.)

Tardiness is distracting to both your classmates and your instructor. If you are late on a speaking day, please wait outside the room until you hear applause before you enter. If you walk in on someone else's speech you will automatically lose 5 points from your own speech grade. Being more than 5 min. late on multiple occasions will result in equivalent point deductions at your instructor's discretion.

**Class Participation:** includes *attendance* and *contributions to class discussion*. The latter includes constructive feedback on student presentations. You need to also demonstrate in class that you have completed the readings, participate actively in group activities, and complete the smaller assignments required for the course. **If you attend class daily but do not actually participate in discussions, you will not receive full credit for class participation.** The following descriptions suggest what a solid A in class participation looks like: regularly engage in class discussions, consistently contribute feedback to speakers, engage in activities, and does not participate in distracting behavior.

**Late Assignments:** Assignments are due in class on the dates specified in the syllabus. I do NOT accept late assignments without prior arrangements. Even if you are given permission to turn in an assignment late, your grade may still be penalized up to one letter grade per day.

Similarly, students are to give their speeches on the days to which they have been assigned. If they do not, and if they have made no arrangements to switch speaking days with another student, they will be allowed to give their speeches only if time permits, and only if they have received prior permission from me in writing. In this case, the student may be penalized one full letter grade on the speech. If the "late" speech cannot be given in class due to lack of time, the student must work with me to make arrangements to present the speech in an alternative setting, with the same grade penalty. A student who must switch speaking days with another student is responsible for making such arrangements her/himself, and for notifying me of the change prior to his/her assigned speaking day.

**Make-up Exams:** Make-up exams will only be scheduled based on legitimate medical reasons or acute emergencies.

**Academic Integrity:** Dishonesty of any kind is unacceptable in this course. Dishonesty includes, but is not limited to, plagiarism, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of other students. Academic dishonesty will result in academic sanctions and may result in automatic failure of the course. For more information on this policy, please see the following web sites: <http://www.psu.edu/dus/handbook/integrity.html> and <http://www.psu.edu/ufs/policies/47-00.html#49-20>.

**Access:** 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.

Please note that a disability is defined as “a physical or mental impairment that substantially limits one or more major life activities.” This includes a variety of invisible disabilities including chronic physical and/or mentally different abilities. For more information on the university’s disability services please see: <http://www.equity.psu.edu/ods/>.

**Cellular Phone Usage:** During class time, your cell phone is to be turned off and out of sight. Any use of a cell phone or similar device during class will result in confiscation of the device until that day’s class has ended or your removal from the class for that day. If your cell phone rings during another student’s speech, you will be penalized 5 points on *your* speech grade. DO NOT TEXT IN CLASS.

**Classroom Climate:** My classes are generally a relaxed atmosphere and I teach in a relatively informal manner. However, do not mistake my informality for a lax attitude toward teaching, learning, the class, the content or the evaluation of course assignments. On the contrary, I take this course and my role and responsibilities as a teacher very seriously. My priority is to cultivate a respectful and comfortable atmosphere, which I believe occurs in a more relaxed classroom environment. Often this results in students being more comfortable speaking in class, which allows us all to learn from each other and have some fun in the process. Additionally, I have high expectations of you as students. I truly believe that you will learn the most if you can apply class material and that you learn the least if you are not simultaneously pushed to work hard.

**CAS 100C – Class Schedule May 2012**

#	Date	Day	Lecture Content and Assignments	Reading and Work Due
1	5/6	M	Introduction Overview of Course Goals and Assignments Overcoming Nervousness Introductory Speeches	Read: <i>Art</i> : <ul style="list-style-type: none"> <li>• pages 5-8, 24-30,</li> <li>• Chapter 3,</li> <li>• p.153-157</li> </ul> <b>DUE: Introductory Speech</b>
2	5/7	T	Rhetorical Situation The Centrality of the Listener: Analyzing Audiences <i>Assign Speech #1: Speech Critique</i>  Begin considering your speech choice: <a href="http://www.americanrhetoric.com">http://www.americanrhetoric.com</a>	Read: <i>Art</i> : <ul style="list-style-type: none"> <li>• Chapter 1 (pages 8-10),</li> <li>• Chapter 4,</li> <li>• Chapter 5 (pages 46-49),</li> <li>• Chapter 12</li> </ul> <b>DUE: Individual Learning Plan (link p. 9)</b>
3	5/8	W	Topic Selection Invention: Generating Support for Ideas <i>Logos, Ethos, and Pathos</i> in Speaking: Explaining, Building Trust, Arousing Concern	<ul style="list-style-type: none"> <li>• Read: <i>Art</i>: Chapter 6 (pages 53-55)</li> </ul> Come to class prepared to discuss topic ideas for speech #1  <b>DUE: Speech #1 Topic Memo</b>
4	5/9	R	Arrangement: Structuring the Message Introductions, Conclusions, and Transitions Developing an Outline Style: Finding the Right Words Memory: Practicing the Speech	Read: <ul style="list-style-type: none"> <li>• <i>Art</i>: Chapter 6 (pages 55-74)</li> <li>• “Speech Prep Overview” handout</li> <li>• “Basic Outline” handout</li> <li>• “Style through language” handout (ANGEL)</li> </ul> <b>DUE: Library Assignment</b>
5	5/10	F	<b>Class will meet in the Library Rm 140 (Mac Lab in the Knowledge Commons) Located on the 1<sup>st</sup> floor in the north-east corner - Library resources and research (First hour)</b>  (Second hour) Delivery: Speech as Performance	Read <i>Art</i> : <ul style="list-style-type: none"> <li>• Chapter 6 (pages 74-78)</li> <li>• Chapter 7</li> <li>• Locate an example of an object treated by two different artists and upload the links before class</li> </ul> <b>DUE: Quiz #1 (ANGEL) by 5pm.</b>

6	5/13	M	Using Visual Aids Effectively Speech #1 Workshop	<ul style="list-style-type: none"> <li>Read: Visual Aid PPTs (ANGEL)</li> </ul> <p><b>DUE: Bring 1 copy of your speech outline/Notes to class for peer feedback</b></p>
7	5/14	T	Speech #1	<b>DUE: Final outlines on Angel</b>
8	5/15	W	Speech #1 <i>Assign Group Project and Podcast</i>	<ul style="list-style-type: none"> <li>Read: <i>Art</i> Chapter 13</li> </ul> <p><b>DUE: Self-Assessment Exercise due after speech (<i>Art</i> page 30)-(ANGEL)</b></p>
9	5/16	R	Argumentation Fallacies	<p>Read:</p> <ul style="list-style-type: none"> <li><i>Art</i>: Chapter 8,</li> <li>Chapter 12 (pages 162-164)</li> </ul> <p><b>DUE: Fallacy Example &amp; Podcast Topic Memo</b></p>
10	5/17	F	Race, Ethnicity, and Culture Analyzing Music/Music Videos  <i>Assign Speech #2: Message Analysis</i>	<p>Read:</p> <ul style="list-style-type: none"> <li>Unpacking the Invisible Knapsack,</li> <li>AND read bell hooks editorial of Hip Hop on ANGEL□</li> <li>Example: <a href="http://www.adsavvy.org/25-most-racist-advertisements-and-commercials/">http://www.adsavvy.org/25-most-racist-advertisements-and-commercials/</a></li> </ul> <p><b>DUE: Quiz #2 (ANGEL) by 5pm</b></p>
11	5/20	M	Workshop day – Podcasts or Group Video research...	
12	5/21	T	Socio-Economic Class, Places of Origin	<p>Read:</p> <ul style="list-style-type: none"> <li>The overview and at least TWO of the articles from the Class Matters <i>New York Times</i> website, (<a href="http://www.nytimes.com/pages/national/class/">http://www.nytimes.com/pages/national/class/</a>)</li> <li>Skim the UDHR <a href="https://www.un.org/en/documents/udhr/">https://www.un.org/en/documents/udhr/</a></li> <li>Arendt – <i>On Violence</i> – pages 35-47, excerpt on ANGEL</li> </ul> <p><b>DUE: Group Project Topic Memo</b></p>



13	5/22	W	Gender and Sexual Orientation Analyzing Print Media	Read: <ul style="list-style-type: none"> <li>• Hillary Clinton’s Remarks to the U.N. 4th World Conference on Women</li> <li>• Unpacking the Heterosexual Knapsack</li> <li>• Black Pride Survey - Battle et al article: Preface, and the Executive Summary (ANGEL)</li> </ul> <b>DUE: Speech #2 Topic Memo (ANGEL)</b>
14	5/23	R	(Dis)Ability	Read: <ul style="list-style-type: none"> <li>• Berube: Cultural Representations,</li> <li>• The Spoon Theory, AND</li> <li>• Ability on (ANGEL)</li> <li>•</li> </ul>
15	5/24	F	Speech #2 Workshop	<b>DUE: Bring 1 copy of your speech outline/Notes to class for peer feedback</b>  <b>DUE: Podcasts</b>  <b>Quiz #3 (ANGEL) by Monday</b>
16	5/27	M	NO CLASS: MEMORIAL DAY	
17	5/28	T	Podcasts / Identity	Practice your A2 speech at home...
18	5/29	W	Speech #2	<b>DUE: Outlines &amp; Self Eval</b>
19	5/30	R	Exam Review	<b>DUE: Group Video and Group Eval</b>
20	5/31	F	Class Wrap-Up Discussion	<b>Quiz #4 (ANGEL) by 5pm</b>
21	6/3	M	Exam Via Angel	<b>DUE: Exam</b>
	6/4	W	Class Dismissed – Enjoy your summer	<b>DUE: SRTE on Angel</b>

\*See ANGEL for all lecture power points, in class handouts, and activities

## *Civility*

Responsibilities of a University Citizen #1: I will respect the dignity of all individuals within the Penn State Community.

In this class, we will:

1. Challenge others' positions, while acknowledging that it's okay to agree to disagree
2. Listen carefully, respectfully and with empathy, trying to hear and understand others' ideas and opinions, even when they use language that we find problematic or offensive
3. Set our own individual boundaries about what and how much we want to share
4. Share thoughts and feelings out of our own experience, rather than trying to speak for others
5. Take responsibility for choosing to be silent on any issue, understanding that our silence may be interpreted as consent
6. (Additional ground rules can be contributed by class members.)

Some of the theories we will discuss are subject to debate and controversy and that's okay. Many of our most fundamental beliefs may be subject to challenge this term and that is useful. Furthermore, there may be times when some or all of us do not agree with either the material presented or an opinion of a classmate, and that is okay too. What is not okay, however, is a lack of civility in the classroom.

While we are destined to disagree as classmates, we should also respect both our classmates and their opinions. This course is an excellent opportunity for students to sharpen their communication abilities in terms of dealing with and debating sensitive issues in a manner that is respectful. None of us should feel as though we are muted in this classroom and such an environment can only occur if we understand from the beginning that a lack of civility will not be tolerated. I reserve the right to remove anyone from the classroom who does not respect the rights of his or her classmates—personal attacks or aggressive argumentation will not be permitted. Be polite and respectful in your responses to others' ideas, even if you disagree.

You will receive constructive feedback from others in the class. You should take it graciously and non-defensively, and try to improve your speaking skills based on it. Provide constructive feedback on your classmates' presentations. No presentation is perfect; no critique is perfect. We are all learning, including me! We can have a very productive term with some great conversations as long as we all remain civil and collaborative.