

## COLL-135 The Art of Speaking: CWiC Speaking Advisor Training Spring 2011

Dr. Sue Weber	To make an appointment, go to my calendar (week view) & suggest meeting times/dates: <a href="http://tinyurl.com/DrWeberCalendar">tinyurl.com/DrWeberCalendar</a>
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Class meets Tuesdays 1:30-4:20 p.m.	Classroom: Seminar Room, Weigle Information Commons

*"From what we get, we can make a living; what we give, however, makes a life." -Arthur Ashe*

### *Course Overview*

Penn is a great university in part because of its efforts to nurture in its students an ethic of social responsibility and a sense of citizenship. In fact, the Code of Student Conduct begins: "When Benjamin Franklin founded the Pennsylvania Academy, he defined its mission as 'education for citizenship.' In pursuit of this mission, the University of Pennsylvania is committed to achieving academic excellence, to creating an environment for inquiry and learning, and to cultivating responsible citizenship in the larger society."

This course is designed to equip you with the major tenets of rhetorical studies and peer education necessary to work as a CWiC speaking advisor. The intellectual work you will take on during this course will benefit the many Penn students you advise in the coming years. As an advisor, you will share your knowledge of rhetorical strategies with your Penn peers. Ultimately, what you give *and* what you learn from advising your peers will be up to you.

In hopes of living up to Penn's promise and Ashe's credo, a vital part of this course is the service we will provide at a local high school. As community partners, students in this course will coach students as they prepare speeches to share with us. This service-learning component is integral to the course curriculum. Our partnership with high school students enables you to critically process lessons in advising and public speaking and provide the children with the individual attention and support that can instill confidence in their young voices. A public voice is essential to a productive pluralistic democracy. Penn students will work with CWiC so that they can make a good living. During this course, you too have an opportunity to develop your abilities to make a living. Hopefully, your CWiC experience will be more than preparation for a good job. It will be part of a good life.

### *Goals*

*At the completion of this introductory course, students should be able to do the following:*

- *Demonstrate knowledge of the CWiC program*
- *Identify and implement a variety of rhetorical strategies*
- *Present clearly organized and interesting speeches*
- *Adapt to multiple audiences while maintaining credibility and authenticity*
- *Recognize one's communication strengths and weaknesses*
- *Demonstrate attentive and respectful listening*
- *Offer constructive criticism and guide a speaker through meaningful revision*
- *Accept constructive criticism and revise one's own speeches accordingly*

### *Required Materials*

- Presenter (remote to control visual aids)
- Stopwatch or timer (smart phone, etc. is fine)
- *The Mastering Public Speaking: The Handbook*. Grice & Skinner. 7<sup>th</sup> ed. 2011. (E-book recommended)
- *Conquer Your Speech Anxiety*. Dwyer, Karen. 2<sup>nd</sup> ed. 2005.
- All coursework should be *backed up* in three electronic formats.

## *Principles & Expectations*

### **Respectful Participation/Communication:**

The Penn Code of Student Conduct outlines the rights and responsibilities of student citizenship. Particularly in a classroom dedicated to developing skills for peer advising, learners need to understand that respectful dialogue is vital. University policies on harassment and discrimination outline behaviors that will not be tolerated. ([www.upenn.edu/affirm-action/aahandbook.html](http://www.upenn.edu/affirm-action/aahandbook.html)) Please talk with me if you feel threatened or disregarded in this class. Building and maintaining a collaborative and learning-friendly classroom are shared responsibilities. You will be evaluated as a listener as well as a speaker, for effective communication requires both skill sets. Sleeping, reading, checking for an IM, or text-messaging, for example, would be unacceptable during class. CWiC speaking advisors need to demonstrate excellent listening habits. Therefore, advisors-in-training must be able to demonstrate and cultivate excellent listening skills during this course. Read, answer questions, ask thoughtful questions, offer constructive feedback, reflect upon others' constructive criticism, and demonstrate that you are thinking about course concepts and what your peers have to say. Please make every effort to avoid the artificial dyad that often appears in classrooms—a student speaking with the professor to the exclusion of the other students. Make eye contact with your peers and demonstrate your interest in what everyone in the classroom has to say, not just the professor.

### **Getting to know one another:**

As we discuss communication principles and practice in this course, I will tell you all I know about the theorists we encounter. I welcome opportunities to learn about your theories of the world and your experiences, hopes, and plans. In addition to our working together in the classroom and through community engagement (service), I encourage you to schedule lunch with me—individually or with other classmates. (This is not a requirement.) The Student Committee on Undergraduate Education (SCUE) has a program available for undergraduate students who would like to have more one-on-one contact with professors. Free lunch is provided at the University Club, located on the second floor of The Inn at Penn (3611 Walnut Street). In order to take advantage of this program, do the following:

- Ask your professor to go to lunch with you as part of the SCUE lunchroom program.
- Arrive at the Faculty Club (with your Penn student ID) between 11:00 a.m. and 1:00 p.m. with your professor, and indicate that you are there for the SCUE Lunchroom program.
- <http://www.upenn.edu/provost/lunch>

### **Course Attendance:**

I will take attendance weekly; students are responsible for signing the attendance sheet at the beginning of class. Attendance should be respectful, meaning (in part) that we do not pack our bags until class has concluded and we are seated and attentive, with cell phones off, on time. It is impossible to succeed in this class without participating respectfully. Consequently, each absence beyond one will result in a (50 point) final letter grade reduction. Classroom activities and speeches cannot be made up unless you have a university-excused absence or serious event discussed with me *prior to due dates*. Telling me *after* a missed class period or due date that you were very ill, for example, will not help you develop skills for citizenship, your profession, or CWiC. If you foresee scheduling conflicts, talk with me immediately. Missing one class session will not affect your grade; reserve this 'free' absence for a day you may need it due to illness or an important event.

### **Responsibility for coursework:**

Late work will not receive full credit, if accepted at all. Time management is a necessary skill for all professionals, citizens, family members, etc. Assignments—written and oral—are due during scheduled class periods unless otherwise noted during the term. Come to class prepared to *rethink* the assigned material and share your ideas and questions. Again, always speak with me *before* a due date if a problem arises.

### **Academic Integrity:**

Plagiarism or cheating in any form will destroy your credibility as a communicator—whether it is with faculty, neighbors, or coworkers. Take credit for your work. Cite others for theirs. Academic integrity includes being honest in all things academic. I will not question students' reasons for absences or incomplete assignments. I

assume the best of your intentions. Don't spend your time trying to convince me that you are a good person. I believe you. I will evaluate the *outcome* of course assignments, however. Plagiarism, taking credit for another's work without proper citation, will result in an F in the course and a letter of misconduct to appropriate university administrators and your advisor. As a rule, do not copy anything from any source. Copying from a website is usually inappropriate even if you do cite the source, because you need to speak in your voice. Direct quotations are usually unnecessary. In any case, always cite the source. If you didn't think of it, cite it. Ultimately, if the author were in the room, would you be confident that she or he approves of your use of her or his work? You are responsible for knowing Penn's Code of Academic Integrity. ([www.vpul.upenn.edu/osl/acadint.html](http://www.vpul.upenn.edu/osl/acadint.html); [http://gethelp.library.upenn.edu/PORT/documentation/plagiarism\\_policy.html](http://gethelp.library.upenn.edu/PORT/documentation/plagiarism_policy.html))

### **Appropriate Use of Technologies:**

Laptops may only be used for typing relevant classroom notes and/or conducting assigned classroom activities (except during peers' speeches, when they cannot be used). We will discuss laptop use in advising. If you use your laptop or similar technology (hand held device, cell phones, etc.) for *anything other than classroom notes* during class, you forfeit your personal technology privileges during class. If you want to note important dates, please write them down during class; note them in phones, etc. during breaks or at the end of class sessions. If you need to IM a friend or complete an assignment, then you should not attend class. More importantly, you should not be a CWiC Advisor. Please be certain that all cell phones, beepers, snooze-buttons, egg timers, and other distracting devices are shut off *before* class begins. The bottom line—*if you believe that your texts, etc. are so important that you must view/send them during class, then you should not be representing CWiC.*

### **Equal Opportunity:**

Any student with a disability who believes she/he needs accommodation(s) in order to succeed in this course should contact the Office of Student Disabilities Services immediately. The staff will determine what accommodations are appropriate and reasonable under the Americans with Disabilities Act. Contact the Weingarten Learning Resources Center —phone: (215) 573.9235; online: [www.vpul.upenn.edu/lrc](http://www.vpul.upenn.edu/lrc).

### *Grades*

- ◆ **Meaningful Grades:** Most students are able to present work that fulfills the university-level requirements of the assignment. This is average—the typical level at which students perform. Students need to go beyond just meeting the requirements if they want to earn grades higher than C. I point this out because many students seem to believe that if they do the assignment, they should earn an A. An A means exceptional, not completed on time.
  - Guidelines for Meaning:
    - A—High distinction, an exceptionally high achievement
    - B—High achievement
    - C—Average achievement
    - D—Pass, below average achievement
    - F—Failure, unsatisfactory

*In order to be hired as a CWiC advisor after completion of this course, your final grade must be a B- or higher. You may not register to be graded pass or fail in this course.*

- ◆ **Holistic approach:** I do not grade partially. Specific criteria will be included in major assignments. I also do not grade from a deficit model. For example, I will not deduct one point per mistake. Some students assume they have an A and the burden of proof lies with the professor: “*why didn't I get an A?*” I won't explain why a completed assignment was short of an A. Again, most students are perfectly capable of checking off each standard. Works of high achievement and high distinction go beyond checking off a list of requirements.
- ◆ **Performance not performer:** Students may feel that the professor's grade is an evaluation of them as persons: “*she gave me a D, she hates me.*” I am not hired by the University of Pennsylvania to make such evaluations. I do not judge your personality, your intellectual potential, or your intentions *with a grade*. I judge your performance in our class. Completed work and class participation are evaluated. In order to

improve your public speaking and peer advising skills, you will have to be able to use feedback from your peers and myself as part of the learning process.

- ◆ **Grade disputes:** Understanding the above expectations, I invite you to discuss any written evaluation with me *after* you have thoughtfully read my comments. If you think a grade is unwarranted, you should take the following steps, in order: (1) reread the assignment, (2) reread/view your work, (3) reread my evaluation, (4) type a justification for the grade you think you earned given the standards of the assignment, and (5) e-mail your written justification to me 24-72 hours after you received my grade. Once you have completed these five steps, we will arrange a time to discuss both evaluations.

### Course Points/Assignments

Assignment	Points Possible	Points Earned
CWiC Orientation Speech	100	
CWiC “Importance of Speech” Podcast (final)	200	
Workshop (group assignment)	300	
Peer Advising Reflection Paper (mid-term)	100	
Service-Learning Reflection Paper	100	
Homework/Activities	100	
Classroom Respectful Participation	100	
<b>Total</b>	<b>1,000</b>	

### Homework & Activities

Category	Specific Homework/Activity	Points Possible	Points Earned
	Syllabus Quiz	10	
Impromptu Speeches (credit or no credit)			
Speech Conference (course requirement)	View 1 <sup>st</sup> speech & set goals		
Workshop (Group)			
<b>Total</b>		100	

# COLL-135 The Art of Speaking: CWiC Speaking Advisor Training

## Spring 2011: 1:30-4:20 p.m. Tuesdays

### Tentative Schedule—**Revised 2.4.11**

The following schedule is tentative, meaning that it may change due to our community partnership. Note that all course readings will be posted to Blackboard (Bb) unless otherwise announced. Required speeches will either be available online (link from Bb site) or on reserve in the Van Pelt Library.

MPS=Mastering Public Speaking; CYSA=Conquering Your Speech Anxiety

#	Class date	Activity	Assignment/Reading Due (due in class unless otherwise noted)
1	Jan. 18 <sup>th</sup>	Introduction CWiC & Communication Myth of Podium Rhetorical Situation	Syllabus quiz MPS Ch. 1 (Intro to Public Speaking), Ch. 5 (Analyzing Audience)
2	Jan. 25 <sup>th</sup>	Principles of Organization & Thesis Monroe's Motivated Sequence + Patterns	MPS Ch. 9 (Organizing Body), Ch. 10 (Intro. & Conc.), Ch. 11 (Outlining), Ch. 15 (Informativ & p. 317-321) <b>Due: notify Sue of advising session date by 1/25</b>
3	Feb. 1 <sup>st</sup>	Nervousness <i>Sales Impromptu Speeches</i>	MPS Ch. 3 (Speaking Confidently), Ch. 8 (Support), Ch. 12 (Wording), p. 227-230 (Delivery Modes), p. 334 (Impromptu) <b>Advising session w/CWiC advisor by 2/6</b>
4	Feb. 8 <sup>th</sup>	<b>CWiC Pitch/Orientation</b> Speeches Supporting the Thesis	MPS Ch. 13 (Delivery) <b>Video conf. w/Sue scheduled by 2/11</b> DVD of advising session due <b>Workshop preferences due by e-mail Sun. 2/13</b>
5	Feb. 15 <sup>th</sup>	Peer Advising Set up workshop groups/pairs	MPS Ch. 4 (Responding) Bb peer articles—Shamoon & Burns; Newkirk
6	Feb. 22 <sup>nd</sup>	Groups SL Prep—advising speakers	MPS Ch. 2 (Ethics), Ch. 19 (Groups) <b>Session w/writing tutor scheduled by 3/3</b> <b>Video conf. w/Sue done on or before 2/28</b>
7	March 1 <sup>st</sup> March 8 <sup>th</sup>	Advising Non-native English Speakers Guest Speaker: Ms. Chia-Ying Pan, Weingarten Spring Break	Peer Advising Reflection DUE (Bb) Sun. 3/6 NACC Conf. March 18-19 <sup>th</sup>
8	March 15 <sup>th</sup>	SL Preparation—1:30-2:45 Service Learning—U.C.H.S. (2:45-4:10)	
9	March 22 <sup>nd</sup>	Service Learning—U.C.H.S. (2:45-4:10)	MPS p. 334-336 (Q&A)
10	March 29 <sup>th</sup>	Service Learning—U.C.H.S. (2:45-4:10)	
11	April 5 <sup>th</sup>	Service Learning—U.C.H.S. (2:45-4:10)	
12	April 12 <sup>th</sup>	Workshop—Visual Support Workshop—Voice & Movement	MPS Ch. 14 (Presentational Aids) MPS Ch. 13 (Delivery)
13	April 19 <sup>th</sup>	Workshop—Managing Nervousness Workshop—Groups	CYSA Ch. 2, 3 60-Second Lecture Outline DUE e-mail Sun. 4/18
14	April 26 <sup>th</sup>	Workshop—Debate	MPS Ch. 16 & 17 (Persuasion)
15	9:00-11:00 am Mon. May 2 <sup>nd</sup>	Final Exam Period—listening to podcasts	Service-Learning Reflection DUE (Bb) Wed. 5/3

## COLL 135—CWiC Workshop Assignment

### Spring 2011

**Purpose:** To develop a workshop that you can modify for delivery to future audiences. The workshop's purpose is to provide participants with an understanding of the topic (specifically) and strategies for effective speaking (generally). CWiC workshops should be very interactive and very engaging. Your aim should be to create and facilitate one workshop. This is not a series of solo parts but a cohesive workshop.

#### **Rhetorical Situation:**

- *Speaker:* you and your partner(s) will play yourselves as CWiC speaking advisors.
- *Audience:* Penn students who have pre-registered for the workshop about your topic—various majors and years/classes
- *Occasion:* A WICshop taught by CWiC advisors. <http://wic.library.upenn.edu/workshops/>
- *Exigence:* you determine the problem that this workshop remedies. What need does it fulfill?

#### **Description:**

The interactive workshop should provide the participants with strategies related to the workshop topic assigned. In addition to facilitating the workshop, you and your partner(s) will provide electronic copies (posted to Blackboard) of your notes, PowerPoint slides, any other media, handouts, and instructions for administering your workshop activities so that future facilitators can use them. Based on your preferences and availability, you will be assigned to co-facilitate a workshop on one of the following topics. (You will be asked to rank the topics in order of preference.)

1. **Visual Aids:** Participants will learn about the key elements of effective visual aids, particularly PowerPoint (but not on the technical aspects of the program).
2. **Nervousness:** Participants will learn about communication anxiety and will develop strategies for controlling nervousness.
3. **Group Discussion:** Participants will learn about group dynamics, including types of roles and strategies for effective group discussion.
4. **Voice & Movement:** Participants will learn strategies for using one's voice and body to speak effectively.
5. **Debate:** Participants will learn how to organize an argument, listen to other debaters' positions, and refute opponents' arguments.

#### **Speech Requirements:**

- *Extemporaneous:* Speak from a typed outline on note cards (4x6 or 5x8). Speaking from a script will earn a D or F. Everyone speaks from the same outline. Everyone should know what their colleagues are saying and has a say in what their colleagues say.
- *Delivery Basics:* Use your voice and body to engage participants. Maintain sufficient eye contact with your audience. You will practice the three basics throughout the course—balanced stance, vocal control, and sustained eye contact. The goal is not perfection; the goal is connection.
- *Cohesion:* It's vital that you and your partners co-facilitate the workshop. The workshop must be cohesive, meaning that you clearly transition between speakers and sections of the workshop. Speaking time should be divided equally. You must know each part of the workshop, not only your 'speaking parts.' The workshop should be clearly and creatively organized and presented.
- *No podium.*
- *Time:* If your group has 2 members, you have 1 hour to 1 hour and 15 min. If your group has 3 members, you have 1 hour and 15 min. to 1 hour and 30 min. You and your co-facilitator(s) are responsible for timing yourselves.
- *Visual Aids:* Workshop facilitators should use PowerPoint slides and provide participants with relevant handouts. Slides should be text-light and image/video heavy. In other words, use visual support to enhance the spoken word. Listeners should not be reading a lot of slides, as that's not terribly interesting or engaging. Any video should be embedded, not linked. (Example, a WMV file is better than a YouTube link.)

### Assignment Process:

- **Pre-workshop:** 5-6 weeks prior to workshop, group receives readings for workshop. You and your partner(s) will meet with Sue twice.
  - First meeting—3-4 weeks prior to in-class workshop, meet to discuss readings and to draft an outline of the workshop (1.5-2 hours)
  - Second meeting—1-2 weeks prior to the in-class workshop, workshop rehearsal and feedback (2-2.5 hours)
- **Workshop date:** as scheduled on syllabus
- **Post Workshop:** All workshop materials—handouts for workshop participants, instructions for activities (to advisors), outline of workshop, and visual aids—must be posted to Blackboard on or before Saturday after classroom presentation. The workshop will not be graded until these electronic copies are received. Each member will evaluate the contributions of other group members as well, posting their own confidential evaluations to Blackboard.

### Collaborative effort:

This is a group project. That means that you work in collaboration. I will expect each of you to produce excellent work. This includes helpful feedback for your peers. You must read one another's work, make suggestions, and revise. As editors, you are all responsible for producing grammatically clean and stylistically interesting writing. Agree in advance on format, font, size, etc. Your grammatical errors are also the responsibility of peers that should be suggesting revisions.

### Individual contributions:

- **Video Annotation:** Each member will be responsible for finding one excellent online resource in video format. This video should be under 3 minutes. (If it's longer, explain the most helpful time period in your annotation.) It should demonstrate a key principle of your workshop. Discuss this with your group beforehand, so that you do not pick the same video. Before the first group meeting with Sue, you need to post an annotation of the video and link to your group's discussion board on Blackboard. (It cannot currently be on the CWiC web site.) In your annotation, provide the link, describe the author of the video/web site you found it from and in 3-5 sentences, explain what this video clip demonstrates. It must be relevant to your workshop. It will potentially be posted on the CWiC web site. Your group may use it during your workshop as well. **50 points**
- **Activity Instructions:** Each member will be responsible for typing a handout of instructions for advisors that explains how an activity can be used in a workshop on this topic. The activity does not have to be original, but the handout for the advisors does. If it is taken from an existing source, it must include a complete source citation. Must include: purpose of activity, materials/supplies required, clear step-by-step instructions for facilitating the activity including debriefing techniques. (Note that this is not a handout for participants, but a guide for other advisors teaching the workshop.) **25 points**

### Grading:

- 200 points for the workshop/oral presentation: The group presentation will receive one grade.
- 100 points for individual contributions: Note that your responsibility to your group is very important to your success in this class. I will base the individual workshop project grade on the following:
  1. group members' assessments of your contributions, facilitator posts (on your group's Blackboard discussion board), and your participation in the pre-workshop meetings with Sue—25 points
  2. video annotation—50 points
  3. activity instructions—25 points.

**Group meeting facilitator:** Rotate the role of facilitator for each meeting your group has in preparation for the workshop. (Note Sue will facilitate the meetings with her.) This assignment requires each of you to share leadership. Your group must meet at least once for each member (not including meetings with Sue). More than likely, you'll have at least two meetings for each advisor. In any case, all meetings must be facilitated and must

include pre and post meeting posts. As facilitator, you are responsible for posting to the group's discussion board *before and after* the meeting(s) you facilitate:

- Pre-meeting post: Within 24-48 hours of the scheduled meeting, remind members of the upcoming agreed upon meeting start and end times, location, assignments for that meeting, and the meeting's agenda. (Group members should agree on the date and location of the next meeting before leaving each meeting.)
- Post-meeting post: Within 24 hours of the scheduled meeting, post your follow-up in which you list attendees, decisions made, assignments for the next meeting, date and times (start and end) of next meeting, and the next meeting's facilitator. Note: the facilitator is responsible for securing the location for the meeting she/he is in charge of and including that information in the pre-meeting post.

#### *Workshop Communication:*

*Groups are prohibited from communicating in writing outside of the group's space on Blackboard/Discussion Board. Please post all communication regarding the workshop assignment to your group's Discussion page. Note that this includes collaboration on documents, as you can post attachments here. Do not e-mail one another regarding this assignment. Once your group has received the readings for your topic, you should check your group's discussion board on Blackboard daily. As the due date approaches, you will need to check it more than once/day, as you'll be co-authoring documents, etc.*

If someone has to miss an agreed upon meeting, then the facilitator should cancel the meeting, since the groups are so small (2-3). Emergencies happen. Everyone deserves to be cut some slack. Of course, all members should share phone numbers as well.

**Concerns regarding group work.** Please talk with your group about any concerns. Group members do not have the right to bring down the group's grade. If someone is unable to attend agreed upon group meetings, fairly facilitate meetings, communicate promptly with group members, and generally keep up with quality work, then that group member should withdraw from the course. This person would not make a good advisor. Remember that this is a communication course. Please communicate honestly and respectfully with your colleagues. If you come to me with a problem, the first thing I will ask is "What did everyone say when you expressed this concern?" If you say, "I haven't told them about my concern," then I will send you back to your group to do just that. Please don't assume the worst of your colleagues, and hope that they don't assume the worst of you. You'll find that communication works best when you recognize your imperfections as well. Do not hesitate to approach me if your group has attempted to deal with group problems, but has been unsuccessful.

#### **Rough Timeline:**

- Prep meeting with Sue
- Workshop Theme
- Video annotation
- Rehearsal with Sue
- Class Workshop
- Turn in to Sue:
  - Group turns in:
    - PowerPoint slides
    - Group outline of presentation
    - Workshop handout(s)
  - Each member turns in:
    - Instructions to advisors for activity
    - Assessment of each group member (including self)