

University of San Francisco

First-Year Seminar

Handbook for Faculty

Welcome to the world of First-Year Seminars! Those of us who have taught a seminar before agree that it is an exciting and rewarding experience. Here are some testimonials from faculty:

“Fresh faces, enthusiasm, a general sense that they’re delighted to be in college and are enjoying the challenge of finding their voices in this new world . . . All in all, it’s been a lot of fun.”

“It is delightful; they come with great expectations, lots of good will and wonder.”

“It’s a really worthy experience. I love doing it.”

“It’s a great program!”

“I’ve found this program to be one of the best experiences of my teaching career at USF, and I would definitely recommend it to others.”

Whether you will be teaching a seminar this year or are just thinking about submitting one, this resource guide is designed to provide ideas, best practices, and the practical “nuts and bolts” that will make your planning easier and your path to success smoother. The First-Year Seminar (FYS) Committee compiled this Guide, and we are always eager to hear your ideas and feedback so that we can continue to expand and improve this important program.

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Part One: What is Special about a Teaching a First-Year Seminar?

First-Year Seminars (FYS) offer an opportunity to teach small classes; to develop long-term relationships with new University of San Francisco students and watch them grow and develop over their years here; to focus your Core courses on areas specifically pertinent to your interests or research; to enrich your pedagogy with out-of-class excursions; to facilitate the transition of students to the USF community; and thus ultimately to impact the culture of our community. *Transfer-Year Seminars* (TYS) are similar in all relevant respects, but instead of serving students attending college for the very first time, these courses are tailored to Transfer students with some college experience, yet needing to find their place within the USF community.

Note: All of the following points apply to Transfer-Year Seminars, though for ease this Handbook refers to First-Year Seminars almost exclusively.

There are **Five Unique Components of a First-Year Seminar:**

1. Mentoring
2. Enrichment Activities
3. Course Stipend
4. Course Topics
5. First-Year Seminar Assistants

1. Mentoring

The goals of Faculty Mentoring are to purposefully assist first-year students to improve academic achievement, USF retention and school spirit, and leadership capacity. Mentors demonstrate interest in students' lives, studies, and experiences outside of the class context. This interest acknowledges the student as a person, and not merely a seminar participant; it builds a bridge to the student where their journey as an individual can be recognized by faculty at the university. Faculty Mentoring relationships can be invaluable in student retention, and are typically quite rewarding to the Faculty Mentor.

Each Faculty teaching a First-Year Seminar agrees to serve as a Mentor to the students enrolled in the course, including at least the following responsibilities:

- Faculty will arrange a minimum of two individual meetings with each student during the semester to discuss non-course-related issues. These may include the student's other courses, her projected major and minor, her intellectual goals and

- ways to meet them, her social and cultural activities, and her intellectual and personal background.
- Faculty will be prepared with resources to address specific student issues, including referrals to student academic services, the Dean of Students office, counseling services, Student Activities for connection to groups and clubs, and potential service opportunities.
 - Faculty will support or supplement the existing Academic Advising the student is receiving. Faculty agree to act as an Academic Advisor for students who may lack one, and to discuss future course and program options with the student. Since many departments have shifted from individual to group advising sessions, this enables the Faculty to help the student tailor her curriculum to her specific needs, particularly as regards Core courses.
 - Faculty make (and communicate to the students) a commitment to continue to serve as Mentor and remain available to the student for the remainder of that student's time at USF.

A Reflection on Mentoring, by Rachel Crawford

The term mentor was drawn from the second and third books of Homer's The Odyssey and is based on the pedagogical relationship between an older guide, Mentor (Μέντωρ), and his pupil, Odysseus's son, Telemachos (τηλεμαχος). It has traditionally referred to a British pedagogical method: the baccalaureate and post-baccalaureate tutorial, which contrasts drastically with U.S. classroom-style teaching.

To refresh my memory about the relationship between Mentor and Odysseus's son, whose epithet is always some version of "clear-headed" or "thoughtful," I reread the notable passages in my Fitzgerald translation. I had forgotten that Athena, ironically, dominates the role of Mentor, taking on his physiognomy, although she seems self-disciplined about her use of her supernatural powers. Adventitiously for us, or for English-speaking educators who misconstrued this spectacular anecdote for the relationship between teachers and students, Mentor ends in -or: -Or is not a suffix, however; it is simply the name of one Odysseus's oldest friends. The -or ending does not indicate someone or something who does something: Mentor does not go about mentoring. This means that students fulfill the part not of mentees, a word that has not yet been recognized in most dictionaries. The more appropriate counterpart to indicate students would be telemachi, from Odysseus's son.

The anecdote of Athena/Mentor has significance for the pedagogical relationship. Athena takes on the shape of Mentor and acts in his name; as teachers we do not have Athena's supernatural power, but we do have significantly more social authority than our students, and like Athena/Mentor our task is to put this capacity to good use.

Athena's relationship to Telemachos should be seen as a template to inspire us with the will to guide our students and advocate for them; to admonish them and inspire them; to model the scholarly life for them and provide them with direction over the pathless, wine-dark seas of academia that fill many students with increased uncertainty as they progress through school and come to the end of this portion of their lives.

—>

When they reach the land ruled by Nestor, Telemachos feels daunted at the thought of speaking; she again admonishes him and reminds him of his gifts and of the gods that “were never indifferent to your life”: “Reason and heart will give you words, Telemachos.” His ability to speak to Nestor figures forth what Athena has taught him: confidence, drawn in part from the strength he derives from his family; pragmatism, or doing what needs to be done; communication, even when it seems difficult, as it did with his mother’s suitors; and eloquence, speaking in the language appropriate to a king. Athena/Mentor invests herself in seeing Telemachos succeed and has confidence in him; Telemachos remembers that “Mentor” has taught him skill, willed him to learn, nudged him to act, and made his path easier.

2. Enrichment Activities

Faculty teaching a First-Year Seminar agree to incorporate no less than two (2) out-of-classroom activities, either on- or off-campus, into their syllabus and course curriculum. The time, density, and content of these activities will, naturally, vary widely for each course, and the following serve as some potential activities Faculty might consider:

- Academic Presentations;
- Panel Discussions & Workshops;
- Cultural, Artistic & Sporting Performances;
- Museum & Gallery Exhibitions;
- Student Service Projects;
- Visits to Cultural, Historical, or Geographical Sites;
- Literary Readings.

Since event participation can be constrained by student schedules and commitments, Faculty are encouraged to select or identify as many events as they deem appropriate throughout the semester and require students to attend no less than two. (Students cannot be required to attend an event outside of the specified course hours, but can be expected to make time when given an array of available opportunities.) Faculty who utilize class time for off-campus site visits/fieldwork (typically, only those who have scheduled their classes on one day/week) may be exempt from this requirement, meeting it during the allotted course time.

Some popular destinations (with group costs) include:

- Academy of Science: \$21.71 per regular adult and \$25.46 for students
- Exploratorium: \$15/person
- Alcatraz tours: free (contact park ranger—in a recent year, USF classes qualified for free tickets to the Ai Weiwei exhibit on Alcatraz)
- de Young Museum (permanent collection, including docent-led tours): FREE for groups, if you arrange several weeks in advance.

3. Course Stipend

Each First-Year Seminar receives a stipend for Instructional Activities of \$50/student (= \$800 for a fully enrolled course of 16, with an additional \$50 available if the course has a First-Year Seminar Assistant/FYSA). Stipends may be used to support Enrichment Activities that are directly related to the course content, including but not limited to the following:

- Tickets to Museums and other Event Admissions, including Film Showings;
- Honoraria for Invited Speakers or on-location Tour Guides;
- Transportation to Sites, when neither public transportation nor university vehicles are available or suitable; and
- Materials Costs.

Incidental food and beverage costs are not covered by the Course Stipend (e.g. a class dinner; café meetings for mentoring or during a museum tour; refreshments at events), unless they are directly related to the Course Content. Inquiries can be forwarded to the First-Year Seminar Committee. Some food costs - specifically when they are tied to the curriculum - are allowed.

[Note on Procedures for Payment: No advance budget proposals or submissions are required from instructors, though they should expect to provide an end-of-semester "what I spent" form, for internal records. Instructors are responsible for keeping within their class budget, and also for processing payments. Budget management happens in two ways: For one, out-of-pocket expenses are reimbursed using Concur. For new or part-time faculty, this typically means a PA or Dept. Chair assisting them in getting set up and able to use Concur. And second, honoraria for in-class speakers or individuals providing services; in these cases, a check request needs to be prepared, subsequent to obtaining a signed W-ti and a brief description of the service provided. Check requests must be processed by the Program Assistant of the department offering the course or hiring the faculty.]

4. Course Topics

First-Year Seminars are especially distinctive Core courses. Each must be approved by the Core Advisory Subcommittee, and meet the specified Core Learning Outcomes for its area (see Part Two, "How do I Propose a New FYS" below). However, First-Year Seminars are also an opportunity to teach courses that are more unusual than standard Core courses. Courses that have a connection to San Francisco/Bay Area history, culture, art & aesthetics, ecology, politics, etc., are especially encouraged. Some examples include:

- Telling San Francisco’s Stories (COMS 195);
- Opera in San Francisco (MUS 195);
- Food and Farming in San Francisco (ENVA 195); and
- Seeing Multicultural San Francisco (ART 195).

But, many other courses within the program have and continue to be very successful, since they tap into a particular “passion” held by the Instructor that can be effectively communicated to the students and still emphasize a connection to our San Francisco environs. Examples include:

- Mathematics and Digital Art (MATH 195);
- A Season in the Congo (FREN 195);
- Migrant and Diaspora Religion (THRS 195); and
- Science Fiction (ENGL 195).

Interested faculty are encouraged to run their ideas past members of the FYS Committee in the early planning stages.

5. First-Year Seminar Assistant

Faculty teaching a First-Year Seminar are invited to identify a First-Year Seminar Assistant, or FYSA. A FYSA is a student, typically a Junior or Senior, who can facilitate communication between Faculty and students, meet with students outside of class to assist with their writing and/or grasp of ideas, organize additional activities, and serve as a model of a successful student for first-year students to emulate. The FYSA receives one or two credit hours at the discretion of the student (enrollment in INTD 2ti8 – Directed Study: Peer Mentoring Workshop, for which the Instructor is the Coordinator of the First-Year Seminar Program), and is responsible to:

- Attend a FYSA Orientation meeting;
- Purchase course texts (unless the Faculty can obtain additional desk copies);
- Attend class meetings;
- Be available on a weekly basis for student meetings;
- Help collate course materials as necessary;
- Participate in class discussion;
- Write a “Reflection Paper” at semester’s end to be submitted to the INTD 2ti8 faculty, addressing challenges faced in leadership, organization, and mentoring.

The FYSA for a course is selected by the Faculty, and is typically a prior participant in the course or an advanced student within the major. Some uses of a FYSA that have been particularly successful include:

- Occasionally allotting the first ten minutes of class to the FYSA to hear student concerns and interests without the Faculty present;
- Meeting with students to review paper drafts;
- Organizing study sessions;
- Organizing film showings outside of class time.

Part Two: How do I Propose (and Schedule) a new First-Year Seminar?

First-Year Seminars are, like any other course, scheduled by a Department Chair or Program Director, subject to whatever protocols and matrices and ratios and rotations apply for your Department or Program. Previously approved FYS courses may be scheduled without any additional input. New FYS courses, however, must go through the standard Core Course approval process, along with one additional level of review by the First-Year Seminar Committee. This includes courses that are modifications of existing Core Courses.

The [Core Course Approval Process](https://myusf.usfca.edu/arts-sciences/academic-effectiveness/courses) is explained - and proposals may be submitted online - at <https://myusf.usfca.edu/arts-sciences/academic-effectiveness/courses>. After the proposal has been approved by the Associate Dean and the appropriate Core Advisory Subcommittee, it is forwarded to the First-Year Seminar Committee, where it is evaluated according to the following three queries specific to FYS courses.

- (1.) Is the proposed course designed for First-Year students: Are the readings and assignments pitched to the right level? Is the workload appropriate?
- (2.) Does the course have a mentoring component: How does the faculty intend to develop a mentoring relationship beyond the academic concerns of the course? Does the Syllabus include a statement on achieving the Mentoring objective?
- (3.) Does the course have a San Francisco Bay Area community component: What course requirements will serve to introduce the student to some aspect of Bay Area culture, politics, history, ecology, geology, etc.? How will the course assist students in accessing valuable community resources, for instance, through field trips or guest speakers?

All First-Year Seminars have the course number “195”, as in ENGL 195 or RHET 195. Transfer-Year Seminars have the course number “295.” A course that has been approved as a 195 First-Year Seminar may be taught alternately as a 295 Transfer-Year Seminar without undergoing further review, and vice versa.

Part-time faculty are permitted to teach First-Year Seminars, at the discretion of the Department or Program to which they belong.

Members of the First-Year Seminar Committee

- Pamela Balls-Organista, Associate Dean, Arts & Sciences
- Karen Bouwer, Modern & Classical Languages
- Marilyn DeLaure, Communication Studies
- Shona Doyle, Assistant Dean of Staff Development, Arts & Sciences
- Eileen Fung (Co-Chair), Associate Dean, Arts & Sciences
- David Holler, Rhetoric & Language
- Kouslaa Kessler-Mata, Politics
- Peter Novak, Performing Arts & Social Justice
- Jeffrey Paris (Co-Chair), Philosophy
- Evelyn Rodriguez, Sociology
- Tami Spector, Chemistry
- Christina Tzagarakis-Foster, Associate Dean, Arts & Sciences

Sample Syllabus Proposal I: Minds & Machines

PHIL 195, Core D1

COURSE DESCRIPTION

You spend your entire life inside your own head. There is nothing that you know more intimately than the contents of your own mind: your beliefs, your memories, your desires, your fears, your pains and pleasures. Despite the fact that you are directly acquainted with your thoughts and experiences, the human mind is in many ways more mysterious than even the far reaches of the universe. How is it possible that three pounds of fleshy grey and white matter could give rise to a rich array of complex mental phenomena? How do the roughly 100 billion neurons that make up our brains produce the kaleidoscope of human conscious experience?

In this course, we will investigate the nature of the mind, the relationship between the mind, the brain, and the body. What is the mind, and where is it located? Where does the mind stop, and the rest of the world begin? Could your mind be extended throughout your body? Could your mind be partially located outside of your body, in your smartphone or tablet? How could a certain neuron firing in your brain give rise to your experience of pain? Why is that experience painful rather than ticklish? Could a machine think, feel pain, or fall in love? Is there something special about the biological brain, or are our brains just “meat machines” that are not fundamentally different than the central processing unit of a highly sophisticated robot?

We will conclude by investigating some of the ethical implications of robotics and other “intelligent” technologies. Would a mechanistic “world without work” be a good thing? Can computer programs be racist and sexist? Who bears moral responsibility for the behavior of autonomous machines such as self-driving cars and military drones? USF is ideally located next door to Silicon Valley, the birthplace of some of the world’s most cutting-edge technologies. As a result, students enrolled in this course will not simply consider these ethical questions in the abstract. The course will culminate in a field trip to the Ford Motor Company Research and Innovation Center where students will have the opportunity to confront these questions with some of the researchers, engineers and scientists who grapple with them in practice.

This course will give first-year students the opportunity to experience the kind of intellectual disequilibrium that is characteristic of college by making familiar things (e.g., conscious experience) seem strange. Students will be introduced to basic philosophical methods including how to identify and evaluate arguments, and how to construct and defend arguments of their own. However, students will develop these skills in the context of thinking about philosophical problems that pose significant moral and political challenges for contemporary society. Thus, this course will also serve as an introduction to USF's mission-driven education.

CONTACT

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HOURS

Professor Rebecca Mason

Mo

2:15-4:15

rmason2@usfca.edu

appointment

415-422-6312

Textbook: Philosophy of Mind: A Beginner's Guide, by Ian Ravenscroft

LEARNING OUTCOMES

Students will demonstrate an ability to:

- ✓ Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility, as well as the nature of the mind and its relation to the brain and body.
 - *The achievement of this learning outcome will be assessed through in-class discussion, reading reports and discussion questions, as well as the argumentative essays and letter to the editor.*
- ✓ Understand and discuss coherently the central philosophical issues such as the nature of mental states, physicalism, multiple realizability, consciousness and artificial intelligence.
 - *The achievement of this learning outcome will be assessed through argumentative essays and the letter to the editor.*
- ✓ Identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of major philosophers.
 - *The achievement of this learning outcome will be assessed through in-class discussion as well as the weekly reading reports and discussion questions.*

- ✓ Evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers.
 - *The achievement of this learning outcome will be assessed through in-class discussion, weekly reading reports and discussion questions, argumentative essays, and letter to the editor.*

ASSIGNMENTS

Reading Reports (25 percent): At the beginning of each week, students will submit a brief report (one page, double-spaced) which summarizes the key arguments and/or main themes of the readings assigned for that week. Where there are multiple chapters or articles assigned, students should synthesize information in a way that makes clear how the various readings are related. Reading reports should be submitted on Canvas before class begins.

Discussion questions (10 percent): At the beginning of each week, students will post a question about the assigned reading(s) on Canvas. Questions can be clarificatory or substantive, but should always be thoughtfully and carefully constructed.

Essays (25 percent each): Students will write two argumentative essays (1200 words each) on an assigned topic (due weeks 6 and 11 respectively). Both essays are worth 25 per cent of your final grade unless the grade you receive on the second essay is one full letter grade or higher than the grade you received on the first essay. In that case, the first essay will only be worth 10 per cent of your final grade, and the second essay will be worth 40 per cent. Essays should be submitted on Canvas.

Letter to the Editor (15 percent): Compose a letter to the editor (300-500 words) in response to a published news or magazine article of your choice on the topic of technology in society. Letters should be submitted on Canvas and should include a link to the article to which you are responding (print articles may be scanned and uploaded).

GRADES

| | | |
|---------|----|-------------------------------------------------------------------------------------------------------------------------------------------|
| ti7-10 | A+ | Excellent performance. Outstanding grasp of subject matter, and an exceptional capacity to analyze and synthesize course material. |
| 0 | A | |
| ti4-ti6 | A- | Demonstrates a superior ability to evaluate and construct philosophical arguments. |
| ti0-ti3 | | |

| | | |
|--------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 86-8ti 83-85 80-82 | B+ B B- | Good performance. Good grasp of subject matter, and a satisfactory ability to analyze and synthesize course material. Demonstrates satisfactory ability to evaluate and construct philosophical arguments. |
| 76-7ti 73-75 70-72 | C+ C C- | Satisfactory performance. Some understanding of the subject matter, and some ability to analyze and synthesize course material. Demonstrates some ability to evaluate and construct philosophical arguments. |
| 66-6ti 63-65 60-62 | D+ D D- | Marginal pass. Evidence of minimally acceptable familiarity with subject matter. Does not demonstrate satisfactory ability to analyze and synthesize course material, or to evaluate and construct philosophical arguments. |
| <60 | F | Inadequate. Does not demonstrate an understanding of the subject matter. Unable to analyze and synthesize course material, or to evaluate and construct philosophical arguments. |

CLASSROOM ETIQUETTE AND PARTICIPATION

I expect everyone to contribute to a collaborative learning environment by coming to class on time and prepared to discuss the material, by respecting others' opportunities to speak, and by promoting a free-speech community where ideas may be challenged, but people are not attacked. Please do not speak while others are speaking. Even whispers can be distracting, both to me and to your classmates. Especially disruptive students may be asked to leave the classroom.

Although doing philosophy often requires introspection and self-examination, it is at heart a social activity which requires dialogue and debate. Thus, active participation is an essential component of this course. Active participation involves completing the assigned readings and thinking carefully about them before class, initiating and responding to questions, lending one's own perspective to the discussion, and listening carefully to the contributions of others.

Students are permitted X unexcused absences. For every additional unexcused absence, your final grade will be reduced by X.

MENTORING

A Mentor is not the same as an Advisor. An Academic Advisor, for instance, recommends courses of action that will best serve your academic (and subsequently,

career) goals. A Mentor may not know the best course of action, but is committed to engaging you in a process that can help clarify your goals and the choices you make. A Mentor is one who will listen to doubts and frustrations, and through dialogue provide constructive means to frame the very idea of a constructive goal. To this end, I am committed to serving as a Mentor to current and former students of Philosophy 195 so long as they find this additional support system useful.

LATE ASSIGNMENTS

All assignments should be completed on time, unless alternative arrangements have been made with me. There are no grade penalties for late essays. However, reading reports and discussion questions which are submitted late will not receive credit.

ACADEMIC INTEGRITY

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's [Honor Code](#). The policy covers plagiarism (intentionally or unintentionally presenting the ideas or writings of another as one's own), false citations, cheating, working with another person when independent work is required, and submission of the same paper in more than one course without the specific permission of each instructor. The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

STUDENTS WITH DISABILITIES

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF [Student Disability Services](#) (SDS) within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course.

PERSONAL DIFFICULTIES

Students experiencing any kinds of personal and/or academic difficulties are encouraged to utilize the free services of the Counseling and Psychological Services (CAPS), located on the ground floor of Gillson Hall (422-6352). Confidential and free counseling services are provided by licensed therapists, post-doctoral fellows, and psychology interns. They

provide crisis intervention and brief psychotherapy, addressing a range of issues, including but not limited to, interpersonal relationship problems, family difficulties, depression, stress, sexual concerns, substance abuse, time management, self-esteem, eating problems, anxiety, and sexual assault. Individual, couples, and group counseling are available, as well as referrals for longer term counseling, a more specialized approach, and psychiatry. Students are also encouraged to contact the USF case manager (422-3430) for community referrals.

CONFIDENTIALITY, MANDATORY REPORTING, AND SEXUAL ASSAULT

I have a mandatory reporting responsibility related to my role as a faculty member. I am required to share with the University information regarding sexual misconduct or information about a crime that may have occurred on USFs campus. To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options at the [USF Title IX](#) office website. Students may speak to someone confidentially, or report a sexual assault confidentially, by contacting Counseling and Psychological Services (422-6352). To find out more about reporting a sexual assault at USF, visit [USFs Callisto website](#). For an off-campus resource, contact [San Francisco Women Against Rape \(SFWAR\)](#), at (415) 647-7273.

THEORIES OF MIND

Week 1: Dualism

- Ravenscroft, chapter 1: “Dualism,” pages ti-24.
- **Descartes**

Week 2: Behaviorism

- Ravenscroft, chapter 2: “Behaviorism,” pages 25-38.
- Ryle, “Descartes’ Myth,” pages 11-24.

Week 3: The Identity Theory

- Ravenscroft, chapter 3: “The Identity Theory,” pages 3ti-4ti.

Guest speaker: Professor Ben Levy, USF Department of Psychology

Week 4: Functionalism

- Ravenscroft, chapter 4: “Functionalism,” pages 50-63.

Week 5: Eliminativism and Fictionalism

- Ravenscroft, chapter 5: “Eliminativism and Fictionalism,” pages 51-77.

ARTIFICIAL INTELLIGENCE AND CONSCIOUSNESS

Week 6: The Computational Theory of Mind

- Ravenscroft, chapter 6: “The Computational Theory of Mind,” pages 82-ti6.
- Searle, “Minds, Brains, and Programs,” pages 235-252.

DUE: Essay 1

Week 7: Connectionism

- Ravenscroft, chapter 7: “Connectionism,” pages ti7-113.

Field Trip: Computer History Museum

Week 8: Emotions

- Ralph Adolphs, “Could a Robot Have Emotions?” pages ti-25.

Film Screening: *Her*

Week ti: Consciousness

- Ravenscroft, chapter 11 and 12: “Varieties of Consciousness,” pages 15ti-170 and “Phenomenal Consciousness,” pages 171-180.
- Jackson, “Epiphenomenal qualia” pages 127-136.
- Lewis, “What Experience Teaches” pages 262-2ti0.
- Tye, selections from “Knowing What it is Like: The Ability Hypothesis and the Knowledge Argument” pages 11-13.

Week 10: Consciousness

- Ravenscroft, chapter 12: “Phenomenal Consciousness,” pages 180-18ti.
- Nagel, “What is it Like to be a Bat?” pages 435-450.

TECHNOLOGY IN SOCIETY

Week 11: Technology and Labor

- G.A. Cohen, selections from *Karl Marx's Theory of History: A Defence*
- Derek Thompson, “[A World Without Work](#)”
- Lee Vinsel and Andrew Russell, “[Hail the Maintainers](#)”

DUE: Essay 2

Week 12: Technology and Embodiment

- Andy Clark, “Cyborgs Unplugged” and “Technologies to Bond With” pages 13-58.

Week 13: Technology, Gender, and Race

- Judy Wajcman, “From Women and Technology to Gendered Technoscience,” pages 287-298.
- Laura Sydell, “[Can Computer Programs be Racist and Sexist?](#)”
- Lisa Nakamura, “Don’t Hate the Player, Hate the Game: The Racialization of Labor in World of Warcraft” pages 128-144.

Week 14: Technology and War

- Noel Sharkey, “Killing Made Easy: From Joysticks to Politics,” pages 111-128.
- Gert-Jan Lokhorst and Jeroen van den Hoven, “Responsibility for Military Robots,” pages 145-156.

Week 15: Robot Ethics

- Wendell Wallach and Colin Allen, chapters 1-3: “Why Machine Morality?” “Engineering Morality,” and “Does Humanity Want Computers Making Moral Decisions” pages 13-54.
- Patrick Lin, [The Ethical Dilemma of Self-Driving Cars](#) (video)
- Patrick Lin, “[The Ethics of Autonomous Cars](#)”

DUE: Letter to the Editor

Field trip to Ford Motor Company Research and Innovation Center, Palo Alto

Sample Syllabus Proposal II: Comics in the Margins

First-Year Seminar – Public Speaking
(RHET 195)
University of San Francisco

**Speaking of Bicycles:
Culture, Science, Politics, Art**
Instructor: Jonathan Hunt

The humble bicycle is at once a child’s toy and a masterpiece of engineering. It’s both healthy and dangerous; it brings freedom but is also a tool of war. It’s cheap transportation and \$60-billion global industry. It’s a regular workday commute and a high-profile dope-riddled sport. It’s a marvel of science and a work of art. It is, as San Francisco bicyclist Robin Williams once said, “the closest you can come to flying.”

In this class, our focus is *public speaking*, an ancient discipline and a modern essential. We’ll zoom in on four key issues for public speakers today: credibility, evidence, analysis, and advocacy. Our main goal: to help you grow as a communicator—to be taken seriously, to know how to find and evaluate evidence, to share valuable information, to make an impact.

Along the way, we’ll study bicycle culture, science, politics, and art here in San Francisco, a global epicenter of cycling history and innovation. We’ll get out of the classroom and explore San Francisco, the most bike-friendly city in the US. Together, we’ll meet San Francisco’s people and travel across the entire city (and beyond). You’ll discover your own favorite bicycle places and share them with others.

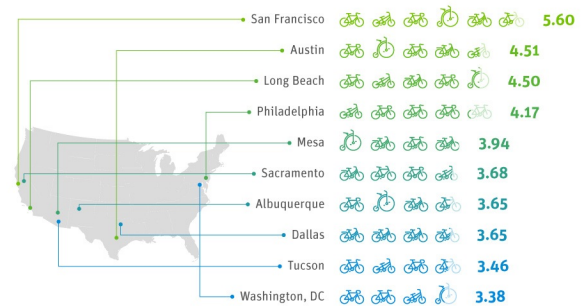
This class is **for everyone**, regardless of experience, able-bodiedness, physical fitness, mental health, or neurotypicality. It is not necessary to own a bike (or even to know how to ride one). This class is **interdisciplinary**, which means that whatever your intended major, you can do interesting work in this class. Finally, the class is highly **collaborative**: it involves one-on-one attention from the instructor as well as extensive work in teams.

Some past topics explored by students:

- The history and politics of Critical Mass, bicycling’s “defiant celebration.”
- The role of bicycles in health care in rural Africa.
- What’s the most cost-effective way for a college cycling team to be more aerodynamic?
- Farmworkers and bicycles: Transportation in California’s Central Valley
- Hipster style in San Francisco

San Francisco is the Most Bike-Friendly City in the U.S.

Top 10 cities in the United States with the most miles of bike facilities per square mile* (2012)



* Includes on-street bike lanes, multiuse bike paths and signed bike routes. Cities with at least 350,000 residents.

statista
The Statistics Portal

Mashable

Source: Alliance for Biking & Walking

Activities & Trips may include:
Biking across the Golden Gate Bridge
Urban Cycling Safety Classes
with the SF Bike Coalition
Dismantling and Assembling a Bike
Specialized Bicycle Company HQ
Bay Area Bike Share
Critical Mass

- Pablo Picasso and the bicycle
- The Rise of Electric bike in China
- Traffic Safety and Bike Lane Debates
- Arguing Innocence: Pro Cyclists and Doping Denials
- The science of hydration

Learning Outcomes

The main purpose of this course is to help you achieve the following goals (also known as the Core A1 Outcomes for Public Speaking).

Students will:

1. Craft and present well-organized, thesis-driven speeches.
2. Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion.
3. Deliver speeches using an audience-centered, extemporaneous approach.
4. Use rhetorical concepts and principles to evaluate the effectiveness of their own and others' communication in both academic and civic contexts.
5. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address.

We'll also work hard to identify and achieve your own personal, academic, and professional goals for the course.

General Course Description

This Public Speaking First-Year Seminar prepares students for the kinds of oral communication typically required in civic and academic discourse— extemporaneous, research-driven presentations. Learning focuses on the crafting, development, organization and delivery of presentations, as well as analysis of the ethics and effectiveness of public discourse. The course emphasizes audience-centered communication as a key component in inventing and researching focused topics, as well as planning, organizing, and presenting thesis-driven speeches. While the nature of speech assignments may vary, students in Public Speaking can expect to learn strategies and approaches that correspond to a variety of basic rhetorical goals, such as informing, persuading, debating, responding to opposing views, and justifying policy proposals, as well as engaging in peer review of speeches and preparing group presentations. They will apply rhetorical concepts not only in preparing their own speeches, but also in evaluating others' speeches and studying the importance of public speaking as a component of civic argument. Similarly, they will apply rhetorical and communication concepts to reflect on and evaluate their own and others' communication in group settings, particularly in terms of leadership and conflict resolution.

The primary goal of this course is to provide students with the ability to assess public speaking situations and develop appropriate presentations in response. Given that goal, students will get practice operating in a variety of rhetorical genres, they will practice extemporaneous delivery of speeches—speaking from notes or brief key-word outlines—as well as impromptu speaking. Using rhetorical concepts as a framework for understanding public discourse, students will create speeches that are organized around a thesis and a coherent and focused set of main points. They will learn how to utilize a variety of audience-centered support for key ideas—including inductive and deductive reasoning, narratives, illustrations, anecdotes, visual images, testimony, and factual evidence, such as statistics. They will also learn to make arguments in an ethical manner, fairly and accurately representing (and responding to) opposing views while

balancing emotion and reason and avoiding plagiarism, stereotyping, and emotional manipulation.

Course Schedule

Each of the four Modules includes assigned course material (such as articles to read or videos to view). You’ll also choose your own readings from a long list of options—or you can propose your own ideas for readings. Each Module also includes extensive in-class activities (focused on developing skills in spoken and written communication and in effective teamwork), one-on-one attention and feedback from the professor, and a graded speech or presentation.

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| MODULE 1: CREDIBILITY | |
| <p>We’ll study ancient and modern theories of credibility so that you can build your own credibility with audiences that are important to you. Building on ancient and modern theories, we’ll analyze and assess the effectiveness and ethics arguments in the bicycle world, such as claims about the effectiveness of helmets, environmental impact, the scale of doping in sport, or economic impacts.</p> <ul style="list-style-type: none"> Major Speaking Assignment: S1 Credibility Assessment (3 minutes)—you’ll use theories of effective communication to assess the credibility of a speaker or writer in your area of interest (for example, business, science, health, or the arts). <p><i>Focus on Core A1 Learning Outcomes 4 and 5:</i></p> <ul style="list-style-type: none"> Use rhetorical concepts and principles to evaluate the effectiveness of your own and others’ communication in both academic and civic contexts. Use rhetorical concepts and principles to practice ethical and socially responsible public speaking, and to identify and evaluate ethical problems in public address. | |
| Week 1. Introduction: Speaking of Bicycles | |
| <u>Tuesday 8/23</u> | <u>Thursday 8/25</u> |
| In class: introduction to course: what do bicycles have to do with public speaking? Writing: bike experience. Activities: speaking exercises; credibility quiz; Fusion search. | In class: ancient & modern theories of credibility. Writing: your own credibility strengths and challenges. Activities: speaking exercises; choosing your readings for Module 1; conference sign-up |
| Out of class: read Horner, “Establishing Your Credibility” and watch Gladwell on introverts and public speaking. Post response to Canvas discussion. | Out of class: read Tseng & Fogg, “Credibility and Computing Technology”; read your chosen text A; prepare 1-minute credibility assessment presentation |
| Week 2. Credibility in Context <i>Required Individual Conference this week.</i> | |
| <u>Tuesday 8/30</u> | <u>Thursday 9/1</u> |
| In class: credibility in different contexts. Writing: improving through practice. Activities: 1-minute credibility assessment presentations; reflection. | In class: credibility in different contexts. Applying theory to practice. Peer feedback and revision of S1 outline. Activities: visitor: Neal Patel of SF Bicycle Coalition |

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| Out of class: Treasure on the power of sound; post response to Canvas discussion; prepare S1 outline. | Out of class: visit to USF Speaking Center; post S1 presentation text and slides to Canvas. |
| Week 3. Credibility Assessment | |
| <u>Tuesday 9/6</u> | <u>Thursday 9/8</u> |
| In class: Activity: speech warm-ups; delivery of graded S1: Credibility Assessment Presentation analyzing and assessing credibility in your text A. | In class: evidence and credibility; evidence in different contexts. Activities: checking evidence in your text A; choosing text B for Module 2. |
| Out of class: write S1 self-assessment/reflection and post to Canvas, along with S1 notes. | Out of class: read your text B and post to Canvas discussion on evidence. |
| MODULE 2: EVIDENCE | |
| <p>Successful public speakers must have the ability to find, evaluate, and present evidence. Building on your curiosity, we'll explore San Francisco's streets, libraries, and labs to find the issues people need to know about. You'll learn how to collect and assess real-world evidence about issues that interest you, and you'll strengthen your ability to find and present evidence relevant to different audiences.</p> <ul style="list-style-type: none"> Major Speaking Assignment: S2 Evidence Presentation with visual support (5 minutes) —you'll discuss the methods for finding, evaluating, and presenting evidence, and share evidence you've gathered on your own. <p><i>Focus on Core A1 Learning Outcome 3:</i></p> <ul style="list-style-type: none"> Present well-reasoned and appropriately supported oral arguments that are responsive to topic, purpose, audience, and occasion. | |
| Week 4. Fields of Evidence | |
| <u>Tuesday 9/13</u> | <u>Thursday 9/15</u> |
| In class: collecting evidence through interviews and surveys. Activities: identifying and evaluating evidence in your text B; design and test questionnaire | In class: increasing skill in interviews and surveys; organizing and arranging presentations. Activities: 1-minute presentation of interview results. Visitor: US Dept of Transportation Policy Analyst Sahar Azi. |
| Out of class: conduct interviews; continue reading your text B; prepare 1- minute presentation of interview results; post response to Canvas discussion | Out of class: Watch Mitchell, "Talk Nerdy to Me"; continue reading text B; post to Canvas discussion about evidence and text B. |
| Week 5. Counting and Measuring | |
| <u>Tuesday 9/20</u> | <u>Thursday 9/22</u> |
| In class: collecting evidence through observation or measurement. Activities: "Which Way Did the Bicycle go?"; identifying and evaluating evidence. | In class: collecting evidence. Activity: transportation study of SF Panhandle. |

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| Out of class: Read Brownsberger, “Cost-Effectiveness of Aerodynamic Equipment”; post response to Canvas discussion: what kinds of evidence do you collect? | Out of class: Read Tufte, “The Cognitive Style of PowerPoint”; prepare a visual representation of information collected in class (graph, image, model) |
| Week 6. Visual Evidence <i>Required Individual Conference this week.</i> | |
| <u>Tuesday 9/27</u> In class: visual evidence. Theories of Tufte. Activity: sharing evidence collected in the Panhandle; evidence & support appropriate to audience & occasion | <u>Thursday 9/29</u> In class: working with visual evidence; 1-minute “Powerpoints I Have Known” presentation; peer feedback and revision of S2 outline. |
| Out of class: Read Schell, “Data Visualization”; locate one slide and prepare 1-minute presentation on slideware for class Thurs.; prepare S2 outline. | Out of class: visit to USF Speaking Center; post S2 presentation text and slides to Canvas. |
| Week 7. Evidence Presentation | |
| <u>Tuesday 10/4</u> In class: Delivery of graded S2 Evidence Presentation | <u>Thursday 10/6</u> In class: Delivery of graded S2 Evidence Presentation ; introduction of Module 3: Analysis. Write: defining analysis. Activity: choosing text C. |
| Out of class: write S2 self-assessment/reflection and post to Canvas, along with photo of S2 notes. | Out of class: write S2 self-assessment/reflection and post to Canvas, along with photo of S2 notes. Begin reading text C. |
| MODULE 3: ANALYSIS | |
| <p>In the university and in the workplace, we are often asked to present a neutral or impartial analysis of evidence to help decision-makers or policy-makers. Module 2 focused on collecting appropriate evidence; in this module, we’ll focus on understanding and interpreting evidence for different audiences. We’ll develop well-informed presentation with multimedia support to help leaders make good choices (for example, about funding, resources, regulations, design, or policy).</p> <ul style="list-style-type: none"> Major Speaking Assignment: S3: Issue Analysis for Decision-Makers (5 minutes)—you’ll build on your evidence to present a policy “white paper” to decision-makers. You’ll choose your audience (for example, professionals in media, government, health, or engineering) and present the various claims and perspectives on an issue. Rarely does an important issue have only one side (or even two sides). Based on your analysis, you’ll recommend a course of action for your intended audience. <p><i>Focus on Core Learning Outcomes 1 and 3:</i></p> <ul style="list-style-type: none"> Craft and present well-organized, thesis-driven speeches. Deliver speeches using an audience-centered, extemporaneous approach. | |
| Week 8. Analysis and Critical Thinking | |

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| <p style="text-align: center;"><u>Tuesday 10/11</u></p> <p>In class: defining analysis, continued (including analysis for different audiences). Activity: AAC&U document on value of <u>critical thinking</u> and <u>analysis</u>.</p> | <p style="text-align: center;"><u>Thursday 10/13</u></p> <p>In class: analysis and critical thinking. Activities: 1-minute presentations. Activities: identifying important issues facing SF (in culture, health, transportation policy, law, business...)</p> |
| <p>Out of class: Continue reading text C. Post response to Canvas discussion: AAC&U analysis rubric and your text C. Prepare 1-minute presentation on elements of critical thinking in text C.</p> | <p>Out of class: continue text C; read <u>US DOT study "How Bike Paths"</u>; post response to Canvas discussion.</p> |
| <p>Week 9. Policy and Decision-Making</p> | |
| <p style="text-align: center;"><u>Tuesday 10/18</u> NO CLASS due to FALL BREAK</p> | <p style="text-align: center;"><u>Thursday 10/20</u></p> <p>In class: developing topic & audience focus for S3.</p> |
| <p>Out of class: continue text C; post response to Canvas discussion.</p> | <p>Out of class: prepare 1-minute S3 Proposal for class on 10/25.</p> |
| <p>Week 10. Role of Analysis <i>Required Individual Conference this week.</i></p> | |
| <p style="text-align: center;"><u>Tuesday 10/25</u></p> <p>In class: 1-minute S3 Proposal due in class. Writing: assessing and revising S3 proposals.</p> | <p style="text-align: center;"><u>Thursday 10/27</u></p> <p>In class: peer feedback and revision of S3 plans. Visitor: Shirley Johnson, SF Bike Coalition Board Member.</p> |
| <p>Out of class: read "<u>Do Bike Lanes Cause Pollution?</u>"; post response to Canvas discussion; prepare S3 outline and slides.</p> | <p>Out of class: visit to USF Speaking Center; post S3 presentation text and slides to Canvas.</p> |
| <p>Week 11. Issue Analysis for Decision-Makers</p> | |
| <p style="text-align: center;"><u>Tuesday 11/1</u></p> <p>In class: Delivery of graded S3 Analysis Presentation</p> | <p style="text-align: center;"><u>Thursday 11/3</u></p> <p>In class: Delivery of graded S3 Analysis Presentation; select text D.</p> |
| <p>Out of class: write S3 self-assessment/reflection and post to Canvas, along with photo of S3 notes.</p> | <p>Out of class: write S3 self-assessment/reflection and post to Canvas, along with photo of S3 notes.</p> |

MODULE 4: ADVOCACY

In the bicycle world, people have strong opinions and debates are everywhere. Public speakers often seek to make and impact through persuasion—using words to change the ideas or actions of other people. You’ll choose an issue and an audience that’s important to you and develop an advocacy presentation, building on your credibility, strong evidence, and careful analysis.

- Major Speaking Assignment: **S4 Persuasive Presentation with Multimedia Support** (7 minutes) —again, you’ll choose your audience (for example, USF students or administrators, residents of a neighborhood, government officials, members of the health professions). You’ll design a presentation to appeal to your chosen audience with a specific goal in mind, presenting evidence and argument to convince the audience to take action.

Focus on Core Learning Outcomes 1 and 3:

- Craft and present well-organized, thesis-driven speeches.
- Deliver speeches using an audience-centered, extemporaneous approach.

Week 12.

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| <u>Tuesday 11/8</u> | <u>Thursday 11/10</u> |
| In class: citizen research and bicycle advocacy; ethics of communication | In class: Visit: Cyclecide Bike Rodeo. Arts & culture advocacy in San Francisco |
| Out of class: read “ <u>Three Rhetorical Tricks Bike Advocates Could Learn from Uber</u> ”; post response to Canvas discussion. | Out of class: read “ <u>Don’t Make Cyclists More Visible</u> ”; post response to Canvas discussion. |

Week 13.

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| <u>Tuesday 11/15</u> NO CLASS—FALL BREAK | <u>Thursday 11/17</u> |
| | In class: develop topic & audience focus for S4. |
| Out of class: watch <u>SFPD Training Video “Bikes Belong in Traffic”</u> ; post response to Canvas discussion | Out of class: read “ <u>San Francisco’s Bike Lanes</u> ”; post response to Canvas discussion. Prepare 1-minute S4 Proposal presentation. |

Week 14.

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| <u>Tuesday 11/22</u> | <u>Thursday 11/24</u> NO CLASS—THANKSGIVING BREAK |
| In class: S4 Proposal presentations; assessing and revising S4 projects. | |
| Out of class: conduct informal family-based audience research | Out of class: conduct informal family-based audience research; prepare S4 outline and slides. |

Week 15.

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| <u>Tuesday 11/29</u> | <u>Thursday 12/1</u> |
| In class: Activity: peer feedback and revision of S4 plans | In class: Delivery of graded S4 Advocacy Presentation |

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| Out of class: visit to USF Speaking Center; post S4 presentation text and slides to Canvas. | Out of class: write S4 self-assessment/reflection and post to Canvas, along with photo of S4 notes. |
| Week 16. | |
| <u>Tuesday 12/6</u> | |
| In class: Delivery of graded S4 Advocacy Presentation | |
| Out of class: write S4 self-assessment/reflection and post to Canvas, along with photo of S4 notes. | |

Optional Trips

The activities listed below are dependent on scheduling and availability of participants. Other activities not listed may be added, depending on availability.

- Ride across Golden Gate Bridge; return by ferry from Sausalito
- Urban Biking Safety Class with the San Francisco Bicycle Coalition
- Field Study/Observation of Cyclist Behavior
- Meet with San Francisco Metropolitan Transportation Authority transportation analysts
- Visit to the design and marketing divisions of Specialized
- Watch ti Metromint Giro di San Francisco criterium (road race in San Francisco September 5)
- the [Butterlap](#) (Wednesday evening ride)
- [sf2g](#) (daily commute to Google campus from SF)
- [Critical Mass](#) (last Friday of every month)
- Attend a meeting of the San Francisco Municipal Transportation Agency at City Hall

Still from Marzieh Meshkini's film *Roozi ke zan shodam* (2000).

Course Bibliography

Based on your own interests and curiosity, you'll choose readings from the course bibliography—or you'll propose other readings! The course bibliography is found on Canvas.

Required Texts

The entire class will study a few selected texts. Most of these focus on effective communication and public speaking. These include:

- O'Hair, et al., *A Pocket Guide to Public Speaking* (4th edition, 2014)
- additional readings or viewings available on Canvas:
 - [Gladwell, Malcolm. "Speaking Is Not an Act of Extroversion"](#)
 - Horner, Winifred. "Establishing Your Credibility"
 - [Marshall, Melissa. "Talk Nerdy to Me"](#)
 - Schnell, Krista. "Understanding Data Visualization"
 - Treasure, Julian, "5 Ways to Listen Better"
 - Tseng & Fogg. "Credibility and Computing Technology"
 - Tufte, Edward. "The Cognitive Style of PowerPoint" (or excerpt from *Beautiful Evidence*)

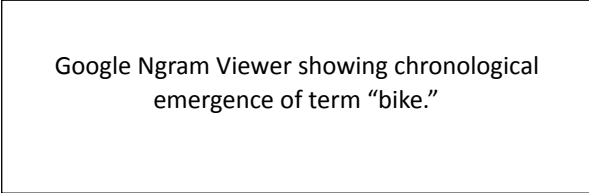
Additional Costs

Each student will purchase a 1-year membership in the San Francisco Bicycle Coalition (<http://www.sfbike.org>) at a cost of \$35. If you would like access to a bike without having to purchase one, Bay Area Bike Share (<http://www.bayareabikeshare.com>) offers 30-day trial memberships for \$29.95 and annual memberships for \$88.

NOTE: This class is for everyone, regardless of experience, able-bodiedness, physical fitness, mental health, or neurotypicality. Ownership of (or access to) a bicycle is recommended but **not required**.

Assignments

The course is divided into four modules, each worth 25% of your overall grade. Each module consists of a series of in-class activities, readings, homework, a quiz, and a major public speaking assignment. Major speaking assignments are supported by writing activities, drafts, peer collaboration, and multiple practice & development sessions in class. In addition, each assignment is supported by individual attention from the staff at the USF Speaking Center and from the course instructor.



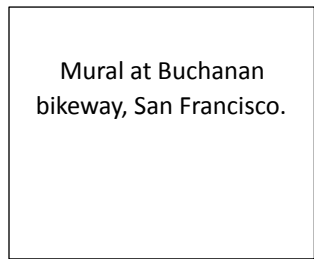
Grading

Each of the four major speech/presentations is worth 15% of your final grade (4 major public speaking assignments x 15% = 60% of final grade). Each module also includes in-class activities, homework, and a quiz, together worth 10% of your final grade (4 modules x 10% = 40% of final grade).

We'll discuss in detail the specific parameters of each assignment, and each major assignment will be accompanied by rubric.

Attendance and Participation

Attendance and active participation are essential for this course. Public speaking is a community-oriented, audience-facing activity. Our in-class work together is essential to your success as a communicator and cannot be replaced. As noted above, in-class activities make up a substantial portion of your grade.



Exception: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

Academic Integrity

Integrity is absolutely essential for effective public speaking. A major goal of this class is to develop your understanding of the ethical aspects of communication: how to establish and

protect your credibility; how to evaluate the credibility of others; how to listen respectfully and communicate in a fair and honest about controversial topics.

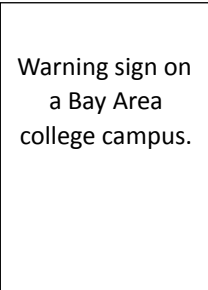
As a Jesuit institution committed to *cura personalis*--the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/academic-integrity. As it particularly pertains to the Department of Rhetoric and Language, the policy covers:

- Plagiarism—intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references
Working with another person when independent work is required
- Submission of the same paper in more than one course without the specific permission of each instructor
- Submitting a paper written by another person or obtained from the internet.

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Academic Integrity. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

Time Management and Planning

Students are expected to spend 2 hours outside of class in study and preparation of assignments for each hour in class. In a 4-unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2-unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work.



Warning sign on
a Bay Area
college campus.

Resources for Speakers and Writers

The Speaking Center is located in Malloy Hall, Room 103 and is available to help all USF students prepare for speeches--such as oral presentations, team presentations, and slideware demonstrations. The coaches are USF students, selected because of their skill and experience (and excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery and outlining. Tutors are available on a drop-in basis as well for appointments. For current drop in hours, please refer to this link: <http://www.usfca.edu/artsci/rhetlang/speakingcenter/>. To make an appointment on tutortac, <https://tutortrac.usfca.edu>, or email speakingcenter@usfca.edu.

The Writing Center is located in 215 Cowell, and they are open 10:00-8:00 Monday through Thursday and until 5:00 on Friday. Please call 422-6713 to make an appointment with a Writing Center Consultant to talk over your paper. They can be extremely helpful in providing additional reader feedback at any stage of your writing process. The Writing Center also has drop-in consultant to help you from 1:00-4:00 Monday through Thursday in Gleeson Library. The Writing Center table is located in the computer room on the main floor, accessible through the Thatcher Art Gallery. Remember, the best time to bring your paper in for feedback is well before it is due.

Various Workshops in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 101, 105, 107, 113.

Various Students Success Workshops are offered by CASA.

On the Caltrain
bike car (2010).

Students with Disabilities

This class is for everyone, regardless of experience, able-bodiedness, physical fitness, mental health, or neurotypicality. If you have concerns about any of the activities or assignments described, please contact the instructor as soon as possible. You should also contact Student Disability Services (see below).

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds>