

## COMM324: Persuasive Speaking with Christina Knopf (Dr. K) – Spring 2008

Prerequisite: Freshman Speaking (FS) or equivalent.

### Course Materials

Required:

- ✘ Blackboard access

Recommended:

- ✘ 4x6 index cards
- ✘ Dedicated notebook, clearly labeled &/or color-coded for easy identification, for class notes
- ✘ Dedicated folder, clearly labeled &/or color-coded for easy identification, for handouts, assignments, etc.
- ✘ You may also want to have access to a tape-recorder and a stopwatch (or computer with these functions) to help you rehearse your speeches.

### COURSE DESCRIPTION

This course is designed to improve your skills in the developing, delivering and evaluating of persuasive speeches.

This course carries the General Education designator of “SI” – Speaking Intensive. This means you will participate in a semester-long series of oral communication assignments that strengthen understanding of effective oral communication in the discipline. The assumption is that everyone already knows how to create and deliver a speech and is ready to work on more advanced skills. Students who take this class are expected already know how to

- find, use, and cite evidence to support ideas
- decide what ideas to include in a speech
- arrange those ideas effectively, while using previews, transitions and signposts
- relate the ideas directly to the audience
- employ language to make ideas meaningful and interesting
- construct clear and effective introductions and conclusions
- use a delivery style that is vigorous, varied, and vivid
- deliver speeches from limited notes without reading too much

All of that is important in this class, but we won't spend time working on it. If you do not know how to do all that already you might not be ready for this class. If you need a refresher you should probably get a public speaking text from the library or the bookstore and review it early in the semester.

### OBJECTIVES

Upon completion of the course you will be able to:

- ✓ Demonstrate awareness of audiences' needs/ expectations
- ✓ Be able to distinguish between speeches to actuate and speeches to convince.
- ✓ Know the difference between statements of value, fact, and policy.
- ✓ Be able to analyze audience attitudes
- ✓ Demonstrate appropriate research, organizational, and delivery skills for persuasive efforts
- ✓ Critically analyze messages
- ✓ Express thoughts and emotions effectively and appropriately
- ✓ Demonstrate understanding of the effects of nonverbal behavior
- ✓ Support ideas appropriately and sufficiently for the chosen message and audience
- ✓ Advocate one's own position & respond non-defensively to another's position
- ✓ Evaluate the ethical implications of communication practice
- ✓ Evaluate one's own performance for the purpose of self-improvement

### SPEAKING RESPONSIBILITIES

Never distort information, respect your audience, reject stereotyping & scapegoating, enrich listeners' lives, and take every speech seriously.

## ASSIGNMENTS

### **Question of Fact Audience Analysis\***

5%

Prior to giving your question of fact speech, you will need to **outline** a complete audience demographic and psychological audience profile, identifying who your audience is, what they think and feel, etcetera.

As part of this assignment, **the class before the speeches** begin you are to give me a one-paragraph description of your audience, typed and double spaced. The description should have enough detail that the other class members can have a good idea of who you are addressing. One sentence will not be enough.

### **Question of Value Audience Analysis\***

5%

Prior to giving your question of values speech, you will need to **outline** a complete audience demographic and psychological audience profile, identifying who your audience is, what they think and feel, etcetera.

As part of this assignment, **the class before the speeches** begin you are to give me a one-paragraph description of your audience, typed and double spaced. The description should have enough detail that the other class members can have a good idea of who you are addressing. One sentence will not be enough.

### **Question of Policy Audience Analysis\***

5%

Prior to giving your question of policy speech, you will need to **outline** a complete audience demographic and psychological audience profile, identifying who your audience is, what they think and feel, etcetera.

As part of this assignment, **the class before the speeches** begin you are to give me a one-paragraph description of your audience, typed and double spaced. The description should have enough detail that the other class members can have a good idea of who you are addressing. One sentence will not be enough.

\*Write an outline of the demographic and psychographic characteristics of the audience you would deliver your audience speech to. This is expected to be a fairly complete outline, rather than writing everything out in sentences and paragraphs. **The outline will be turned in a week before speeches begin** & it is required to have all the following components:

- The action you will try to get the audience to take
- A detailed description of the demographic characteristics in outline form
- A detailed description of the psychographic characteristics in outline form
- A detailed description of the situational characteristics in outline form.

You are expected to do this assignment in traditional outline form, such as:

- I. First main point
  - II. Second main point
    - A. First sub-point
    - B. Second subpoint
  - III. Third main point
    - A. First sub-point
      1. First minor sub-point
      2. Second minor sub-point
    - B. Second sub-point
- ETC.

These papers will be evaluated based on how complete, specific and realistic your lists of characteristics are – in other words, on how carefully researched your audience is. The length is open ended but you should realize complete outline tend to be a least two or three pages or longer. The length may vary depending on whether you single or double space, and you are allowed to single space this assignment. You should also realize that part of the purpose of this assignment is to demonstrate your understanding of the ideas presented in this class, and you cannot do that very well if you try to do it very briefly.

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### **Question of Fact Speech**

15%

Delivered extemporaneously. 8-12 minutes (no less, no more – 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.)

When your persuasive goal is based on a question of fact, you are defending or refuting the truth or falsity of an assertion. Your focus is on the answer to unknown questions, such as –Will the economy be better or worse next year? Who will win the Super Bowl? Did William Shakespeare really write all the plays that are attributed to him?

### **Question of Value Speech**

15%

Delivered extemporaneously. 8-12 minutes (no less, no more – 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.)

When a persuasive goal is based on a question of value, you are discussing the worth, rightness or wrongness, morality or immorality of an idea or action. Your focus is on moral questions such as –Is the cloning of human beings justifiable? Should marijuana be legalized? Should abortion be outlawed? --Or on questions of worth/value, such as-- Are electric cars really the best form of modern transportation? Does the result of recycling justify the cost?

### **Question of Policy Speech**

15%

Delivered extemporaneously. 8-12 minutes (no less, no more – 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.)

This will be an actuating speech. When a persuasive goal is based on questions of policy you are addressing whether a specific course of action should or should not be taken. Your focus is on questions of practices and behavior and you take a stand such as –Flight attendants should be armed. Albany residents should be given preferential parking privileges downtown.

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### **Interruption Speech**

10%

You will re-deliver one of your persuasive speeches (your choice), but this time the audience will be encouraged to interrupt your speech with questions and short refutations. It will be up to you to respond to the interruption appropriately and get back to your speech. In general, you should avoid any temptation to try to turn this into a humorous event, but there may be some interruptions for which a humorous response may be appropriate. The goals of this assignment are to:

- To improve your ability to effectively present ideas to an audience that interrupts your presentation.
- To improve your ability to use your voice and body to effectively deliver ideas to an audience.
- To improve your ability to effectively deliver a speech from limited notes.
- To develop your ability to express thoughts and emotions effectively and appropriately.
- To demonstrate your understanding of the effects of nonverbal behavior.
- To advocate your own position and respond non-defensively to another's position.

The reason this speech is worth less than other speeches is because much of what happens will be out of your control, and I don't want people to be apprehensive about the way that affects their grades. Previous students have said this speech is the most difficult of the class, and I want you to have a chance to get some experience with it. This speech will be graded out of 50 points, using the following criteria (each worth 10 points).

- Did the speaker take the speech seriously, and avoid clowning around when responding to interruptions?
  - Did the speaker allow the audience to interrupt?
  - Did the speaker respond to interruptions respectfully?
  - Did the speaker respond to questions and comments directly?
  - Did the speaker get back to the speech after responding?

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### **In-class activities**

15%

These will include speaking activities, criticisms, discussions, and more – all designed to demonstrate concepts and give you a chance to practice skills. Full credit is given for full participation.

### **Midterm Exam**

15%

This will be a short answer application of your skills through speech criticism, rather than speech delivery. You will be asked to evaluate a recorded persuasive speech in order to demonstrate your knowledge of persuasive appeals and strategies, speaking techniques, and the jargon of the discipline.

**YOUR SPECIFIC SPEECH PRESENTATION/DUE DATES WILL BE ASSIGNED AND POSTED IN WEEK 2 OF THE SEMESTER! PLAN YOUR WORK AND YOUR APPOINTMENTS ACCORDINGLY!**

Here is a semi-abbreviated grading rubric for the question of fact, value, and policy speeches:

Identify speech introduction: Personal greeting and establishment/building of credibility apparent.	
1	= No introduction made. Seems to jump right into speech.
3	= Introduction includes basic greeting, but without introducing self.
5	= Introduction explains who speaker is, reason for speaking & makes audience feel comfortable.
Strong attention getter: Introduction secures attention, builds necessary bridges, and assures a fair hearing.	
1	= Introduction does nothing to intrigue the audience.
3	= Introduction attempts to reasonably secure attention, but loses focus due to length or placement.
5	= Intro creates common ground, piques audience interest in ways that are speech & audience appropriate
Purpose clear in introduction: Previews speech, makes the purpose clear.	
1	= No indication of what the speech is about.
3	= Vague understanding of purpose. Topic is clear.
5	= Specific goal is identified and stated. A brief and appropriate preview of what's to come is made.
Speaker competent communicator: Understands and addresses audience needs.	
1	= Has no target audience or incorrect audience.
3	= Specific audience accurately identified. Some understanding of audience needs or interests.
5	= Specific audience accurately identified. Effectively relates argument to audience needs or interests.
Pattern organization clear: Exhibits effective application of organizational pattern.	
1	= Unorganized speech.
3	= Organizational pattern applied at a basic level.
5	= Organizational patterns applied to speech and arguments. Help to move audience along.
Identify main points: Arguments are clear, understandable, and well marked.	
1	= No main points, or lines of argument, are clear.
3	= Main points/arguments are identifiable, but difficult to understand.
5	= Main points/arguments are clear, understandable, and indicated with sign posts.
Supporting material adequate: Evidence and reasoning are present to support arguments.	
1	= Arguments are not supported. No apparent research done.
3	= Some evidence and/or reasoning used. Could be enhanced. Questions remain.
5	= Evidence and/or reasoning more than sufficient. Arguments are well supported. Much research evident.
Supporting material understandable: Point of evidence is clear. Line of reasoning is easy for the audience to follow.	
1	= Supporting material offered not related to arguments.
3	= Supporting material appropriate for arguments. Leaves audience to make connections.
5	= Supporting material appropriate for arguments and points are clearly made, achieving logoi.
Supporting material adds interest: Evidence & reasoning are specific, novel & presented with linguistic style appropriate for speech.	
1	= Material is neither specific nor novel.
3	= Material is specific & novel, but language is inappropriate for oral presentation and/or audience.
5	= Material is good, language is appropriate, and it is presented in a rhetorically interesting way.
Speaker volume understandable: Can easily be heard. Not too soft, not too loud.	
1	= Volume is poor. It either cannot be heard or is much too loud.
3	= Volume is adequate. Still difficult to understand.
5	= Volume is right on target.
Speaker pace understandable: Clear, smooth (slower) pace. Good articulation.	
1	= Almost unintelligible.
3	= Apparent effort at keeping pace in check, but is awkwardly slow or too rushed.
5	= Speech is highly lucid.
Voice used expressively: Variations in pace, volume, and pitch add interest and meaning.	
1	= No variation.
3	= Some variations in pace, volume, and/or pitch. Could use more variation.
5	= Variations in pace, volume, and pitch add meaning, interest, and sense of passion or humanness.
Speaker relaxed and comfortable: Adequate rehearsal time apparent. Familiar with text.	
1	= Looks as if s/he has never seen the speech before.
3	= Fairly familiar and comfortable with text. Some distracting/unprofessional mistakes.
5	= Delivered flawlessly.
Speaker behavior smooth: No distracting behavior & visuals used competently.	
1	= Unprofessional or unrehearsed motions distract from entire speech. Visuals use clumsy.
3	= Some nervous habits exhibited, should go away with practice. Visuals do not enhance speech.
5	= Calm, professional demeanor exhibited throughout entire speech. Visuals used effectively.
Used body expressively: Appropriate gestures and movement added emphasis and interest effectively.	
1	= No gestures.
3	= Gestures used, but not effectively. Do little/nothing to enhance speech.
5	= Gestures are appropriate, well placed, effective, and natural.
Eye contact adds interest: Looks directly at audience members.	
1	= Does not make eye contact with audience. Looks at manuscript/podium only.
3	= Attempts to look up, but eye contact is not made/sustained or is directed in 1 direction.
5	= Eye contact is made and sustained with people throughout the audience.
Identify conclusion: Communicates closure with a clear indication of the end.	
1	= No indication that speech is coming to a close.
3	= Indication of speech's end is misplaced (either continues on too long or ends too abruptly).
5	= Communicates closure clearly and effectively, ties together loose ends as needed.
Identify purpose in conclusion: Reinforces message – the belief(s) and action(s) desired.	
1	= No mention of purpose.
3	= Call to action or restatement of goal was made, but was a little unclear.
5	= Clear and powerful call to action or restatement of goal made.
Identify review of main points in conclusion: Summary of speech reinforces arguments.	
1	= Does not summarize the speech.
3	= Summary of the speech is made, but is not readily identifiable by the audience.
5	= Clear review of arguments and persuasive evidence as needed.
Strong conclusion: Conclusion communicates a feeling, impresses the audience.	
1	= No conclusion.
3	= Conclusion performs technical roles but is enhanced in no way.
5	= Conclusion sets the psychological mood for the audience & employs appropriate dramatic element.

### **ABOUT THIS SYLLABUS**

This document has multiple purposes:

- i. To explain the course content
- ii. To detail the instructor expectations
- iii. To outline the ways you can succeed in the course
- iv. To provide instruction on how to manage the course
- v. To give you tips and direction for making the most of your educational experience
- vi. To be a contract between you and me describing our responsibilities toward one another

No exceptions or considerations beyond those outlined in this syllabus will be made for not meeting the standards detailed in this document.

This syllabus is your initial point of reference for course concerns and questions. Before turning in work, consult the syllabus. Before coming to class, consult the syllabus. Before contacting me, consult the syllabus. You are responsible for knowing and following the course policies. If you do not like or are not comfortable with the policies outlined in this document, withdraw from the course immediately. Your continued presence in the course indicates your agreement to abide by these standards and practices, and you will be expected, without question, to do so.

The following statement regarding course syllabi is found in the SUNY Potsdam Undergraduate Catalog:

Beginning on the first day of each class the instructor shall make available to each student (and deposit in the office of the respective academic dean) a current syllabus containing information on course objectives, general description of course material, listing of course activities, evaluation procedures, grading policy, attendance policy, office hours and office phone number. Departments are encouraged to publish pamphlets with detailed course descriptions in time for students to consult them before Advance Registration (p. 49).

### **PEER HELPERS**

Teaching others is often a great way to learn. We are also more likely to be attentive to tasks when we know that others are depending on us. For these reasons, each of you will be partnered up with one (or more) fellow student. This partner will be a resource to you, and you to him/her throughout the semester as a Peer Helper. In the event that you miss a class, you can contact your Peer Helper for notes and assignments. If you have a question about an assignment or need to borrow a book, the first person you should contact is your Peer Helper. Your Peer Helper is also your “Study Buddy” and your partner for in-class assignments. You are responsible to each other. If you skip a class to sleep off last night’s party, you might let your Peer Helper down if he had to miss class because of a stomach virus. If your Peer Helper chose to draw cartoons during class instead of taking notes, she might be letting you down if you wanted to work together for some clarification on a concept.

### **GAMES, MOVIES, TV, MUSIC, SKITS, ACTIVITIES, GROUP WORK**

Everything that happens in this classroom (and in life) is a potential learning experience; it’s up to you to make the most of the opportunity and the time. And everything I have planned for this class (and sometimes things that aren’t planned) has course-specific purposes and goals, no matter how silly, stupid, weird, and/or fun it may seem. Make sure you pay attention to everything. Make sure you put effort into everything. If you do, the odds of your success in this course will be greatly improved – and you will take more away from the semester than just three credits.

Different education specialists have identified different types of learning styles, but two of the most useful categories are those of auditory, visual, and kinesthetic learners (Tileston, 2000, pp. 14-16), or of those who learn through Sensing-Thinking (ST), Intuitive-Thinking (NT), Intuitive-Feeling (NF), and Sensing-Feeling (SF) (Silver, Strong, & Perini, 2000, p. 29). The use of movies and television shows can tap into those of you who learn visually and aurally, as well as the SF learners who thrive on interpersonal concepts and NF, who respond to imagery and artistic expression. Meanwhile, games benefit the kinesthetic learners through activity, the SF learners through group work, the NT learners through problem solving, and the ST learners through competition. Small in class projects can tap into the ST learners, who respond well to the organization and management of information as well as the practicing of skills, the SF learners who are productive in groups and cooperative work, and the NT learners who enjoy analysis. The open-ended discussions that are the earmark of my classes and my Socratic approach to teaching are beneficial to the NF learners who enjoy abstract

thinking, the NT learners who value the use of evidence, and the SF learners who value personal sharing of ideas. Basically, it is my hope that there's something here that will resonate with and challenge everyone.

Silver, H.F., Strong, R.W., & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

Tileston, D.W. (2000). *10 best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin Press.

## **CITIZENSHIP**

No matter how much we may value independence and pride ourselves on being unique individuals, we are part of multiple communities. The more attention we pay to what is happening in the world around us, the more sense we can make of our selves and our lives. No matter how unique and independent you are, you *are* impacted by the world you live in, and *do* have an impact on that world, too. Studies show that people who choose to learn about the communities they live in are more likely to help solve a community problem, believe they can make a difference in their community, volunteer, trust other people, understand the government, make consumer (ie: buying) decisions for ethical or political reasons, believe in the importance of voting, and be registered to vote (2006 Civic and Political Health of the Nation Report). Do you want to be one of those people, or would you rather just trust that those people are making the right decisions for *your life*? The world is run by those who show up.

This course, and probably many other courses, will be easier for you if you are aware of what is going on around you. If you take an interest in life generally, it will be much easier to find interest in your classes. Follow current events locally, nationally, and internationally. You might think the news is boring, but you'd be surprised how many cool or provoking things are happening to people just like you everyday and how many things are happening that will effect your lives now. The more you know about these things, the more you'll be able to bring to discussions, the more connections you'll be able to make between class material and "the real world," and the more ideas and ease you will have in completing assignments. This is true for all of your classes, from calculus to ancient history. So while you're checking out the latest Mini-Feed on Facebook, check out the day's headlines, too. I will start every class by asking about current events, so stay informed.

Education is not preparation for life, it is life itself!

## **HOMEWORK, PROJECTS, AND OTHER ASSIGNMENTS**

Except as **otherwise noted**, all written assignments should be typed using:

- 12-pt. Times New Roman font
- black ink (or something dark if your run out of black – like I have)
- white or cream paper
- double-spacing
- 1 inch margins

*Three points will be deducted for each of these guidelines that are not met.*

- I ask that multi-page documents be stapled (no paperclips, covers, or loose stacks *-please!*). There will be a stapler in the room should you need one.

Before handing in, all work must be proofread to minimize spelling errors and grammatical blunders, while maximizing clarity and completion. Take advantage of the spelling and grammar checks built into your word processing program.

More than two errors per page will result in the lowering of your grade by a ½ step. More than 4 errors per page will result in the lowering of your grade by 1 step. More than 6 errors per page will result in failure of the assignment.

Your assignments should generally follow Standard American English conventions of language use. Basically, that means write like someone who is educated well enough to be in college. If you're like most students, you'll make a few mistakes now and then, but what you say should be easy to follow and, in general, grammatically correct. Written assignments are not text messages. If you do not write using complete words and complete sentences you will not get a passing score. If you think you could use some help with your writing I encourage you to make use of the College Writing Center.

Drafts may be reviewed for feedback and assistance prior to grading if they are given to me in paper or electronic form at least 36 hours before they are due. Drafts received less than 24 hours before the due date will definitely not be reviewed. I will not, however, correct all spelling and grammar errors for you; that is your responsibility.

***Only one assignment will be accepted late.*** It will receive a ½ step grade reduction for each day it is late beyond the due date, including weekends. I will generally collect assignments at the beginning of class the days they are due. Your assignment must be turned in *when I collect them*. If it comes in later--even later the same class period--it will be considered late.

Beyond that one assignment, late assignments will not be accepted, except in extreme circumstances with documentation. (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, flues, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. Documentation must come from official sources like coaches, doctors, lawyers, or clergy. They are not notes from your parents.) I don't like being rigid about deadlines but they are a fact of life and there's no good reason why this class should be any different. Besides, it's not fair to the people who made the effort to do the work on time to pretend the deadlines don't matter.

To ensure that you receive credit for all your work, follow these guidelines.

- ◆ Make sure you are intimately and thoroughly familiar with the syllabus and closely follow the course calendar.
- ◆ Attend class regularly. If you cannot attend a class, contact your assigned partner as soon as possible to find out what you missed in your absence and to get any assignments.
- ◆ In the case of an obligation that prevents you from appearing in class:
  - Hand in the assignment early, make arrangements for someone to hand it in for you, or email the assignment to me *before* class **AND** provide a hard (ie: paper) copy by the next class.
  - !! Credit will not be given for assignments turned-in in electronic format only. This is to protect you from suffering the consequences of lost emails. !!
- ◆ In the case of an illness that prevents you from appearing in class:
  - Email the assignment to me *before* class **AND** provide a hard (ie: paper) copy by the next class.
  - !! Credit will not be given for assignments turned-in in electronic format only. This is to protect you from suffering the consequences of lost emails. !!
- ◆ In the case of computer malfunctions:
  - For shorter assignments, turn in the assignment handwritten.
  - For longer assignments, turn in a handwritten summary followed by the full version *within 36 hours*.
- ◆ In the case of printer malfunctions:
  - Email the assignment to me *before* class, or hand in a CD or 3.5" floppy with the assignment on it.
  - AND** provide a hard (ie: paper) copy by the next class.
  - !! Credit will not be given for assignments turned-in in electronic format only. This is to protect you from suffering the consequences of lost emails or damaged disks. !!

Presentations or oral assignments must be delivered on the day assigned. There is not time in the semester to reschedule, and your classmates and I are counting on your contribution for the given day. In extreme circumstances with documentation, alternative arrangements can be made, *if and only if*, I am **notified by phone or in person prior** to your presentation time. (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, flues, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. Documentation must come from official sources like coaches, doctors, lawyers, or clergy. They are not notes from your parents.)  
\*Speaking notes are not subject to the rules of written assignments in that they may be handwritten and do not need to be in complete sentences.\*

Tests must be taken on the scheduled day, except in extreme circumstances with documentation. (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, flues, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. Documentation must come from official sources like coaches, doctors,

lawyers, or clergy. They are not notes from your parents.) In extreme circumstances, a make-up exam will be scheduled; it may take a different form than the regularly scheduled tests (ex. short answer instead of multiple choice).

### **READINGS & CLASS PREPARATION**

Lecturing for the purpose of giving notes is not necessarily a regular practice in this class. Therefore, if you expect to “get anything” out of your class time, you must come to class having done any and all assigned reading. Chapters and their due dates are clearly indicated on the course calendar. Furthermore, I am not in the habit of providing the “Cliff’s Notes” or “Spark Notes” version of the text as my course content. More often than not, that’s a boring waste of everyone’s time. Instead, classes will be expansions on, or demonstrations of, material related to the day’s reading, again emphasizing the need for you to do the reading before coming to class.

For each assigned chapter, it is recommended you make your own notes about what the chapter was about, what questions you have, key ideas, etcetera so that you can contribute productively to class discussions.

To encourage you to make preparing for each class a habit, you have the option of doing the following:

1. For *each assigned chapter*, you **may** make notes about the chapter on *ONE 4x6* (maximum) index card, **both sides**.
2. Turn this card into me (with your name on it) on the day the chapter is due.
3. I will then keep these cards until the next quiz or test, when I will...
4. Give them back to you for...
5. Your use during the exam.

\*This is an optional assignment. No credit is given for completing note cards. No credit is deducted for not completing them.

To take advantage of this very useful offer, you must act immediately. Offer expires regularly. Cards will only be accepted on the day the chapter is due. You may not turn them in later for any reason. This option exists to encourage you to a) come to class b) prepared; to accept them late would defeat this purpose.

### **NOTES AND NOTE-TAKING**

Again, lecturing for the purpose of giving notes is not necessarily a regular practice in this class. For those people who enjoy having notes in addition to the text, copies of my personal “lecture notes” or outlines will be made available **ONLY** to students who were in class (an added incentive for regular attendance).

Furthermore, it will benefit you greatly if you conceive of notes not as something you “take” from me, but as something you “make” for yourselves. That means that just because you don’t see an overhead projection, PowerPoint slide, or chalkboard scribbles identifying vocabulary terms, definitions, names, and dates in front of you during class, that doesn’t mean there is nothing for you to write down. Pay attention. Think actively. Listen critically. And jot down ideas, phrases, and information that you want to remember for later. Feel free to ask me to slow down or repeat something at any time.

I saw a t-shirt for sale in a catalog once that said, “If I’m talking, you should be taking notes.” Pretend I’m wearing it to every class. Also, it’s a good idea to make note of the course activities, movies, media clips, games, etcetera and what concepts they demonstrated or what discussions they led to – just to jog your memory later on during exams or assignments.

### **HANDOUTS**

Most of the course’s handouts will be distributed via email prior to the class in which they are discussed, and will be posted on Blackboard as far in advance as possible. This is done for 4 reasons 1) To reduce the chances of your missing or losing important information, 2) To help keep you on track with the course, 3) To help the environment, 4) To help save the college money so that it can be spent on things more useful than photocopies. In order to contribute toward these goals, you will need to check your email and the Blackboard regularly. Any emails from me will always have a subject that begins with the course number. I will only use your Potsdam email accounts. You are free to print off copies of anything you want to have in paper form.



## GRADING

Grades are earned by you, they are not awarded or deducted by me. You start this class and every assignment at “zero;” you should understand each grade as being a level of achievement, rather than a level of loss. (That is to say, don’t ask “What did I lose points on?” instead ask “How could I have earned more points?”) When you get scores on assignments I’m not *giving* you a grade, you’re earning it. Part of my job, and part of what you’re paying for, is an honest evaluation of what you do. Sometimes you may not like what you hear, and I’ll try to tell you how well you did in the most positive way I can think of, but you can’t improve unless you know what mistakes you’re making or what weaknesses you have as well as what you’re doing well.

I prefer intrinsic motivations, and therefore, am frankly not a fan of giving a lot of graded assignments. I believe this extrinsic reward is too often the only motivation for students to complete assignments, which takes attention away from the ultimate goal of individual and community growth through learning. A college education should be viewed as a privilege and an opportunity to become informed and scholarly. However, for lack of a better system and a larger population recognizing that even non-graded assignments are important, grades will be assigned in this class.

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0

Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Wherever appropriate, I use rubrics to grade work in this class. Not only do rubrics make the grading process more efficient by saving time, to help get your work back to you faster, and ensuring consistency from student-to-student and from day-to-day, but they also should help to make my expectations clear to you. Take advantage of the information and insight they provide you by using them to check your own work in advance of submission.

**If you do not complete all the work for this class, you might not pass the class.** Do the work. It’s much easier than trying to come up with excuses or beg for special consideration at the end of the semester.

Because this course carries a General Education designator, you will need to successfully complete the General Education requirements of the course in order to receive a passing grade. To see the GenEd standards, visit <http://www.potsdam.edu/content.php?contentID=19310BE4C1D99D85924ECF3FE981CE6D> (or navigate from the SUNY Potsdam homepage through the following links: “Academics” – “General Education” – “General Education Program.”)

Grades are broken down **in this class** as follows:

4.0 (A)	97-100	2.0 (C)	75-78
3.7 (A-)	93-96	1.7 (C-)	71-74
3.3 (B+)	89-92	1.3 (D+)	68-70
3.0 (B)	85-88	1.0 (D)	63-67
2.7 (B-)	81-84	0.0 (F)	0-62
2.3 (C+)	79-81		

## GRADE CHALLENGES

If you identify an error in grading, I am always willing to admit to a mistake and correct it.

If you want me to *reconsider* a grade, follow these steps:

- 1) Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- 2) Write a 1-2 page explanation of why the grade should be reconsidered, following the same guidelines for all written work, identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. **The burden of proof in any disagreement over evaluation of student performance rests with the student.**
- 3) Resubmit the original work (complete with grade & comments) along with the rationale.
- 4) Allow two weeks for reconsideration. *Be aware that in reconsidering a grade, I may find that it earned a lower grade than it originally received.*

- 5) Accept the final decision, whether the grade stays the same, is raised, or lowered. I will reconsider each assignment only once.

### **EXTRA CREDIT**

Extra credit is not part of this course, so do not count it. Extra credit assignments *MIGHT* be given at the discretion and decision of the instructor to the entire class. **Extra credit will never be given to an individual** and is never available after completion of the course.

### **ACADEMIC INTEGRITY**

As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

*“On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor”*

To plagiarize is to pass off ideas or words of someone else as your own or to use created productions without crediting the source. It is literary and intellectual theft when you present work that someone else did as being new and original. If you aren't concerned by how much you personally lose by plagiarizing, consider how much it sucks when someone else takes credit for *your* idea or *your* effort, and remember that if you're tempted to deliberately plagiarize or simply do sloppy work.

For these reasons, students in this course will be responsible for authenticating any assignment submitted to the instructor. If asked, you must be able to produce proof that the assignment you submitted is in fact your own work. Therefore, I recommend that you keep copies of all drafts of your work, make photocopies and/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. (This is a good practice for any and all classes. Not only will it protect you should you ever be accused of academic dishonesty, but it also protects you in instances of computer malfunctions, stolen bags, spilled coffee, and bad filing systems.) In addition to requiring a student to authenticate his/her work, I may employ other means of ascertaining the authenticity or originality of your assignments – such as engaging in internet searches, requiring students to explain their work and/or process orally, etc.

I have a zero tolerance policy on plagiarism. Any time you incorporate the words and/or ideas of another person into your work, whether from a book, a film, T.V., the Internet, or any other source, without giving their creator the credit, you have plagiarized. In the event of plagiarism on a an assignment in this course you will A.) Fail the assignment. B.) Possibly fail the course.

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. These include, but are not limited to: using non-sanctioned notes on an exam, using electronic devices to get answers for an exam, copying others' assignments, using work from “paper mills,” turning in work from another class without seeking permission from me and the other instructor.... If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

For additional information on Academic Integrity and Standards at SUNY Potsdam, see page 41 in the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

### **ATTENDANCE**

Attendance is mandatory! If you cannot be to every class on time, then you should not take this class.

Regular, timely, attendance is expected. In-class work and assignments that are missed during an absence cannot be made up, except in extreme circumstances with documentation. (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, flues, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. Documentation must come from official sources like coaches, doctors, lawyers, or clergy. They are not notes from your parents.)

Late arrivals are frowned upon. But, hey, sh\*t happens. We all have bad days, and I would rather see you arrive late, with wet hair, mismatched shoes, and only a gum wrapper to write on than have you miss the class

completely. Frequent tardiness, however, is counterproductive and will be noted. In this case, you will be asked to either adjust your schedule so that you can be on time or to withdraw from the class. I don't like to be so harsh, especially knowing that sometimes jobs or even other classes can create timing issues for some students, but a lot of "housekeeping" is done at the start of each class meeting and regular tardiness, no matter how justifiable, creates many problems.

When you arrive late, please enter the classroom quietly at an appropriate moment, and take the first available seat. Do not make a lot of noise, do not interrupt to offer apologies, and do not intrude upon the entire class by searching for a seat you like or cutting across the front of the room. Being late is something that should cause some embarrassment – not be an opportunity for a grand entrance and 15 seconds of attention.

**I reserve the right to lower your grade if poor attendance or frequent tardiness have interfered with your performance in the course or have been disruptive to the class.**

If you feel that you have an important reason for missing or skipping all or part of class, that is your choice to make. Only you can weigh the costs and benefits of that decision and determine whether or not you are comfortable with the consequences. And only you are responsible for those consequences.

In the case of prolonged absences from class of one week or more, you must notify me immediately in order to make arrangements. Consecutive absences of one week or more, without notice from you, will result in a failure.

Incompletes, or other arrangements for course completion, can be planned only in extreme circumstances with documentation. Extreme circumstances do not include events like hangovers, colds, roommate conflicts, flues, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. They are things like hospitalization, serious illness, religious observances, death in the immediate family, or some other serious *emergency* so late in the semester that there isn't time to make up what you miss. If you have a substantial amount of work that you cannot finish, you should withdraw from the course, not seek an incomplete.

Additional information regarding Attendance can be found on pages 49-50 in the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

### **FINAL EXAM WEEK**

Please make note of the date and time the final exam for this course is scheduled, as attendance is MANDATORY unless you have a documented religious conflict, a documented school related activity scheduled that day, a documented emergency that prevents you from attending on that date, or this exam is the 2<sup>nd</sup> of 3 on a single day and you have gone through the proper channels to have the time changed. (As per SUNY Potsdam policies, a student must request rescheduling two weeks before the last day of classes. This request must be in writing and must be filed with the professor with copies to the department chair and the dean of the school(s) under whose jurisdiction the course(s) in question is (are) offered. The appropriate dean has the final responsibility for the rescheduling of the examination(s). The rescheduled examination(s) must normally occur at a time during the final examination week.) Tell your mother, father, grandparents, aunts, uncles, siblings, cousins, significant others and anyone else not to buy you a ticket for a plane that leaves before the final exam time scheduled for this class. Tell anyone who might give you a ride away from Potsdam that you can't leave before the final session is over. Tell any potential employers that you cannot begin work until the final session is over. The final exam schedule for all of your classes is always available through Student information on the SUNY Potsdam Web site, so plan ahead.

The college's Final Exam Policy can be found on page 48 of the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

### **ETIQUETTE**

The success of this course is directly related to the sense of community that we will develop in this classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

Your enthusiasm and a positive attitude will not only make the semester more enjoyable for me and for your fellow classmates, but for you, too, and it will help you to do better in the course. If you have no enthusiasm for the course, fake it. You might just trick yourself into feeling it for real. Smile. Participate. Attack the work in this course as if it were important to you and your life – because it is.

I will never stop anyone from answering the calls of nature – whether for thirst, hunger, or other needs. If you are uncomfortable, you will not be able to focus. However, do not be disruptive. You will not see me leaving the classroom on a regular basis to use the bathroom, nor will you see me crunching on a bag of chips or chewing on a Big Mac. If I can survive through the class, you probably can, too.

If you can't make it through one class meeting without being "wired" then you should not be in the class. All electronic devices must be turned off and put away (out of sight) prior to the start of class. If there is some medical reason for leaving a pager or cell phone on, make sure it is on vibrate and in your pocket. I will not tolerate phone calls, text messaging, gaming, or the use of personal entertainment media during class.

*Five points will be deducted from your final grade for **each** instance you violate this code.* In the grand scheme of life, our class meetings are not that long, so there should be no need to break the code.

Do not pack up before I dismiss you. You never know when I may say something important or give a last minute assignment. You're going to want to have that pen and paper handy. Besides, it's just never a good idea to be rude to the teacher.

Though I do not have a problem with the use of curse words in the classroom, I ask that you be considerate and judicious in your use of them. Occasional use is one thing. Relying on curse words to express yourself is an indication of a small vocabulary, a disregard for the feelings of others, and perhaps a small mind. And though I do not mind you swearing in front of me, swearing *at* me will **never** have a good outcome for you and I reserve the right to determine what that outcome will be as I see fit.

In most circumstances, I should not see curse words in your written work. That forum is not the appropriate place for such language use; the English language has many rich alternatives for expression. Swearing in written assignments where better alternatives are available will negatively effect your grade.

Additional information regarding the expectations of your behavior can be in the Code of Conduct in your SUNY Potsdam Student Handbook (available electronically under information for Current Students off the college's homepage at [www.potsdam.edu](http://www.potsdam.edu)).

**CONTACT:**

Office: Morey Hall 144

Mondays & Fridays: by previous appointment

Tuesdays & Thursdays: 12:30-1:45 & 3:30-4:00

Wednesdays: 12:00-1:45

Phone: 315-267-2883

Email: [knopfcm@potsdam.edu](mailto:knopfcm@potsdam.edu)

The purpose of office hours is to give you a chance to talk to me so you can do better in the course. That means you can come talk to me about your assignments, readings, exams, or other things if you want. I'd much rather help you improve before you're graded than after, so you have the best chance of doing well in here. (Don't wait until the last minute, though, or you won't have time to use my suggestions.) Please do not think you're interrupting me if you visit me during office hours. That's what they're for. There may be some days when a meeting will be scheduled during office hours, and I won't be available. You may want to call first so you don't make a trip for nothing. You're also welcome to drop by if I'm there and available at any time.

If you choose to contact me by email, follow these guidelines.

◆ Put the course number in the subject line. --If you do not do this, I might overlook your message or it might be filtered as SPAM. Do not expect a reply if you do not put the course number in the subject line.

◆ Allow 12-24 hours for a reply (assuming your message needs a reply) during the week.

◆ Do not expect me to receive your email over the weekend or in the middle of the night. --I might get it, but there's a very good chance that I won't access it until the following workday.

◆ Be respectful. --It's a good rule for life to never say anything in an email that you wouldn't say over the phone or in person.

◆ Practice your writing skills by using complete words, complete sentences, proper punctuation, paragraphs, and correct spelling. --If you can't take the time to write a well-developed message, I can't take the time to read it.

◆ Avoid email if possible. --It's much better to stop by my office hours (that's why I have them), or, if necessary, to leave me a voicemail. I get a large amount of email everyday, and it becomes difficult to keep track of it all and extremely time-consuming to manage it all. I would rather use the time it takes me to respond to emails ensuring that I grade your assignments in a timely manner, complete with comments and feedback, and by preparing lively, engaging classes.

### **SUCCESS**

This course is a team effort, of which you and I are both parts. That means we all need to put forth some effort. You won't gain much, if anything, in here if you are passive and wait for me to pour knowledge or skills into your head or tell you exactly what to do on your assignments. You need to get involved in this class, to engage in the discussions, and make choices of what will work best. You are responsible for your success in this course. I am here to help you succeed in the course – not guarantee it. I cannot help you if you do not do the minimal work required, as detailed in this syllabus. Your success depends upon your effort, dedication, and motivation. I will do what I can to make the material accessible, interesting, purposeful, meaningful, and clear.

At any time during the semester, I am happy to review drafts, answer questions, offer tutoring, suggest resources, and help find solutions to any problems you are experiencing in the course – but it's up to you to ask. Sometimes you may not fully understand what is expected of you even after I've tried to make it clear. Sometimes you may think you know what's expected, but you'll want to confirm those impressions. I strongly encourage you to ask questions in class or talk to me individually to make sure you know what you're supposed to do. Part of anything you do in here has to come from your own creativity, intelligence, and effort, but I want you to have every chance to clearly understand the general expectations. And choosing to not seek clarification or assistance is not an excuse for not knowing or doing what is expected of you.

I will do everything I can to teach you, but I can't make you learn, and I can't make you care - those are your choices to make. Your presence in college makes you among the most privileged people in the world; please take advantage of the opportunity you have and make the most of it – many will never have the same chance.

### **RELEVANT ACADEMIC POLICIES & ADDITIONAL INFORMATION**

If you have additional questions or concerns about the policies and practices of the college, the Undergraduate Catalog is an excellent resource. Electronic versions are available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog). A selection of relevant topics has been listed below with page numbers for the PDF version.

Academic Standards	pp. 41 & 47
Attendance	p. 49
Career Planning	p. 35
Childcare	p. 35
College Credit Policies	p. 43
College Writing Center	p. 35
Counseling	p. 35
Course Scheduling Deadlines	p. 46
Family Educational Rights & Privacy Act	p. 52
Final Exams	p. 48
Grading Policies	p. 45
Health Services	p. 37
International Education	p. 37
Special Programs (Bridges, EOP, Student Support)	p. 39
Student Rights	p. 41
Student Success & Support	p. 37
S/U Option	p. 46
Syllabi	p. 49
Technology	p. 35
Withdrawal from College	p. 50

<u>day</u>	<u>date</u>	<u>college</u>	<u>class</u>	<u>work due</u>	<u>reading due (from Bb)</u>
Tue	1. 22				
Thu	1. 24	Last day to add/drop (1/25)	ethical considerations		Mindless & Ethics
Tue	1. 29		persuasive speaking	(fact audience analysis)	Osborn
Thu	1. 31		persuasive speaking	(audience description)	Zarefsky
Tue	2. 5		Stratagems of influence		Stratagems
Thu	2. 7		Using process premises		Process
Tue	2. 12		Using content premises		Content
Thu	2. 14		Using cultural premises	fact audience analysis	Cultural
Tue	2. 19	No Class - Winter Recess			
Thu	2. 21		Verbal & nonverbal influences	audience description for class	Nonverbal & words
Tue	2. 26		Fact speech	Speech – see Bb for your day	
Thu	2. 28		Fact speech	Speech – see Bb for your day	
Tue	3. 4		Fact speech	Speech – see Bb for your day	
Thu	3. 6		Fact speech	Speech – see Bb for your day	
Tue	3. 11		Midterm review		
Thu	3. 13		Midterm review		
Tue	3. 18	Last Day to Withdraw or select S/U	Midterm exam	value audience analysis	
Thu	3. 20			audience description for class	
Tue	3. 25	No Class - Spring Recess			
Thu	3. 27	No Class - Spring Recess			
Tue	4. 1		Value speech	Speech – see Bb for your day	
Thu	4. 3		Value speech	Speech – see Bb for your day	
Tue	4. 8		Value speech	Speech – see Bb for your day	
Thu	4. 10		Value speech	Speech – see Bb for your day	
Tue	4. 15		to be determined	policy audience analysis	
Thu	4. 17		to be determined	audience description for class	
Tue	4. 22		to be determined		
Thu	4. 24		Policy Speech	Speech- see Bb for your day	
Tue	4. 29		Policy Speech	Speech – see Bb for your day	
Thu	5. 1		No class (Dr. K @ ECA conference)		
Tue	5. 6		Policy Speech	Speech – see Bb for your day	
Thu	5. 8		Policy Speech	Speech – see Bb for your day	
FRI	5. 16	10:15-12:15 [ideally 10-12:30]	interrupted speech (a re-presentation of a previous	speech – see Assignments sect	lon)

Bb = Blackboard

Work is due on the day specified. Readings are due on the day specified. For more details about the assignments, see the Assignments portion of the syllabus. For more information about the readings, see the Readings portion of the syllabus, as well as the readings information provided on Bb.