

## CAS: 100H Public Speaking

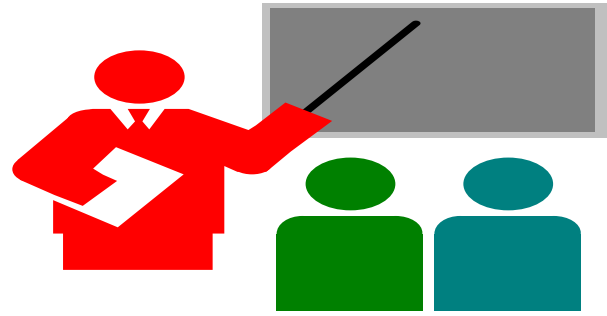
Tuesday & Thursday 2:30 – 3:45 PM 216 Main Building

**Professor:** Dr. Susan M. Fredricks

**Office:** 212 B, Main Building

**Office Hours:** 9:15 – 9:45 AM T & Th  
3:45 – 4:30 PM T & Th  
1:30 – 3:30 PM Wed  
or by appointment

**Phone Number:** 610-892-1373



**Goal:** Acquaints students with the basics of public speaking including organization, audience analysis, persuasion, informative, and special occasion speeches. Through in class speeches and the practice on delivery, organization, and visual aids, students should become more comfortable giving presentations.

### Policies

1. Late Assignments will not be accepted. A grade of zero will be given to those missed assignments. Documented excuses may be accepted for late assignments. In such cases, the student has until the next class time to turn in the assignment – a zero will be given if not turned in on that date.
2. Class activities and participation points are part of your grade. Lack of attendance detracts from those potential points. You cannot make-up missed class activities. Attendance sheets will be passed around prior to each class. Failure to sign-in will result in an unexcused absence. You are allowed two absences throughout the semester. After two absences, either excused or unexcused, 10 points will automatically be deducted from your participation points.
3. All assignments are to be typed, double space, unless otherwise noted. Failure to do so will result in one lower grade; i.e. an A becomes a B.
4. **Grades are assessed as follows:**

A = excellent work: 93% - 100%	A- = 90% - 93%	
B+ = good work: 87% - 90%	B = 83% - 87%	B- = 80% - 83%
C+ = satisfactory work: 77% - 80%	C = 70% - 77%	
D = poor work: 60% - 70%		
F = failing work: 60% and below		
5. **Academic Integrity:** All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerance acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and if the charge is found valid, academic sanctions may range, depending on the severity of the offence, from F for the assignment to F for the course.

The University's statement on academic integrity, from the above statement is drawn, is available at <http://www.psu.edu.dept/oue/aappm/G-9.html>

6. **Disabilities:** Note to students with disabilities: Penn State does not discriminate against qualified student with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact Sharon Manco, 610-892-1461, 203A Main. This notification should occur by the end of the first week of the semester.
7. Cell phones, pagers, and any other personal noise distractions are to be turned off prior to entering the class. Disturbances from these items will result in a dismissal from class and loss of participation points. These points can not be made up.
8. You must be able to access ANGEL. Throughout the semester items will be posted in ANGEL - you must be able to utilize this system.
9. \*\*\*\* Students are responsible for their own learning\*\*\*\* I am here to facilitate your education to the best of my ability, but you must do your part as well. It is up to you to come to class, to take notes, to ask questions, to complete assignments and readings by deadlines, to be an active learner. It is up to you to take advantage of the education I am providing you. It is your choice to sink or swim in this course. Remember, I expect 2-3 hours of work outside of class for every hour you spend with me.
10. This is a performance class and you will be graded as such. Certain standards are required and surpassing those standards results in higher grades, and vice versa.
11. You are responsible for your grades. You must show proof that you sent in or handed in an assignments, outline, reference page, etc... before any action is taken. If you fail to turn in work, but claim that you did you will need to show proof that it was turned in. Any questions, please see me immediately.
12. Please note that things are subject to change based upon the professor's determination of the course.

## Course Schedule

<b>Tuesday</b>	<b>Thursday</b>
1/15 Review & Introductions	1/17 Introductions
1/22 Read Chapter 1 & 2	1/24 Read Chapters 3 & 5
1/28 Quiz I on Chapters 1, 2, 3, & 5	1/31 Read Chapters 4, 6, & 7
2/5 Read Chapters 8 & 9	2/7 Quiz II on Chapters 4, 6, 7, 8, & 9
2/12 Read Chapters 10 & 11	2/14 Read Chapter 12 & 13
2/19 Quiz III on Chapters 10, 11, 12, & 13	2/21 Oral Interp & Karaoke Prep
2/26 Oral Interpretation	2/28 Karaoke
3/4 Informative & Persuasive Topics Due Read Chapter 14 - Informative & Persuasive Prep Time	3/6 Informative & Persuasive Research & Worksheets Due External Speech Criticism Due
3/11 Spring Break	3/13 Spring Break
3/18 Read Chapter 14 – Informative Prep Outlines Due	3/20 Informative Speech Preparation – Dry Run Through
3/25 Informative Speeches	3/27 Informative Speeches
4/1 Informative Speeches	4/3 Informative Speeches Persuasive Prep Outline Due
4/8 Persuasive Speech Prep – Dry Run Through Read Chapters 15 & 16	4/10 Lincoln-Douglas Debates Persuasive Speech Debates
4/15 Lincoln-Douglas Persuasive Speech Debates	4/17 Lincoln-Douglas Persuasive Speech Debates
4/22 Lincoln-Douglas Persuasive Speech Debates	4/24 Read Chapters 17 & 18
4/29 Group Presentations – Dry Run Through	5/1 Group Presentations
	<b>5/8 2:30 – 4:20PM</b> Quiz IV on Chapters 14, 15, 16, 17 & 18

**Textbook:** Lucas, S. E. (2007) The Art of Public Speaking. New York: McGraw-Hill.

## Assignments

1. **Informative Speech:** You will give a 5-7 minute informative speech with a minimum of 1 visual aid and three sources cited within the speech. A typed preparation outline (as outlined in the textbook) and a reference page with your sources cited are required with your speech.
2. **Lincoln-Douglas Persuasive Debate Speech:** You are to select a partner and decide upon a persuasive topic that has a pro and con side to it. Each of you is to decide which side you will take – pro or con. You will need a minimum of three sources cited, three visual aids, a typed preparation outline and a reference page. Outlines must follow the preparation outline as discussed in the lecture and in the textbook. **Format for the debates:**
  - Affirmative Case Presentation..... 6 Minutes Max (done prior to speech day)
  - Negative Cross-Examination ..... 2 Minutes Max (done on day of speech)
  - Negative Case Presentation ..... 6 Minutes Max (done prior to speech day)
  - Affirmative Cross-Examination ... .. 2 Minutes Max (done on day of speech)
  - Negative Rebuttal ..... 2 Minutes Max (done on day of speech)
  - Affirmative Rebuttal ..... 2 Minutes Max (done on day of speech)
3. **Group Presentation:** In a small group of approximately 5 members, you will present your results from a problem. In class decisions about the group format and presentation style will be conducted.
4. **External Speech Criticism:** You will watch a speech outside of class, cannot be a lecture from a professor, and evaluate that speech based upon delivery, organization, visual aids, audience, situation, etc.. A 5 page typed analysis, APA style is due March 4th. A handout with additional expectations will be given out in class.
5. **Karaoke:** You will select a song, not longer than 6 minutes in length, to either sing or fake singing. The focus of this activity is to have you work on your delivery alone. You will be graded predominately on your delivery and not on how well you sing.
6. **Oral Interpretation:** You will select a short story or poem, not longer than 5 minutes, which you know very well. The focus on this activity is to work on your voice qualities. For example, if you pick a short story with different characters each character must have their own distinct and consistent voice.

### Grading

Activity	Points Awarded	Your Points
Informative Speech	100 points	_____
Karaoke	50 points	_____
Oral Interpretation	50 points	_____
Persuasive Speech Debate	100 points	_____
Group Presentation	50 points	_____
External Speech Criticism	50 points	_____
Participation	50 points	_____
Quizzes (total of 4 at 50 points a piece)	200 points	_____
<b>Total</b>	<b>650 points</b>	_____

## Criteria for Evaluating Speeches

A minimum of 70% will be granted if all of the following markers are evident in a presentation.

- Deliver on date assigned**
- Fulfill time limit restriction**
- Submit outline and reference page**
- Easily identifiable introduction and conclusion**
- General and specific purposes of the speech clear**
- Acceptable organization of the body of the speech**
- Absence of distracting mannerisms in delivery**
- Language: free of grammatical errors; articulation**
- Fulfill required visual aids**
- Fulfill required cited sources**

A minimum of 80% will be granted if all of the following markers are evident in a presentation.

- Deliver in engaging fashion on date assigned**
- Fulfill time limit restriction**
- Submit typed outline and reference page**
- Easily identifiable introduction and conclusion**
- General and specific purposes clear**
- Absence of distracting mannerism in delivery**
- Language: free of grammatical errors; articulation**
- Offers challenging subject**
- Fulfill required visual aids**
- Fulfill required cited sources**
- Evidence of above average preparation, e.g., evidence**

A minimum score of 90% will be granted if all of the following markers are evident in a presentation.

- Demonstrate exceptional delivery**
- Offer challenging topic – a genuine contribution**
- Sustain interest throughout presentation**
- Submit typed and correctly formatted outline and reference page**
- Well organized: introduction, body, and conclusion**
- General and specific purposes clear**
- Absence of grammatical errors, mispronunciation**
- Fulfill required visual aids with number, usage, and professionalism**
- Fulfill required cited sources with legitimate sources**
- Cite all information that is not your own**

## Plagiarism

PLAGIARISM is stealing an idea from another person and presenting that idea as your own.

Penn State does not tolerate plagiarism. The penalty for plagiarism in a CAS 100A class at the Delaware County Campus is to receive a grade of zero for a speech in which the speaker has plagiarized.

*What is plagiarism in a speech?*

According to Brydon & Scott (2006)<sup>1</sup> there are three levels of plagiarism in speeches:

The “Total Rip Off” is stealing the entire speech. For example, someone might give a speech in a college class that they had created for a high school class. Alternatively, someone might “borrow” a speech from a friend who is in another speech class.

This type of cheating is exactly the same as turning in a paper written by someone else or cheating on an exam.

The “Partial Rip Off” is patching together a speech from a variety of sources without giving credit to those sources. For example, someone might take parts of several webpages, articles, or newspapers and put them together as a speech. This mistake is particularly easy to make when you do research on the internet. It’s very easy to copy and paste statistics and quotes and entire sections of a webpage and forget where you got them from and then forget to say that the ideas and words are not your own. You may even hope that no one catches on.

This type of cheating is exactly the same as copying from someone else on an exam or copying parts from someone else’s paper.

The “Accidental Rip Off” is presenting ideas or quotes in a speech without giving credit to the sources of those ideas or words. It’s not enough to say in the introduction that you found information from a source. If you quote exactly or paraphrase a quote, you have to explain in the body of the speech where you got that idea or that language. If you find a fact in only one source, you have to say in the body of the speech where that fact came from. This type of cheating is all too easy to do if you don’t keep careful notes when you are doing research. You may find something exactly right, but forget where you got the idea or quote.

This type of cheating is exactly the same as copying from someone else on an exam or copying parts from someone else’s paper.

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<sup>1</sup> Steven R. Brydon and Michael D. Scott, *Between One and Many: The Art and Science of Public Speaking*, 5<sup>th</sup> Edition, Boston: McGrawHill.

### *How will the instructor know that I have plagiarized?*

There are several signs that can indicate that you have plagiarized. For one thing, the quote or section you copy will probably be in written style, not oral style. Written style has complex sentences, passive voice, and big words that you would not use in everyday conversation. For another thing, someone who plagiarizes usually has not taken the time to carefully practice the speech, so stumbling over the words or mispronouncing words may be a tip off. You have to remember that instructors have listened to thousands of speeches in their careers. They can recognize plagiarism as easily as the judge at a dog show can recognize poor conformation in a long haired dog.

If an instructor suspects plagiarism, it is easy to put a phrase into Google and find the original source. Most people who are dumb enough to plagiarize are not smart enough to cover their tracks.

### *How can I avoid plagiarizing?*

Brydon and Scott (2006) have several good suggestions to help you avoid plagiarizing.

- Don't just automatically cut and paste from internet sources. Take notes in your own words.
- Keep printouts and photocopies of articles you found in your research. If you use ideas or quotes from those articles, be sure to credit the source in the body of your speech.
- In your speaking notes, be sure to indicate a direct quote by using a different font, by capitalizing, or by using a different color. This will help you remember to tell the listeners when you're quoting and to remember to tell them where you got the quote.
- Even if you paraphrase, you should tell the listeners that you are paraphrasing and give the source of the idea in the body of the speech.
- You do not need to cite the source of common knowledge, information that you found in several different sources.

### *What happens if I am accused of plagiarism? Do I get a warning?*

No, at Penn State you do not get a warning and you cannot "make a deal." The University Faculty Senate has written a procedure for dealing with plagiarism that does not allow instructors to warn students or make deals.

If the instructor has evidence that you have plagiarized, she or he fills out an Academic Integrity Form explaining the charge and the penalty. You can (1) admit the plagiarism and accept the penalty, (2) admit the plagiarism but not accept the penalty, or (3) deny the accusation of plagiarism.

If you do not admit plagiarism and/or do not accept the penalty, the case goes to a Academic Integrity Committee on this campus. That committee will listen to the instructor and to you and make a decision.

***Once an instructor has charged you with plagiarism, you are not allowed to drop or withdraw from the course to avoid the charge or penalty.***

If you admit the plagiarism and accept the penalty, or if the Academic Integrity Committee decides that you have plagiarized, a copy of the form goes to the college Dean's office and to Judicial Affairs. If these offices find that you have plagiarized more than once, they may decide to apply university-level sanctions or begin disciplinary hearings. Judicial Affairs may disclose these records to third-parties, e.g. employers, in accordance with federal law (FERPA) and the University policy on managing Student Discipline Records.

## Student Class Contract

I, \_\_\_\_\_ (print your name), have read the syllabus and am aware of the expectations and assignments for this class. I promise to do my best in-class and out of class, to participate often, and to attend class on a regular basis. I understand that the amount of effort exerted does not necessarily correlate into a grade. Furthermore, if I am unable to attend class I will contact Prof. Susan M. Fredricks and keep her informed regarding my return. Additionally, I will ask any questions, seek additional help if required, and consult Prof. Susan Fredricks with any problems.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### **YOUR COPY**

-----TEAR HERE-----

### **PROFESSOR FREDRICKS COPY**

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