

Communication Arts and Sciences 100A
Section # 047 T-R 4:35 – 5:50 PM
Effective Speech: Public Speaking Emphasis
Fall 2016

Instructor: Jeremy David Johnson
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Office Hours: T/W 3:00 – 4:15 and by appointment

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Class Location: Willard 318

**Note: the instructor reserves the right to alter any part of this syllabus.
Students will be notified of any changes.**

Department Course Description:

Presented from a rhetorical perspective, this course places emphasis on learning how to engage the attention, attitudes, and actions of others in regard to issues of personal, communal, and civic importance. In addition to speaking in a variety of genres, students will learn some major components of classical and contemporary rhetorical theory.

Course Material:

Christopher L. Johnstone *et al.*, *The Art of the Speaker*. Be sure to have the newest edition, available at the bookstore.

The New York Times, the *Centre Daily Times*, *USA Today*, and the *Daily Collegian*. These papers are freely available at various locations around campus and should be read regularly for speech fodder. Class sessions may begin with brief “What’s in the news?” discussions. You’re expected to read/skim the news regularly, and to include citations from *The New York Times* in your speeches. You can receive daily digital access to the NYT by requesting an “Academic Pass” (<https://www.libraries.psu.edu/psul/researchguides/nyt.html>), and you can search the NYT through library resources like Lexis-Nexis.

Canvas – I’ll post pertinent materials there (such as attendance tallies and grades) and send emails from there. If you haven’t already changed your settings so that Canvas emails go directly to your @psu.edu account, you’ll find it prudent to do so.

Course Assignments:

Major Speeches:

Current Events Speech:

This is a **4-6 minute** speech designed to develop basic argumentative skills. You will be asked to address a current events topic. You will select a general topic (for example, “Iran”), then I will write three questions for you. You will craft your speech in response to the question, as if it were a prompt for an essay. These questions may orient you to an informative-style speech or a persuasive-style speech.

Problem/Policy Speech:

This speech is a **6-8 minute** speech focused on a significant social issue in which you will both outline a problem, scope, and impact of the issue, as well as offer forward a proposed solution to the issue. You will address this speech to a hypothetical institution which could make a policy-level change (a law, rule, ordinance, etc.) More instructions will be given out in class.

Personal Advocacy Speech:

This speech is a **4-6 minute** speech focused on the same significant social issue addressed in your second speech. In this speech you will address the audience in front of you (your classmates) in a way that should inspire or motivate them to act. This speech may be structured in a variety of ways, and I ask that you engage your creativity in crafting it. More instructions will be given out in class.

Assignments:

Topic Memo:

This assignment is focused on preparing you for the Problem/Policy and Personal Advocacy Speeches. It will ask you to outline possible topics, lines of argument, and research sources that can be used to address your issue. More instructions will be given out in class and will be posted on Canvas.

Speech Outlines:

Think of your speech outlines like the research papers upon which your speech rests. For each speech, I need an exact copy of the outline from which you speak. This should be a key word outline from which you speak extemporaneously. This should be handed in as a hard copy before you give your speech. I also ask that after your speech you give to me the copy from which you spoke. You may also be asked to provide peer feedback on outlines prior to speech days.

Class Participation

In-Class Participation:

This class is designed to get you to speak, both in a “speech” sense (more formally, in front of the class) and in the sense of everyday communication. I expect that you will ask questions, engage with me and your peers, and offer examples when relevant. This class needs not be boring, but without active student participation, it very well could be so. A significant amount of your overall grade will be determined by your participation in class.

tl;dr You need to talk. Or class will suck.

Impromptu Speeches and Mini-Speeches:

One of the primary ways that you will engage with your classmates will be through a series of mini-speeches over the course of the semester. These speeches will vary from impromptu (spur-of-the-moment) speeches to

prepared, shorter addresses to your classmates. These speeches are designed to be lighthearted and fun, and are geared primarily at helping you to better understand course material and to help you practically prepare for your major speeches in class.

Your first speaking assignment of the semester will be to introduce another student in a “speech of introduction.” The speech will last 60-90 seconds. The speech will not be graded, but it will impact participation grades. It is an excellent opportunity to ease the nerves of speaking. After that, I will grade impromptu speeches by assessing your improvement on problem areas. If you continue to fix your speaking problems, you will be fine.

Formatting and Handing In Assignments

I'm not a huge stickler on formatting, but the key thing is that I can read everything you turn in to me. I'd recommend using Times New Roman 12 or Calibri 11. Double-spacing is not necessary for written assignments in this course.

DO NOT submit assignments as .pages or anything like that. Just use .doc/.docx or .pdf. Those are standard formats you should be using for pretty much everything anyway.

Written assignments (excepting outlines) are due via Canvas at noon on the date indicated on the course schedule (see the bottom of this syllabus). You should save the document as “[First/last name] – [Assignment number or name]” before uploading to Canvas. This makes it easier for me to keep track of your assignments.

Grading:

The grading in this course is based on a 1000-point system. This means that you should be able to calculate your grade at any point in the course. If you ever have a question about your grade, please let me know as soon as possible.

The quality of your work in this class is very important. You **earn grades in this class**. What this means is that you do not, in this course, begin with 150 points on your first speech and lose points as you make mistakes. Instead, you build upward from a base and add points as you exceed expectations and requirements. Please note that work that meets the basic assignment requirements given in class is C-level (70-79) work. D-level (60-69) and F-level (0-59) work fails to meet these basic requirements. You can expect to earn grades in the B-level range (80-89) by not only meeting the basic requirements of the assignment, but by also **going beyond the assignment requirements in terms of research, presentation, analysis, and preparation**. You can earn grades in the A-level range (90-100) by completing **exceptional work**. Nothing less earns grades in this range. Assignments should be virtually error-free, presented or written very well, explained thoughtfully and thoroughly, focused, and should demonstrate clear and advanced critical thinking and analysis.

Item	Percentage	Point Value
Major Speeches	55%	550 points
Current Events Speech	15%	150 points
Problem/Policy Speech	20%	200 points
Personal Advocacy Speech	20%	200 points
Exams	20%	200 points
Exam 1	10%	100 points
Exam 2	10%	100 points
Class Participation	25%	250 points
Participation: In-class	10%	100 points
Homework (Outlines & Evaluations)	5%	30 points
Impromptu Speeches	10%	100 points
Research Participation (RePaSS)	2%	20 points
Total	100%	1000 points

Final course grades will be determined as follows:

Note: The departmental grading scale for **all sections** of CAS 100A is as follows:

A	95 to 100	Excellent or Superior Achievement
A-	90 to 94.9	Excellent, but with some room for improvement
B+	87.9 to 89.9	Very Good
B	83.3 to 87.8	Good
B-	80 to 83.2	Not quite as good
C+	75 to 79.9	Somewhat above average
C	70 to 74.9	Average or satisfactory competence
D	60 to 69.9	Minimally competent, but still passing
F	59.9 and below	Unsatisfactory/Failing

Please also note that the grading scale outlined above does not include C-, D+, and D- grades. You should also note that a full A requires a 95 percent.

Academic Integrity:

Dishonesty of any kind is unacceptable. 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>.

Attendance, Lateness, Leaving Early:

The Penn State *Student Handbook* claims that "class attendance is important for the benefit of the student." Shocking, I know. Particularly in this class, though, being in class and participating is immensely valuable to your growth as a student.

My attendance policy is as follows:

Students may miss up to two days without penalty. For the first two absences, I make no distinction between excused and unexcused absences. Beyond two absences, each unexcused absence will result in a 20 point deduction (2%) from the student's overall grade.

If the student needs to miss class, he or she should notify the instructor in advance.

You should not be tardy to class on a regular basis. I understand things come up and occasionally you might run a minute or two late, but you really shouldn't come into class 15-20 minutes in, and it definitely shouldn't happen often. Three significant tardies = one absence.

tl;dr Be in class, on time... or else.

Be mindful of your image as a student to me and as a peer to your classmates. We'll talk extensively this semester about ethos. Being absent or tardy on a frequent basis severely damages your image in both cases. In you arrive late or must leave early, do **not** do so during a classmate's speech. You *must* wait to enter or exit until someone is

done speaking. You should also not eat, make noises, be distracting, or generally be irritating while others are speaking.

RePaSS

The faculty and graduate students in Penn State's Department of Communication Arts & Sciences conduct a variety of research projects that involve human participants. As part of the research 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 science research is like. Most often, you'll be asked to fill out a questionnaire (possibly online) or participate in a laboratory experiment.

Your participation in a research study is voluntary, and you may opt for an alternative means of acquiring the 20 points. Whether you wish to participate or not, you will need to make your decision known to us through an account created for you on a stand-alone website called the Research Participation Sign-Up System (RePaSS) (<http://psu-cas.sona-systems.com/>). A RePaSS account is created for all students who are enrolled in CAS100A by the first Friday of first week of the semester. You will receive an email in the second week of the semester with your user information. This email will contain your User ID and a randomly generated password. You will use this information to log in to the RePaSS website. The first time you log in to the RePaSS, the system will take you to a background information pretest page where you will take a brief enrollment survey. Your answers will be used to assign you to a specific research project. Because this is the basis for assigning you to a study and allocating credit, we would like for you to either complete this survey or go to the website and indicate that you don't want to participate. If you prefer not to participate in research, you will be given a comparable alternate assignment—a speech critique, which takes about the same time to complete as one of the research projects.

Once you are assigned to a study (usually in week 3 of the semester), you may need to wait for study times to become available on the website. Many studies have availability in the last four weeks of the semester, so keep checking your email for announcements about when you study opens. If you haven't heard about your study by week 12 of the semester, check the website listed above, or email the CAS research coordinator directly at casRePaSS@psu.edu

Speaking Days

In most cases, you have the opportunity to choose the day on which you will speak. You are to give your speech on the day to which you have been assigned. If you need to switch and can find someone who is willing to switch days or times with you, I will not penalize you, as long as you tell me before the day of the speech.

If you cannot find someone to switch with you, don't fret too much. If you communicate with me in advance (minimum of 24 hours before your speaking time, *not* the day of your speech), I **may** switch your speaking day with a mandatory one letter grade penalty on the speech. I understand that stuff comes up. As such, I will be as fair as possible, but I can only really do that if you communicate with me in advance.

Think of this like an exam. You are expected to be there, and if you are not, you run the risk of severe penalties to your grade.

If you do *not* communicate with me in advance, I will not budge. I reserve the right to dock up to 50% of your speech grade if you do not speak on your assigned day and have not communicated with me. This means that if you simply decide to skip class when you're supposed to speak, I will drop the hammer on you. If you oversleep, I will drop the hammer on you. If you email me the morning of the speech, I will drop the hammer on you.

tl;dr Communicate with me in advance... or else.

Grade Disputes (24/7 rule):

Should you earn a grade that makes you unhappy or confused, I ask that you take 24 hours after I return the assignment to think about the grade and determine if 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 is unfair, please come to office hours or arrange an appointment with me to discuss your concerns about the grade. When disputing a grade in this course I ask that you come prepared with a specific proposal regarding the grade you believe to be appropriate based on what was turned in. Your proposal should be typed and include a compelling argument outlining the reasons why you believe the grade change is appropriate. Additionally, **all grade disputes must be handled within seven days after the initial assignment was returned.**

Access:

If you anticipate needing any type of accommodation or have questions about physical access, please notify me as soon as possible. PSU defines a disability 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 mental illness. For more information on the university’s disability services, please see: <http://www.equity.psu.edu/ods/>.

Classroom Climate:

In this course, we will be discussing a variety of topics that are highly debated, very personal, and sometimes outside of your comfort zone. I encourage you to stretch your comfort zone and to use the concepts discussed in class to think about your experiences and position in the world. Many of our beliefs (including mine) may be challenged this semester. This process has enormous potential and usefulness. However, I expect you to treat your classmates with respect and care. This course is an excellent opportunity for you to sharpen your communication abilities in terms of dealing with and debating sensitive issues in a respectful manner.

While you may disagree with each other or with me (in fact, I welcome debate), I expect that you value your classmates’ opinions and ideas in class. At no point this semester should any student feel silenced or muted. I expect this class to be a safe space for discussion and the sharing of critical opinions and personal experiences related to course topics. This environment can only occur if we understand from the outset of the course that a lack of civility and respect will not be tolerated – by any of us. 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’ presentations and comments in class. Thus, during speeches and reflection discussions, I expect you to be courteous, respectful, and encouraging.

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. If you feel the classroom is in any way not conducive to your learning, please contact me so we can talk it over.

I take the physical, mental, and emotional well-being of students very seriously, and any blatant disregard for this policy will be dealt with harshly.

Electronic Devices Policy:

As someone deeply invested in technology, I understand that many of us are connected constantly via cell phones, tablets, laptops, etc. However, during this class, I ask that you do not use electronic devices for purposes outside the parameters of the class. This means that you should not be texting, Kik-ing, Yak-ing, surfing, playing, or whatever other -ing during class.

I encourage students to use laptops and tablets to take notes, to look up information relevant to our discussions, and to generally supplement the classroom experience using technology. If I find your technology use to be

disruptive (eg. if you are doing something you should not be doing, or if your technology is distracting your classmates), I will ask you to turn it off or sit in the very back of the classroom. I reserve the right to dock points from your participation grade if you are not using technology appropriately.

If you ever need to leave on your cell phone or electronic device, you must communicate that with me prior to class. I understand that emergencies arise and that some communications (eg. job calls) are vital. I will be flexible with such occasions if and only if you tell me first.

Please note: If you attempt to use your cell phone or other device or leave it on during an exam, you will be considered to have finished your exam and it will be collected at that time.

Also note: if you are distracting others during another student's speech, you may be penalized at least a full letter-grade on your speech grade. This includes electronic devices making noises, as well as anything else that might intentionally distract others.

CAS 100A – Class Schedule: Spring 2016

#	Date	Day	Lecture Content and Assignments	Reading and Work Due
1	8/23	T	<i>Introduction to CAS 100A</i> Discuss Course Policies and Expectations Discuss CAS 100 Option D, Speech Anxiety Citizenship, Rhetoric, and Public Advocacy Critical Thinking and Listening	Please note: all readings are for the day indicated. For example, this means that you should read pages 18-22 before class on Thursday, August 25.
2	8/25	R	Introductory Speeches (60-90 seconds)	Watch: “Jon Stewart vs. Tucker Carlson” Read: pgs. 18-22
3	8/30	T	Discussion: Narrativity, Feminism, and Power Rhetoric and the Rhetorical Situation	Read: pgs. 24-30, 35-37, 48-50
4	9/1	R	Impromptu Speeches	
5	9/6	T	The Rhetorical Canons The Rhetorical Situation Topic Selection	Read: pgs. 52-54
6	9/8	R	Impromptu Speeches	
7	9/13	T	Discussion: Objectivity, Facticity, Normativity Modes of Proof: Ethos, Pathos, Logos Developing a Thesis & Outline <i>Assign: Speech #1</i>	Read: European Rhetoric's explanations of Modes of Proof Due: Topic Memo—Canvas Dropbox Read: pgs. 54-65
8	9/15	R	Impromptu Speeches	
9	9/20	T	Language Style, Decorum, and Class Memory & Extemporaneous Delivery	Read: pgs. 65-73
10	9/22	R	Speech #1 (1-10)	
11	9/27	T	Speech #1 (11-20)	
12	9/29	R	Speech #1 (21-29)	
13	10/4	T	Reasoning, Inductive and Deductive Toulmin's Model of Persuasion	Read: pgs. 78-88
14	10/6	R	Research, Sources, and Citations <i>Review for Exam #1</i>	Read: pgs. 89-92, 98-111 Read: pgs. 111-118
15	10/11	T	Exam #1	
16	10/13	R	Logical Fallacies Analysis of Sample Speeches Visual Aids <i>Assign: Speech #2</i>	Read: www.yourlogicalfallacyis.com
17	10/18	T	Impromptu Speeches	
18	10/20	R	Speech #2 (1-7)	
19	10/25	T	Speech #2 (8-14)	

20	10/27	R	Speech #2 (15-21)	
21	11/1	T	Speech #2 (22-29)	
22	11/3	R	Message Analysis and Motivation Across Media	
23	11/8	T	Storytelling Style & Delivery in Personal Advocacy Analysis of Personal Advocacy Speeches Ceremonial Speaking	
24	11/10	R	No Class – Instructor Conference	
25	11/15	T	Ceremonial Speeches & Exam Review	
26	11/17	R	Exam #2	
27	11/29	T	Speech #3 (1-9)	
28	12/1	R	Speech #3 (10-18)	
29	12/6	T	Speech #3 (19-27)	
30	12/8	R	Charity Auction & Course Wrap Up	