Instructor Introduction
You may call me Dr. Weber or (as most students do), Dr. Sue. My degrees are in speech communication, meaning that I focus on oral communication, specifically public speaking. As the Associate Director of Communication Within the Curriculum, I teach a service-learning course in which Penn students learn to coach speakers at Science Leadership Academy, in preparation for supporting Penn speakers. Before coming to Penn in 2006, I coached intercollegiate forensics (speech and debate) teams. I love teaching speakers to present themselves with personality and poise. Email me with anything you want to share or ask.

Course Overview
This introductory course is designed to equip you with strategies for success as a public speaker. We will attempt to de-myth the podium, exposing the work necessary to deliver an engaging speech. We will focus on developing the skills and insights outlined below. Of course, your achievement level will depend on your willingness to think about public speaking principles, listen to feedback, and grow as a speaker. If you put the necessary creative intellectual effort into your speeches, then you’ll be successful at building connections with audiences and confidence in your voice.

At the completion of this course, you will have some basic skills that can make a significant difference if you thoughtfully employ them. I’ll be cheering you on and encouraging you to focus on particular areas of improvement. If you listen intently and practice the principles covered during this class, you can expect the following:

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<tr>
<th>You will be able to—</th>
<th>You will not be able to—</th>
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<tr>
<td>understand communication anxiety and employ strategies to manage it.</td>
<td>avoid getting nervous for every speech you’ll deliver.</td>
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<td>prepare clearly organized and cogent speeches.</td>
<td>deliver flawless speeches.</td>
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<td>identify your major strengths and weaknesses as an orator.</td>
<td>make dramatic improvements in minutes.</td>
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<td>come up with interesting support for your ideas.</td>
<td>please all audience members with your evidence and examples.</td>
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<td>advocate with clear and focused arguments.</td>
<td>convince everyone of your cause or always change minds.</td>
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<td>use effective visual support to convey your message.</td>
<td>create design-professional-quality graphics.</td>
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<td>connect with people.</td>
<td>speak perfectly.</td>
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Required Texts
All required reading and viewing/listening will be free and available online.
- Stand up, Speak out - The Practice and Ethics of Public Speaking
- Slideology

Principles & Expectations

Non-Credit Course & Assessment
Because you will not receive Penn credit for this course, most of the work will happen during class sessions. You will need to rehearse and revise your prepared speeches outside of class, though. You will have time in class to workshop your final presentation, a TED-style Talk.
Although you will not receive a course grade or course credit, I will evaluate your work and your progress. I am happy to write letters of recommendation for students who meet the following criteria:

- Attend every class period on time. (If another class causes tardiness or an illness causes an absence, let me know in advance.)
- Provide thoughtful and constructive peer feedback.
- Demonstrate respectful participation (as agreed upon in our community standards).
- Demonstrate respectful listening when others speak.
- Demonstrate progress as a speaker, showing that you are integrating feedback.

**Respectful Participation**

1. Your Ally: Please talk with me if you feel threatened or disregarded in this class. Building and maintaining a collaborative and learning-friendly classroom are our shared responsibilities.
2. Listening Expectations: You will be evaluated as a listener as well as a speaker, for effective communication requires both skill sets. Students will be expected to demonstrate and cultivate excellent listening skills during this course.
3. College-level Expectations: 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. Demonstrate your interest in what everyone in the classroom has to say, not just the professor.

**Communication Integrity**

Speaking with integrity will always help you to build rapport with audiences. 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. Copying from a website is usually inappropriate even if you do cite the source, because you need to speak in your voice. Direct quotations should be used sparingly and purposefully. In any case, always cite the source—oral citations are required for oral presentations. 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 how you are using her/his work?

**Speaking Experiences**

If you come to this course without much public speaking experience, that’s okay. You’re in the right place. If you come to this course with public speaking experience such as competitive high school speaking experience, that’s okay. You’re in the right place. Please realize that this is not a competition (not Forensics, Student Congress, Mock Trial, Model UN or similar). Rather, this is your first experience with a university-level public speaking course. Please don’t see it as a sign of your weakness when I have feedback aimed at helping you become an even more engaging speaker. It’s my job and a job that I love. Penn hired me because I know a thing or two about public speaking coaching. I love coaching speakers and look forward to listening to you.