

**Communication Arts and Sciences 100A**  
**Effective Speech: Public Speaking Emphasis**  
**Summer 2013 LEAP**

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Class Location:

**Course Description and Goals:**

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The University has established Baccalaureate Degree Requirements in General Education in order to ensure 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.

Within these broad objectives, the basic speech course is designed to provide training and instruction in the principles and techniques of effective oral communication, and to provide opportunities for practicing and applying those principles and techniques in a classroom public-speaking situation. 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 100A emphasizes the use of oral communication skills in the public-speaking setting and the analysis and evaluation of oral messages, with some application also to group communication. This course seeks to assist you in developing communication skills that will have application in both civic and professional settings.

**Required Texts and Course Materials:**

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- Christopher L. Johnstone et al., *The Art of the Speaker*, 2011 edition—On-line eBook. Access codes available at Penn State and town bookstores; optional hard copy available at Penn State Bookstore only. **All students must purchase individual access codes.**
- *The New York Times*, the *Centre Daily Times*, *USA Today*, and the *Daily Collegian* (available free to all PSU students at various locations around campus).
- One two-pocket folder. This will be used throughout the course to keep track of your speech materials and will be turned in before each of your speeches. **COLOR:** \_\_\_\_\_

Students are expected to come to each class having completed the assigned reading and prepared to actively contribute to class discussion.

### **Course Management:**

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An ANGEL course site has been created for this class. The class syllabus and other course materials are posted there. The course eBook online includes a collection of exercises and activities from which assignments will be made throughout the semester. The eBook also includes an archive of student speeches of the types to be given in class. These can be studied individually by students outside of class, and some may be used in class for instructional purposes.

Students should become familiar with ANGEL and using the eBook in connection with speeches and other assignments. It is expected that all students will regularly check their ANGEL account for course messages and other important information. Additionally, it is expected that students will forward their ANGEL message service to their Penn State email account (or another regularly checked email account, e.g. Gmail, Yahoo, etc.).

### **Major Speaking Assignments:**

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Students will give three major individual speeches in this course. The three graded speeches will all pertain to a significant “social problem” that the student selects as her/his focus for the semester. Specific requirements are described below:

1. **Problem Speech:** 4-6 minutes. This presentation will explain a significant social problem to the audience and convince them of its importance, relevance to them, and urgency. The speech will both educate the audience about the history, causes, and effects of the problem as well as arouse their concern about it. Thus, it will contain both informative and persuasive techniques. You must display appropriate selection and organization of material, employ language effectively, and deliver the message extemporaneously. Use of a visual aid is optional in this speech. This speech should include a minimum of 5 source citations, at least one of which must be from the *New York Times*. Guidelines for preparing this speech are provided in chapter seven of the text.
2. **Policy Speech:** 6-8 minutes. This speech aims to present, explain, and argue for the adoption of a proposed policy (e.g. a new law, regulation, community practice, etc.) to be implemented by the University, the student body, the local government, the state or federal government, the UN, or some other collective agent of social action, that will reduce or eliminate the problem described in the first speech. It will include the use of appropriate visual aids, and must have a minimum of 6 source citations, including at least one from the *New York Times*. The best speeches will be logically organized, present sound evidence and reasoning in support of their proposals, draw upon the beliefs and values of the audience, manage visual aids smoothly and effectively, and will be presented in a polished, extemporaneous manner. Guidelines for this speech are provided in chapter nine of the text.
3. **Motivational Speech:** 4-6 minutes. This presentation will motivate audience members to take some kind of specific, personal action to assist in solving the problem. Such action could include changing lifestyle, altering habitual behaviors, joining or

volunteering at local organizations, donating money, contacting legislators, joining a public demonstration, etc. It will display both mastery of the subject matter and adaptation to the audience in its use of language, structure, arguments, and appeals. Delivery will be extemporaneous and will employ effective means of engaging the attention and motivations of the audience. Use of visual aids is optional in this speech, and citations are to be used as required by the content of the speech. Guidelines for this speech are given in chapter ten of the text.

At the **beginning** of class on your speaking day, you will submit your speech folder with the following:

- A full-sentence outline
- Previous speech graded rubrics
- A properly formatted (APA or MLA) bibliography/source citation list
- Any materials (speaking notes, visual aids, etc.) used during your speech (turned in **after** you complete your speech)

Failure to submit any/all of these materials will result in a loss of points on the speech grade.

### **Written Assignments:**

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All written assignments (including outlines) submitted in this class are to be typed, double-spaced, using 12-point font, with 1-inch margins.

**Topic Proposal Memo:** Early in the semester, students will submit a brief memorandum identifying the “significant social problem” on which their speeches will focus. These memoranda will also explain why the problem is important enough to be the focus of three speeches, and it will include a preliminary list of potential research sources (at least 5 entries). These memoranda will not be graded, but a student will not be permitted to present her/his first speech until a topic memo has been submitted to and approved by the instructor.

**Outlines:** Outlines for the speeches will be submitted in hardcopy in class on the day you are scheduled to speak – before you give your speech. Late outlines will not receive credit. Outlines will be included in determining grades for these speeches. If you wish to have your outline for Speech 1, 2, and/or 3 reviewed by me before you give your speeches, you must schedule an appointment to meet with me to go over the outline.

**On-Line Assignments:** Regular assignments will be made from the text, including additional readings, preparation for class discussions, and written activities/exercises.

**Examinations:** About 1/3 and 2/3 of the way through the semester, students will take comprehensive examinations covering concepts and terms considered both in class discussions and in course readings. The exams may include several forms of assessment, including True-False, Multiple-Choice, Short-Answer, and Brief Essay questions.

**Class Participation:** The class participation grade will be calculated based on attendance, contributions to class discussions, participation in class activities, and completion of various class presentations and activities.

**Research Participation:**

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As is the case in many departments throughout the university, CAS faculty and graduate students conduct scientific studies drawing from a subject pool of undergraduates enrolled in large General Education classes. Accordingly, all students enrolled in CAS 100A are required to take part in a departmentally sponsored research study or to complete an alternate assignment. Completing this requirement fulfills 2% of your final course grade; failure to complete it results in a zero for this 2%.

**Grading:**

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Final course grades will be determined as follows:

|                        |             |                    |
|------------------------|-------------|--------------------|
| Problem Speech         | 15%         | 150 points         |
| Policy Speech          | 20%         | 200 points         |
| Motivational Speech    | 20%         | 200 points         |
| Exam 1                 | 10%         | 100 points         |
| Exam 2                 | 15%         | 150 points         |
| On-Line Assignments    | 10%         | 100 points         |
| Class Participation    | 8%          | 80 points          |
| Research Participation | 2%          | 20 points          |
| <b>TOTAL</b>           | <b>100%</b> | <b>1000 points</b> |

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                 |

## Course Policies:

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**Attendance:** The Penn State *Student Handbook* explains that "class attendance is important for the benefit of the student." Accordingly, the University's policy is that students should attend every class for which they are scheduled and should be held responsible for all work covered in the courses taken. This policy is particularly important in CAS 100A. Students enrolled in this course learn through several modes: assigned readings, lecture/discussion, individual performances, and observation/discussion of other students' performances. Therefore, **attendance at all class sessions is expected of all students.**

Because emergencies sometimes arise that make attendance in class impossible, **a maximum of three absences is permitted without penalty (excused or unexcused).** Continued absences will affect a student's grade independently of other course work. Each subsequent unexcused absence will result in the loss of 2% (20 points) of your final course grade. **Excessive absence may result in automatic failure of the course,** regardless of grades received on class assignments.

Additionally, it is expected that all students will arrive on-time and prepared for each class session. Due to the performance and discussion-oriented nature of the course, it is important for students to arrive on time. Thus, excessive tardiness will not be tolerated. Every three instances of tardiness will be counted as one absence and penalized according to the policies outlined above.

University policy states that "Instructors should provide, within reason, opportunity to make up work for students who miss class for regularly scheduled, University-approved curricular and extracurricular activities (such as field trips, debate trips, choir trips, and athletic contests). However, if such scheduled trips are considered by the instructor to be hurting the student's scholastic performance, the instructor should present such evidence for necessary action to the head of the department in which the course is offered and to the dean of the college in which the student is enrolled." This policy will be followed in CAS 100A. If you anticipate having to miss some classes due to participation in University-approved activities or for extraordinary personal circumstances, you should notify your instructor immediately and advise him/her about the dates and reasons for expected absences, and provide supporting documentation. In the unfortunate event that you face an emergency, please call Student & Family Services at 814-863-2020. This hotline is available 24 hours a day, and it will notify your professors of your absence and when you will return to class.

**Late Assignments:** Assignments are due in class on the dates specified in the syllabus. Late written work will be penalized at the rate of one letter grade per day.

Late assignments will be accepted with no penalty **only** if the student receives instructor approval prior to the due date or in cases of extraordinary circumstance.

Similarly, **students are expected to give their speeches on the days to which they have been assigned**. If they do not and have made no prior arrangements with the instructor, they will receive a zero on that speaking assignment.

**Make-up Exams:** Make-up exams will only be scheduled based on legitimate medical reasons or because of extraordinary circumstances. Make-up exams will be different from the exam given in class. Missing an exam without proper justification may result in a zero grade on the exam.

**Grade Disputes (24/7 rule):** Occasionally students earn a grade they are unhappy with. 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 is unfair, arrange an appointment with me to discuss your concerns about the grade. You must provide a 1-page, double-spaced, typed proposal outlining the reasons why you believe the grade change is appropriate to the instructor no less than 24 hours prior to the appointment. Additionally, all grade disputes must be handled within seven days after the initial assignment was returned.

**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>.

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

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 mental illness.

**Office Conferences:** Students are encouraged to meet with the instructor at least once during the term to discuss progress in the course, problems, etc. Naturally, students who experience difficulty with one or more of the class assignments, with course content, and so on are encouraged to come in as soon as they need to.

It may be especially helpful for students to meet with the instructor following the first graded-speech to discuss strengths and weaknesses of the performance, and to consider approaches for making needed improvements.

**Cellular Phone/Laptop Usage:** During class time, your cell phone, iPod, etc., is to be silenced. Any use of a cell phone or similar device during class (including texting) will result in loss of class participation points for that day and may result in confiscation of the device until that day's class has ended or your removal from the class for that day. Use of a cellular phone (or similar device) more than twice over the course of the semester will result in the loss of 2% (20 points) off of your final grade for each incident.

If you attempt to use your cell phone or leave it on during an exam, you will be considered to have finished your exam and it will be collected at that time. If your cell phone rings or you are using your cell phone (or similar device) during another student's speech, you will be penalized one full letter-grade on your speech grade. Exceptions may be made only if you discuss your situation with the instructor prior to the start of that day's class. In this case, your cell phone must be set to vibrate/silent. Additionally, while laptop usage is permitted (and encouraged) in this class for note taking, any distracting and non-course related usage will result in the same participation grade and course grade penalties as outlined regarding cellular phone usage.

**Classroom Climate:** You will likely hear class members express ideas and opinions very different from your own. You can listen to opposing viewpoints and respect other people's right to hold those viewpoints without compromising your own beliefs or values. Please be polite and respectful in your responses to others' ideas. Provide constructive feedback on your classmates' presentations. If you arrive late to class on a speaking day, please wait outside the classroom until a speaker has finished speaking, then enter. 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.

**CAS 100A – Class Schedule LEAP Summer 2013**

**WEEK 1:**

| <b>Date</b> | <b>Day</b> | <b>Lecture Content and Assignments</b>  | <b>Reading and Work Due</b>   |
|-------------|------------|---|---|
| 6/26        | W          | Introduction<br><br><i>Assign Individualized Learning Plan (ILP) (link p. 9)</i><br><i>Assign Agreement to Course Policies Form</i><br><i>Register for Research Participation Research (RePass)</i><br><i>Set Up ANGEL Message Forwarding</i><br><i>Assign Introductory Speeches and Partners</i> |   |
| 6/27        | R          | Citizenship, Rhetoric, and Public Advocacy<br>Communication and Responsibility<br><br>The Communication Model<br><u>Group Work:</u> Assignment #4.4 (link p. 36)  | Read: <i>Art</i> : Page v, Chapters 1 & 2, Plagiarism (pp. 190-192)<br>Read: <i>Art</i> : Chapter 3 and Chapter 4 (pp. 31-36) |
| 6/28        | F          | Speeches of Introduction  | <b>DUE:</b> ILP (link p. 9)<br><b>DUE:</b> Agreement to Course Policies Form<br><b>DUE:</b> RePass Registration               |

**Week 2:**

| <b>Date</b> | <b>Day</b> | <b>Lecture Content and Assignments</b>  | <b>Reading and Work Due</b>  |
|-------------|------------|---|--|
| 7/1         | M          | The Rhetorical Situation<br>Topic Selection<br><br><b><i>Assign Speech #1: Presenting the Problem</i></b><br><i>Assign Assignment #5.4 – “The Topic Memorandum”</i> | Read: <i>Art</i> : Chapter 4 (pp. 36-39) and Chapter 5   |
| 7/2         | T          | Audience Analysis<br>Invention<br>Citing Sources<br>Logos, Ethos, Pathos  | <b>DUE:</b> Assignment #5.4 (link p. 52)<br><br>Read: <i>Art</i> : Chapter 6 and Chapter 7 (pp. 79-83) |
| 7/3         | W          | Library Day with Dawn Amsberry  | Meet in 211A West Pattee (second floor of West Pattee in the Music and Media Center)                   |
| 7/4         | R          | <b>Independence Holiday: No Class</b>   |  |
| 7/5         | F          | Arrangement<br>Outlining  | Read: <i>Art</i> : Chapter 7 (pp.85-87)  |

|  |  |  |  |
|--|--|--|--|
|  |  | <i>Establish Speaking Order for Speech #1</i><br><i>Provide Speech 1 Evaluation Sheets</i> |  |
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### WEEK 3

| <b>Date</b> | <b>Day</b> | <b>Lecture Content and Assignments</b>                                       | <b>Reading and Work Due</b>   |
|-------------|------------|--|---|
| 7/8         | M          | Style<br>Memory<br>Delivery: Speech as Performance<br><br>Delivery Exercises | Read: Art: Chapter 7 (pp. 87-90)  |
| 7/9         | T          | Outline Workshop   | <b>DUE:</b> 3 copies of Speech 1 Outline (Assignment #7.9, link p. 87)<br><br>Read: <i>Art</i> : Chapter 12 |
| 7/10        | W          | Speech #1  |   |
| 7/11        | R          | Speech #1  |   |
| 7/12        | F          | Speech #1  |   |

### WEEK 4

| <b>Date</b> | <b>Day</b> | <b>Lecture Content and Assignments</b>  | <b>Reading and Work Due</b>   |
|-------------|------------|---|---|
| 7/15        | M          | <b>Assign Speech #2: Advocating Policy</b><br>Policy Speeches<br><br>Review for Exam #1   | <b>DUE:</b> Assignment #7.10 (link p. 90)<br><br>Read: Art: Chapter 8 (pp. 91-93) and Chapter 9 (pp. 116-125) |
| 7/16        | T          | Exam #1   |   |
| 7/17        | W          | Rhetorical Canons – Policy Speech<br>Inductive and Deductive Reasoning<br><br>Assign Fallacies Groups<br>Establish Speaking Order for Speech #2 | Read: Art: Chapter 8 (pp. 93-115) and Chapter 12 (pp. 162-164)  |
| 7/18        | R          | Fallacies Presentations   | Read: <i>Art</i> : Chapter 9 (pp. 125-130)  |
| 7/19        | F          | Return Exam #1<br><br>Policy Speech Outline Workshop  | Bring 3 copies of policy speech outline   |

## WEEK 5

| Date | Day | Lecture Content and Assignments  | Reading and Work Due  |
|------|-----|--|---|
| 7/22 | M   | Speech #2  |   |
| 7/23 | T   | Speech #2  |   |
| 7/24 | W   | Speech #2  |   |
| 7/25 | R   | Speech #2  |   |
| 7/26 | F   | <b>Assign Speech #3: Motivating People to Action</b><br><br>Monroe's Motivated Sequence<br>Delivering the Message - \$ Activity<br><br>Assignment #10.2 – Preparing for Your Motivational Speech (link p. 141) | <b>DUE:</b> Assignment #9.5 (link p. 13)<br><br>Read: <i>Art</i> : Chapter 10 |

## WEEK 6

| Date | Day | Lecture Content and Assignments   | Reading and Work Due                    |
|------|-----|---|---|
| 7/29 | M   | Group Communication<br>The Standard Agenda & Leadership Styles<br><br>Group Communication Activity – Hospital Committee, Leaning Tower of Pasta | Read: <i>Art</i> : Chapter 13           |
| 7/30 | T   | Ceremonial Speaking<br><br>Review for Exam #2   | Read: <i>Art</i> : Chapter 11           |
| 7/31 | W   | <b>Exam #2</b>  |   |
| 8/1  | R   | Return Exam #2<br><br>Outline/Speech Workshop   | Bring 3 Copies of your Speech 3 Outline |
| 8/2  | F   | Speech #3   |   |

## WEEK 7

| <b>Date</b> | <b>Day</b> | <b>Lecture Content and Assignments</b> | <b>Reading and Work Due</b> |
|-------------|------------|--|-----------------------------|
| 8/5         | M          | Speech #3                              |                             |
| 8/6         | T          | Speech #3                              |                             |
| 8/7         | W          | Course Conclusion and Evaluation       |                             |