

Syllabus

CAS 100B: Effective Speech (Small Group Communication)

Instructor: Brett Lunceford

Course: CAS 100B: Effective Speech (Small Group Communication Emphasis)

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Office Hours: Wednesday 12noon-3pm and by appointment

Please note: Penn State encourages qualified persons with disabilities to participate in its programs and activities. This syllabus can be made available in alternate formats for students who require this assistance. If you anticipate needing any type of accommodation in this course or have questions about physical access, please let me know as soon as possible.

Required Materials

Book: Effective Group Discussion (11th custom edition) by Galanes, Adams, and Brillhart
One VHS Videocassette per group

Class Climate: My role as your instructor is to create a comfortable class environment and offer you constructive feedback to improve your team building and public speaking skills. Such an environment cannot be achieved without your active participation. To that end, the number one rule of this class is respect for everyone in the classroom. A performance-based class such as this is only successful to the degree that each student contributes to each class period, either through class discussion, speaking, or attentive listening. If you are disrespectful to me or to another student, you will be asked to leave class for the remainder of the period and will be counted as absent for that day.

Course Objectives: Upon completion of this course students should be able to:

1. Diagnose the effectiveness of a group's dynamics, predict its problem solving success, and make recommendations that will improve performance.
 - ◆ **Demonstration:** Observe the dynamics of a selected group and use the appropriate analytical tools to predict problems and performance.
2. Utilize proven techniques for improving group satisfaction and success.
 - ◆ **Demonstration:** Groups will provide ongoing group evaluations, monitor group successes, failures, and attempt to improve group satisfaction and success.
3. Successfully communicate a complex idea to a specific audience to show your understanding of communication as a process.
 - ◆ **Demonstration:** Create and deliver speeches tailored to a specific audience.
4. Formulate problems, brainstorm solutions, and choose and defend (with appropriate arguments and evidence) a viable solution.

- ◆ **Demonstration:** Deliver group presentations that explain and defend group recommendations.

Course Policies:

1. **Attendance** is vital to the success of this course. However, since “life happens” you are allowed **two absences** during the course for sickness **or other needs**. In other words, you can miss the equivalent of an entire week of class, but use these days wisely. If you miss more than two class periods, 30 points will be deducted from your final grade for each additional absence. Attendance will be taken at some point during each class. You are responsible for making sure you are there when attendance is taken. You are responsible for obtaining assignments and notes on any missed lectures from classmates. Excessive absences will negatively impact your final grade in the course. Students involved with University-sanctioned events must notify the instructor **prior** to the event. Habitual tardiness will also lower your course grade. If you are late to class on a presentation day, under no circumstances should you enter the classroom during a presentation. Wait until the presentation is finished, then enter the room.
2. **Academic dishonesty** will not be tolerated. Academic dishonesty is defined as follows: “Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students” (The University Faculty Senate Policies for Students).
3. **Citizenship/Participation.** Your grade in this class depends in part upon your level of participation. Your success in this course relies not only upon your group communication and public speaking abilities, but also upon your participation as a good group and general audience member. Good participation can include enthusiastically joining activities, asking and answering questions, actively listening to your peers and the instructor, and providing relevant, outside material to class. Alternatively, withdrawing from group discussions and activities, reading the paper while others are speaking, making constant discussion and/or noise, falling asleep, or arriving late will all be noted as poor participation and will be reflected in your course grade. One more thing—**this is a cell free zone!** Turn off your cell phone when you come to class. If you have an absolute need to have a cell phone on (you are an on-call EMT or you are expecting your significant other to go into labor and deliver a child any day now) tell me. Even silent mode is pretty loud and distracting when another group is speaking. If your cell phone goes off during a presentation (even if it is your own), I will severely deduct from your participation points (10-20 points).

If you feel extremely uncomfortable speaking in class or in groups, talk to me immediately so that we can construct a plan-of-action to help you negotiate these concerns.

Grades: Grading is based on a 1000 point scale:

Problem 1 – Dyncorp - 150
 Problem 2 – Group Analysis - 200
 Written Group Critique - 50
 Problem 3 – Infomercial - 250
 Group Notebook - 150
 Citizenship/Participation - 100
 Impromptus - 50
 Quizzes – 50

Grade Scale: (1000 points)

A =930-1000	B =869-830	C =749-700
A- =929-900	B- =829-800	D =669-600
B+ =899-870	C+ =799-750	F =599 and below

Your continued enrollment in this class signifies your knowledge of and agreement to comply with the guidelines, policies, and requirements contained in this syllabus for CAS 100B.

A Note on my Teaching Philosophy:

I believe that every student in my class has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and improve your ability to think critically and skillfully present your ideas to an audience. I do not “give” grades; students earn grades—no one is entitled to get an “A” in a class unless they earn it. I cannot grade on effort—I must grade what you actually do. My job is to push students to do their best and to then exceed that standard. I recognize that this is futile unless I also provide the support and assistance that each student needs to excel. Therefore, I provide office hours and expect students to use them and am generally available through email. I assume that attaining a university degree is your first priority. If this is not the case, it is less likely that you will excel. Some of you are here because you want to get a better job. I believe that education should do much more than job training, but if you see it as job training, at least take it seriously. Recognize that you will probably be required to work 40 hours a week (or more) from 8am until 5pm. If you are chronically late, they fire you. If you do not do your work, they fire you. If you drop the ball, you probably will not get a raise, they may fire you, and in some cases legal action may be taken against you. Bottom line—you do your part to excel and I will be there to help you reach that goal.

Class Schedule (Subject to Modification)**September**

- 5 Introduction to Course, The rhetorical situation.
- 7 Introduction Speeches, Introduction to Principles of Communication: Ch. 3 of GAB (Galanes, Adams, & Brillhart) (17)
- 12 Assign Problems 1 and 2. Group Problem Solving: Ch. 11, 14 of GAB (53)
- 14 Establishment of Groups / Work Day (Add drop period ends)
- 19 The Nature of Groups, Developing and Organizing Ideas: Ch. 1, 2, 16 and Appendix B in GAB (60)
- 21 Groups Roles and Norms: Chs. 6, 7, 8 of GAB (64)
- 26 Decision Making and Conflict in Groups: Chs. 12, 13 of GAB (53)
- 28 Work Day

October

- 3 Verbal Aspects of Communication, oral interpretation activity: Ch. 4 of GAB (28)
- 5 Work Day
- 10 Dyncorp Presentation
- 12 Dyncorp Presentation
- 17 Work Day / Dyncorp Overflow
- 19 Participating in Groups: Leadership: Chs. 9, 10 of GAB (50)
- 24 Work Day
- 26 Work Day
- 31 Group Critique

November

- 2 Group Critiques
- 7 Group Critique Overflow / Assign Problem 3, Monroe's Motivated Sequence
- 9 Impromptu Speeches
- 14 Impromptu Speeches
- 16 Work Day (NCA is Nov. 16-19)
- 21 **No Class (Follow Friday Schedule)**
- 23 **No Class (Thanksgiving)**
- 28 Culture and Small Groups: Ch. 5 of GAB (26)
- 30 Work Day

December

- 5 Work Day
- 7 Infomercial Presentations
- 12 Infomercial Presentations
- 14 Infomercial Presentations, Group Notebooks Due