LEARNING EDGE ACADEMIC PROGRAM (LEAP)
Speech Communication 100A/English 015
Summer Session 1998

Course: Speech Communication 100A
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Course: English 015
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Course Description
This is an integrated, interdisciplinary course designed to help you communicate effectively in both written and oral discourse. Students will learn how to: (1) write clear, cogent essays, (2) deliver eloquent, compelling speeches, (3) competently evaluate public discourse, and (4) communicate proficiently in small groups.

Course Objectives
1. Students will critically evaluate an issue of public controversy and synthesize the different positions on the issue in a clear informative essay and speech.
2. Students will evaluate the rhetoric of persuasive artifacts and present clear, reasoned arguments to support their critical judgments.
3. Student teams will evaluate an issue of public concern, take a stance on the issue, and support their stance—against the opinions of others—in a persuasive essay and debate.
4. Students will judge their abilities as a speaker, set reasonable goals, and explain their progress as a speaker in a short evaluative paper.

Required Readings

Links to supplemental readings are at: http://www.personal.psu.edu/faculty/g/e/gep3/leap.html. This web page also includes links to research sites and speech archives helpful for the course.

Course Assignments
Most of the writing and speaking assignments for this course are integrated. That is, much of the research you undertake on a particular subject will be relevant for a writing assignment and a speaking assignment. We encourage you to make the most of the knowledge gained from your research, but be sure to consider the peculiar constraints of written and oral discourse. You will need to adapt your knowledge differently to these two kinds of rhetoric.
SpCom 100A:

Self-Introductory Speech (5%): A 2-3 minute extemporaneous presentation. The purpose is not to persuade the audience to share your views on important issues, but to give the class insight into your background, personality, attitudes, or aspirations.

Assessment and Goal Report (5%): A 2-3 page paper in which you evaluate your speaking ability and set attainable goals. Candidly describe your strengths and weaknesses as a public speaker with respect to clarity, content, organization, style, and delivery. Then set goals for yourself and describe how you plan to achieve them. This paper will set learning and performative benchmarks for you in the course.

Informative Speech (15%): A 4-6 minute extemporaneous presentation. For this speech you will choose a significant public issue and inform the audience about the different positions on that issue. Your goal is to convey knowledge and understanding, not to advocate a cause. The speech must be a well researched presentation: you must submit a bibliography with a minimum of four sources with your speech outline. You must cite each source during your presentation. Finally, bring a VHS videotape to class on the day that you are scheduled to speak; this speech will be videotaped.

Speech of Rhetorical Analysis (20%): A 5-7 minute extemporaneous presentation. In this speech you will present the findings of your analysis of a significant public address. Your goal is to provide insight into the rhetor, text, context, and audience. You will work in groups to choose an overall theme for your presentations, but each person must analyze a different speech. Again, this must be a well-researched presentation: you must submit a bibliography with a minimum of four sources with your speech outline. Be sure to cite each source during your presentation. Finally, don’t forget a VHS videotape for your speech.

Response Paper (5%): A 3-4 page paper in which you analyze your performance on the first two speeches. Watch the videotape of your presentations and analyze them according to the principles of effective speech discussed in the course readings and lectures. Also, use the assessment and goal report to evaluate your presentation and to work toward a more effective final speech.

Propositional Debate (25%): A 45 minute debate on a single persuasive proposition followed by a managed question and answer period. You will work in groups of four and apply small group communication theory to your group experience. Choose an interesting, reasonable, and relevant issue of public concern, and argue your case. Two group members will argue the affirmative case, and two members the negative. Each group member must submit a bibliography with a minimum of six sources with her or his outline. Don’t forget to cite each source during the presentation.

Exam (15%): There will be one take-home test on public speaking, group communication, and speech criticism. It is designed to test you comprehension and synthesis of the readings, lectures, and discussions. If it becomes clear that you’re not reading the assigned materials, there will be pop quizzes as an incentive to keep up with the readings and discussions.

Participation (10%): You are expected to contribute to the quality of classroom discussion and to be an active participant in the learning process. Your oral and written critiques of your classmates’ speeches, the short speaking assignments, and your group effort will also be evaluated.

Engl 015:

Ad Analysis (15%): A written, in-class essay. For this essay you will analyze a particular advertisement, seeing how persuasive tactics are used. You will evaluate the advertisement on the basis of its appeal to the audience, the message it attempts to send, its success or failure, etc.
Exploring the Issue (20%): A 4-6 page typed paper. In this assignment you are asked to explore an issue—a matter important in the community in which you live about which people disagree and on which it is possible to take several positions. This exploration should enlarge an audience’s understanding of how the problem is perceived by the people involved in its discussion.

Rhetorical Analysis (25%): A 4-6 page typed paper. In this assignment you will apply what you have learned about rhetoric to a piece of discourse authored by someone else. Your goal is to employ the rhetorical tactics we have discussed in class and in homework assignments to evaluate an "opinion-based" article. This paper will sharpen your critical reading ability and will also enhance your knowledge of the ways other writers put rhetoric to use.

Evaluation/Opinion Project (30%): This is a group project in which each individual will turn in a 4-6 page paper voicing her or his own evaluation of an issue. The group of four will concentrate on a specific issue, exploring the different sides. Then, group members will evaluate a concept inside the larger issue, taking a position and arguing a specific stance.

Participation (10%): You are expected to contribute to the quality of classroom discussion and to be an active participant in the learning process.

Course Policies

All written assignments must be submitted on the due date (or earlier), and you must be ready to deliver your presentations on the scheduled dates. Late work will not be accepted, nor will presentations be rescheduled—except in the case of an emergency, upon which you should try to contact us in advance. Finally, you must complete all assignments to receive a passing grade (above an F) in the course.

As noted on page 37 of the Student Guide to University Policies and Rules, you are expected to attend all class sessions. Regular attendance is essential to success in this course. All absences beyond three, for any reason, will result in a five-point reduction per excessive absence on your final grade. Think of these absences as sick days or emergency days. If you use them for other reasons, you may find yourself in a bind if you fall ill or need to miss class for a job interview, etc. In addition, we expect you to arrive on time. Regular tardiness will result in a deduction in your class participation grade.

We urge you to read the university policy on academic integrity on pages 43-45 of the Student Guide to University Policies and Rules. Violations of the policy could result in failure in this course. Two important rules to remember are: (1) all work must be original compositions for this course and (2) do not plagiarize—cite the sources of all materials you include in your work.

The grades in this course will be assigned as follows:

A: Excellent--Indicates exceptional achievement
B: Good--Indicates extensive achievement
C: Satisfactory--Indicates adequate/average achievement
D: Poor--Indicates minimal achievement
F: Fail--Indicates inadequate achievement

Disability Statement

The Pennsylvania State University encourages all qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell us as soon as possible.
Course Schedule

WEEK 1

6/24 Introductions & Course Preview
   Introductions & Course Overview

6/25 Overview of Public Speaking -- Assessment and Goals
   Persuasion Tactics

6/26 Overview of Group Communication -- Group Discussion
   Persuasion Tactics, Extrinsic Proof

WEEK 2

6/29 Speaking to Inform -- Self-Introductory Speeches
   Common Topics

6/30 Developing a Topic -- Self-Introductory Speeches
   In-Class Writing Essay

7/1 Analyzing the Audience -- Group Workshops
   Exploring an Issue: Introduction

7/2 Supporting Materials -- Group Workshops
   Invention

7/3 Organization & Outlining -- Application Exercises
   Selzer, Conversations Readings

WEEK 3

7/6 Introductions & Conclusions -- Individual Appointments
   Argument Proposals Due

7/7 Delivery & Visual Aids -- Group Peer Reviews
   Style Workshop; Proof Workshop

7/8 Informative Speeches
   Draft Workshop -- Penn Statements

7/9 Informative Speeches
   Introduce Paper #3; Rhetorical Analysis/The Appeals
   Penn Statements

7/10 Informative Speeches
   Exploring the Issue Due
   Selzer pp. 710-11

WEEK 4

7/13 Principles of Rhetorical Analysis
   Ethical Proof; Crowley pp. 81-116
   Sillars Ch. 1-2 (online)
   Selzer pp. 712-20

7/14 Analyzing Rhetorical Texts -- Group Workshops
   Pathetic Appeals; Crowley pp. 117-32
   Selzer pp. 720-28
7/15 Presenting Your Analysis -- Group Peer Reviews
Finish Selzer, *Conversations*; Article Chosen

7/16 Speeches of Rhetorical Analysis
Logical Appeal

7/17 Speeches of Rhetorical Analysis
Argument Proposals

**WEEK 5**

7/20 Speeches of Rhetorical Analysis
*Penn Statements* Readings

7/21 Debating Propositions
Draft Workshop; Style Workshop

7/22 Elements of Persuasion I
Introduce Paper #4: Evaluation

7/23 Elements of Persuasion II
Paper #3 Due

7/24 Group Workshops for Debates -- Response Paper Due
Selzer, *Conversations* Readings p. 904
Crowley pp. 39-42, 49-66

**WEEK 6**

7/27 Group Workshops for Debates
Formal Topics, *Penn Statements* Readings

7/28 Propositional Debates
Arrangement
Crowley pp. 171-85

7/29 Propositional Debates
Argument Proposals Due
Crowley pp. 251-59

7/30 Propositional Debates
Proposal Analysis

7/31 Propositional Debates
Draft Workshop

**WEEK 7**

8/3 Propositional Debates
Draft Workshop

8/4 Propositional Debates
Paper #4 Due

8/5 Closing Ceremonies & Course Evaluations -- Test Due
Closing Ceremonies & Course Evaluations -- Portfolio Due