

# CAS 100B: Effective Speech

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Office Hours:	By appointment since this is a summer course
Final Exam:	Last day of class

## Course Description

This course provides an introductory study of group problem-solving, focusing on formal speaking and message evaluation. In addition, you will learn how to give an effective individual presentation. There is also a significant research part to the course. Since this is a communication class, I think it is essential that you meet individuals from class who—at least on the surface—may seem different from you. Towards this goal, I often move students around to different seating arrangements to meet one another.

## Course Objectives

This course is designed to introduce you to small group experiences that will:

1. Provide you with an understanding of the basic principles and knowledge of communication practices within the small group context,
2. Help you to develop a perspective on small group communication that requires an increased awareness of the influence that you have on a group, as well as the impact that a group has on you,
3. Help you to develop critical thinking skills through group discussion and problem-solving,
4. Understand how to use Penn State's research databases,
5. Help you to increase skills at oral communication in the small group context through presentations, participation, simulation exercises, and practice in group discussions,
6. Strengthen your speaking skills by preparing and delivering one presentation.

## Course Materials

Required:

- Adams, K., & Galanes, G. (2021). *Communicating in groups: Applications and skills* (11th ed.) Boston: McGraw Hill.
    - Wait to buy/rent the textbook until the first day of class.
    - If you buy the text at our campus bookstore, the price includes access to *Connect*, the online textbook supplement. Connect includes an interactive, electronic version of the textbook and quiz questions from the textbook chapters. You can also buy access to Connect directly through McGraw-Hill for around \$90.
    - We will discuss all these options on the first day of class. Students will not need to access the textbook until the second week of class. Regardless of where you buy the text, get the 11<sup>th</sup> edition of the textbook!
  - Required class readings and other material to download and print before class.
  - Checking your PSU email account for messages I will send you through either Canvas or my PSU email account.
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## Attendance Policy

Unexpected events happen in our lives—we get sick, we need to help ill relatives, our car breaks down, and so forth. However, every action has a resulting consequence. For instance, people who are absent from work constantly (appropriately) are penalized. I allow you three absences from class without penalty. I do not distinguish between “excused” and “unexcused” absences unless your absence is a university-sponsored activity, jury duty, military obligation, or a religious holiday (see *Senate Policy 42-27*). Your final grade will be reduced by 35 points on your third absence from my class and by 35 points for each absence after that. For example, if you had earned 900 points in class and missed four classes for whatever reason, your final point total would equal 865. Use your absences wisely.

For each class, I will pass around an attendance sheet. You must sign this sheet to be counted as present for that day in class. Failure to sign the sheet, regardless of the reason (such as forgetting to sign it or coming into class late), still means you will be counted absent. Coming into class late twice equals one absence.

Leaving class early—again, for whatever reason—results in an absence for that day. Missing a scheduled office appointment without contacting me before the appointment will also result in one absence. I will begin taking attendance on the first day of class. You will be charged for that absence if you add the course after this date. You must be in class the day we complete the *Knowing Everyone’s Name* assignment to receive these extra credit points.

To summarize, to do well in this class, students should attend every class period, complete the assigned reading (there will be periodic quizzes to ensure this happens), and actively participate in class discussions. Students who choose not to attend class will miss important material. Students are responsible for getting notes from a colleague. Since I will not penalize students who come to class, I do not share my class notes with absent students. Indeed, do not be *that student* who emails the professor and asks: *Did I miss anything? Make sure to partner up with a colleague in class to share notes in case one of you is absent.* Last, note that absences from class on the day announced changes are made to a due date do not excuse students from meeting new deadlines or receiving other changes in the assignment.

## What If I Have an Emergency?

Should a significant illness/emergency prevent students from turning an assignment in on time, students must contact me (by email or phone—an email will be most accessible for you) before that assignment is due. If I deem the student’s circumstances dire, I may offer them an extension on that assignment. Should students miss an assignment requiring their in-class presence, I may allow them to complete an alternative assignment. However, this alternative assignment may well take more time than the assignment completed by the rest of the class.

Should the illness/emergency fall on the day I administer Exam 1, students must contact me before that class period. If I deem the absence excused, I may allow students to take the exam later. The exam questions will likely be different. Only a university-excused reason will be accepted if students miss an exam. For this absence to qualify as “excused,” I must be told by email or voicemail on or before the day of the missed exam. I may also ask students to bring me documentation of the absence. In those cases where I choose to excuse a missed exam, I reserve the right to change the original exam questions. Failure to complete the exam during a specified time will result in zero points for that exam.

Last, in the unusual event that students miss Exam 2, I will need to give students an incomplete for the class if I consider this a reasonable absence. Students will need to take the exam no later than ten weeks after the end of class. After that, I will record a zero for those students’ Exam 2 grades and officially record that to the registrar.

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## Course Communication

I will communicate with the class through my Penn State email account and Canvas (Canvas Announcements and Canvas Mail). Students can have Canvas Mail and Canvas Announcements sent to their email by going to Account → Notifications → Click the checkmark next to *Announcements* and *Conversation Message for Notify Me Right Away*.

The best way to contact me with questions is by Canvas Mail or directly to [downing@psu.edu](mailto:downing@psu.edu) (see the first section of the syllabus on page 1 for my different email aliases). Regardless, students must use their Penn State email account for this communication. Per Penn State policy, faculty are not bound to respond to email messages sent by a student from a commercial account (for example, Gmail). I will try to respond to student emails within 24 hours (M-F, excluding weekends). Please plan accordingly.

## Course Activities

### VARIOUS CLASS ACTIVITIES

100 POINTS

- |                |                  |
|----------------|------------------|
| 1. Activity #1 | 7. Activity #7   |
| 2. Activity #2 | 8. Activity #8   |
| 3. Activity #3 | 9. Activity #9   |
| 4. Activity #4 | 10. Activity #10 |
| 5. Activity #5 | 11. Activity #11 |
| 6. Activity #6 | 12. Activity #12 |

This category includes 10-point in-class activities, icebreakers, homework, position papers, etc. For students' final grades, I drop their two lowest 10-point scores in this category. For this reason, students cannot make up quizzes or any other activity in this category—including those activities taken during class if students add the course late.

### PERSUASIVE PRESENTATION

245 POINTS

- Researching Your Audience (155 points)
- Speech (40 points)
- Written Analysis of Your Speech (50 points)

### QUIZZES

160 points

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|------------|------------|
| 1. Quiz #1 | 6. Quiz #6 |
| 2. Quiz #2 | 7. Quiz #7 |
| 3. Quiz #3 | 8. Quiz #8 |
| 4. Quiz #4 | 9. Quiz #9 |
| 5. Quiz #5 |            |

Periodically, I will give 20-point quizzes over textbook chapters and other course readings to ensure students keep up with course material. These quizzes may include (any combination of) true/false, multiple-choice, fill-in-the-blank, matching, short answer, or essay questions. I will tell you in advance what day to expect a quiz. However, I may or may not choose to give that quiz. Students can use their notes—but not the course reading, textbook, or other students' notes—to answer questions for all quizzes. Students may not use their computer during the quizzes.

Note that during any class period, I may give multiple 20-point quizzes. Make sure to understand the Academic Integrity policy for my class fully. I will drop the student's lowest quiz score.

WRITTEN ANALYSES OF FEATURE-LENGTH FILMS 100 POINTS  
 12 *Angry Men* Movie Analysis (50 points)  
*Breakfast Club* Analysis (50 points)

INDIVIDUAL PAPER ASSIGNMENTS 50 POINTS  
 Written Analysis of Your Project Group (50 points)

Note: this paper and Exam 3 are due simultaneously during the Final Exam Week.

ACADEMIC INTEGRITY 20 POINTS  
 Complete PSU's Academic Integrity certificate (20 points)

CAREER ASSESSMENT 25 POINTS  
 Complete MyPlan (25 points)

DISCUSSION POSTS/RESPONSES 60 POINTS  
 Discussion Post—practice-only  
 Discussion Post #1 (20 points for your post)  
 Discussion Post #2 (20 points for your post)  
 Discussion Post #3 (20 points for your post)

Throughout the semester, students are required to use the Canvas Discussion feature. Depending on the assignment, students will post to the whole class or their project team members (to be assigned later in the course). Canvas will not allow students to see their colleagues' responses until they submit their posts. Also, see the *Late Assignment Submission Policy* section of this syllabus.

Most Discussion Post assignments are tied directly to one or more in-class activities. Students not in class that day will miss those 20 points (also see the *What If I Have an Emergency?* section of the syllabus).

PROJECT GROUP ACTIVITIES 40 POINTS  
 CATME Self-Assessment Narrative (20 points)  
 CATME Peer Review (20 points)

[CATME](#) is an acronym that stands for Comprehensive Assessment of Team Member Effectiveness. CATME is a web-based service funded, in large part, through the National Science Foundation. Housed on Perdue University's computer server, CATME is an online tool faculty use worldwide to supplement their classes. One of its significant benefits is that it allows student workgroups to give performance feedback to one another. As we progress in the class, I will provide students with more information about this service.

EXAMS 200 POINTS  
 Exam 1 (100 points)  
 Exam 2 (100 points)

There are two exams in the course. Exams measure students' understanding of textbook material, class lectures/discussions/student presentations, and outside readings. Exams may include any combination of true/false, multiple-choice, fill-in-the-blank, matching, short answer, or essay questions. Students may use their notes —but not others' notes—on both exams. The second exam is not cumulative.

Only a university-excused reason will be accepted if you miss an exam. For this absence to qualify as "excused," I must be told by email or voicemail on or before the day of the missed exam. I may also ask you to bring me the absence documentation. In those cases where I

choose to excuse a missed exam, I reserve the right to change the original exam questions. Failure to complete your exam during a specified period will result in a 0 for that exam.

In the unusual event that you miss Exam 2, and if I consider this a reasonable absence, I will need to give you an incomplete for the class. You will need to take the exam no longer than ten weeks after the end of class. After that, I will record a zero for your Exam 2 grade and officially record your final grade to the registrar.

#### EXTRA CREDIT OPPORTUNITIES

Best Story in Class (from Storytelling Assignment)—10 points

Knowing Everyone's Name—10 points

<b>1000 points</b>
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### Late Assignment Submission Policy

Students will submit most written assignments online through Canvas—I note on the *Daily Class Schedule* when this is the case. Unless expressly stated otherwise, all assignments submitted online are due at TBA. Canvas is set up to incur a 20% penalty for *each day* an assignment is submitted late. Thus, if a student turns in an assignment one minute late to Canvas, that student's assignment will be penalized by twenty percent. If you are in an unlikely situation where Canvas is down, email me your assignment before the deadline. Technical issues, such as unavailability of the Internet, "corrupted" or "inaccessible" files, or printer issues, are not an excuse for lateness and will incur a late penalty. Plan for technical issues.

I will do so precisely at TBA for assignments that I collect in class. Otherwise, the assignment is late and subject to the 20% penalty rule. If you are ill, you may email me your assignment before class starts (see *What if I have an Emergency?* section of the syllabus)

### Grade Distribution (in Points Earned)

A = 940-1000

A- = 900-939

B+ = 875-899

B = 825-874

B- = 800-824

C+ = 775-799

C = 700-774

D = 600-699

F = Below 599

### Group Member Dismissal Policy

Situations occasionally arise where group members are unwilling or unable to handle their fair share of their responsibilities. In most instances, these situations are handled internally without my intervention.

I recognize, however, that internal adjustment, peer pressure, and informal ostracism are only sometimes successful in motivating some students. Therefore, if the situation of laxity or irresponsibility becomes untenable, most group members may present a formal case for dismissal to me for discussion and review. The steps in the firing process are as follows:

1. The group member must be notified that they need to perform their duties. This should be a verbal encounter by the group's task leader. They must tell the person precisely what is not being done, that should be, as well as what needs to be done to avoid the firing process. A witness needs to be present
  2. If Step Number 1 does not yield fruitful results, the group needs to send this person a copy of a formal memo. The memo must document what is not being done, what needs to be done, and what must be done to avoid the firing process. You need to reference the situation that took place in Step Number 1. The group must write a memo stating that the members are officially firing the person. You need to cc a copy of the memo to me
  3. If Step Number 2 does not yield fruitful results, the group needs to write a memo to me recommending that the person be fired from the group. You will need to document all the evidence to support your case
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4. I will meet with the group members. If firing is justified based on that meeting, the person will be officially fired, and all parties will be notified. If I feel a firing is not in order, I will call a meeting with the group and the individual to work out alternatives
5. If I uphold the group's decision, I will dismiss the individual in question from the group. The individual will keep the grades earned from assignments before the dismissal; however, the individual will receive no points for subsequent assignments. I will not offer this individual the opportunity to gain added grades.

### Grade Appeals

1. Please wait at least two days before appealing any grade that I have returned to you. Submit the appeal in writing (typed—not emailed) that details your concerns and the reason for the appeal. Then, make an appointment to see me within five business days after sending the written appeal. All these procedures must be done within seven calendar days. After this period, grades are not open to discussion.

### Ground Rules and Classroom Code of Conduct

1. All students are expected to behave with respect in classes, no matter the format or delivery mode of the class. Your instructor may speak to you about your behavior. You may be asked to leave the class if your behavior does not change. If your behavior continues to be disruptive, a report will be filed with the Office of Student Conduct, and your behavior will be responded to through the conduct process. Students involved in a severe disruption of the learning environment may only be permitted to return to class once university procedures have been completed. (See the *Senate Policy* at [http://www.psu.edu/ufs/agenda/sep14-04agn/appk\\_sl\\_classdisrupt.pdf](http://www.psu.edu/ufs/agenda/sep14-04agn/appk_sl_classdisrupt.pdf))
2. Show up at our class on time—**exactly** when class starts. I hand out quizzes immediately when class starts. You cannot take the quiz for credit if you come in late.
3. Netiquette<sup>1</sup> is the online communications etiquette for email, discussions, chats/meetings, etc. Your body language and tone may not be interpreted/considered by other students and faculty members for online course communications. Netiquette helps ensure you are considerate and mindful of others, including their opinions. Below is a list of netiquette guidelines to be used within your online course communications:
  - Be respectful of one another and ensure a proper understanding that we contribute to diverse opinions, cultures, backgrounds, and life experiences.
  - When responding/giving feedback to others, particularly negative feedback, address the ideas or work submitted, not the person.
  - Avoid using all capital letters, even for distinguishing sub-headings/words, as it can be interpreted as shouting and might be offensive to others.
  - Avoid using color; if color must be used, be selective in your color choices. You should ensure a contrast between the text and the associated background. This is to avoid excluding people with visual impairment.
  - Although intentions may be right, be cautious about using sarcasm or humor that may be misunderstood. In general, contribute respectfully in online discussions and interactions with the instructor. Student conduct within this course will contribute to and support an online learning community that shows honesty, responsiveness, relevance, respect, openness, and empowerment to take responsibility for their learning.
4. To pass the course, students must rent/purchase all required textbooks (s).
5. Silence your cell phones and other electronic devices before class begins. Students may not have any electronic device, including a cell phone, out during quizzes or exams. With my prior permission, ESL students may use a hard-copy English dictionary from the Learning Center.
6. Keep copies (online) of all assignments you turn in to me; also, keep a copy of all email correspondence you have with me. Students must maintain, as their record, all papers/assignments that I turn back to them if they wish to question their grades.

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<sup>1</sup> Note: Adapted from Palloff and Pratt's (2007) *Building Learning Communities Online*. Jossey-Bass: CA.

7. You must return all exam and quiz sheets to me after each class. Failure to do so will automatically result in 0 points for that quiz/exam and be considered a violation of PSU's *Academic Integrity Policy*.
8. Students have the right to know (beforehand) that I am a *designated reporter* for the University. As such, and by law, I must provide certain information to the State of Pennsylvania.
9. Sign up for Penn State's *PSUAlert* emergency messaging system (<http://psualert.psu.edu/>). If I must cancel the class because of severe weather, check your PSU email/Canvas.

### Academic Integrity

According to Penn State policy *G-9: Academic Integrity*, an academic integrity violation is “an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically.” Unless your instructor tells you otherwise, you must complete all coursework entirely on your own, using only sources permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor before submitting work.

Students facing allegations of academic misconduct may not drop/withdraw from the affected course unless cleared of wrongdoing (see *G-9: Academic Integrity*). Attempted drops will be prevented or reversed, and students will be expected to complete coursework and meet course deadlines. Students who are found responsible for academic integrity violations face academic outcomes that can be severe and put themselves in jeopardy for other outcomes, which may include ineligibility for the Dean's List, pass/fail elections, and grade forgiveness. Students may also face consequences from their home/major program and The Schreyer Honors College.

### ChatGPT/AI Addendum

If you would like to use ChatGPT for this assignment, you can do so without penalty under the following conditions:

1. You must color-code the parts of the assignment that came directly from ChatGPT in a color that stands out from the rest of the text
2. You must add a 1-2 paragraph explanation to your submission that states how you used ChatGPT to complete your assignment. Include this statement as a Word document you submit with your assignment
3. Your assignment must not contain more than 20% of its language directly from ChatGPT.

Note: Thank you to Dr. Depretis from Carnegie Mellon for her guidance.

### Educational Equity/Report Bias

Penn State takes great pride in fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the [Report Bias web page](#).

### Requesting Special Accommodations

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides [contact information for every Penn State campus](#). For further information, please visit the [Student Disability Resources website](#). At Penn State York, the disabilities services coordinator is Mr. Joel Gugino [[jcg140@psu.edu](mailto:jcg140@psu.edu); 717-771-4013]. His office is in the Nittany Success Center on the upper floor of the Pullo Performing Arts Center and is adjacent to the library.

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To receive consideration for reasonable accommodations, you must contact Mr. Gugino as early as possible in the semester, participate in an intake interview, and provide documentation: [See documentation guidelines](#). If the documentation supports your request for reasonable accommodations, you will be provided with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

## Counseling Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The University offers various confidential services to help you through tricky times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds and sensitive to differences in race, ability, gender identity, and sexual orientation.

[Counseling and Psychological Services at Penn State York](#): 717-771-4088 or 717-771-4045

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400  
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

[Counseling and Psychological Services at Commonwealth Campuses](#)

[Counseling and Psychological Services at University Park \(CAPS\)](#): 814-863-0395

## Disclaimer

This *Syllabus* and the *Course Schedule* are subject to (and will) change based on how quickly we move through the course material. Assigned points for specific activities may change. Due dates are also subject to change. All changes will be reasonable and geared toward achieving maximum learning in the course. Be sure to check with a classmate after an absence to see if any announcements were made. After reading this syllabus, remaining in the course will signal that (1) you accept the terms of the syllabus and (2) you accept the possibility of changes and responsibility for being aware of such changes.

## About the Professor

Joe Downing (Ph.D., Rensselaer Polytechnic Institute) is an Associate Professor of Communication Arts and sciences at Penn State University's York campus. Penn State granted Downing tenure in 2013. For the past five years, he has also been the departmental administrator for Communication Arts & Sciences and, more recently, the campus's new Corporate Communication program. Dr. Downing's faculty and staff colleagues elected him Chair of the Campus Senate (once) and a member or chair of the campus's Promotion and Tenure Committee (three times). Dr. Downing also recently served as the President of the Pennsylvania Communication Association.

Before Penn State, Dr. Downing was on the research faculty at Southern Methodist University. From 1998-2005, Downing worked with General Electric's Research & Development Center in upstate New York, where he helped develop and later administered GE's internal communications survey through the company's intranet. This consulting and research work expanded to GE Global Research Laboratories in Shanghai, China; Bangalore, India; and Zurich, Switzerland. A few years ago, Downing finished leading a systems-wide global communication audit for American Airlines. More recently, he has served as a research advisor to the British Meteorological Service. With Mark Casteel, Downing studied how the federal government, specifically FEMA and the National Weather Service, communicate "imminent threat" messages to individuals' cell phones.

Downing has served as a communication expert for WGAL and Fox 43 TV. Further, Downing's research has been published in numerous peer-reviewed scholarly journals such as the *American Communication Journal*, *Communication Education*, *IEEE Transactions on Professional Communication*, *Journal of Applied Communication Research*, *Journal of Business*

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*Communication, Journal of Homeland Security and Emergency Management, Journal of School Public Relations, Journal of Technical Writing and Communication, Public Relations Review, Technical Communication, and Weather, Climate & Society.* Dr. Downing also has several book chapters published on the intersection of crisis communication, employee communication, and mass notification software. Currently, he is working on a research program that looks at tipping practices at all-inclusive Mexican resorts. He has been working on this project since his last research sabbatical.

In 2017, Dr. Downing developed—and found funding for—Penn State York’s golf team. The team has finished 2nd and 3rd place in the Penn State University Athletic Conference (PSUAC) in the past two seasons. In Fall 2022, athletic directors, and other golf coaches in the PSUAC voted Dr. Downing “Coach of the Year.”

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