

COM210 Fundamentals of Public Speaking, Fall 2018

Instructor Contact:

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Class Meetings:

Section 008: TuTh 8:30-9:45

Section 009: TuTh 10:05-11:20

Course Description:

Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice.

Course Topics:

- Delivery: Verbal, nonverbal, and presentation aids
- Communication Apprehension: What it is and how to manage it
- Research: Finding and using supporting materials
- Organization: Organizational strategies and transition use
- Language Use: Clarity and interest
- Introductions and Conclusions: Functions and content
- Speech Genres: Special occasion, informative, & persuasive
- Persuasive strategies: Rhetorical theories and proofs

Learning Outcomes:

- Fulfills LASR & PRES
- Students will develop proficiency in oral discourse; demonstrate the ability to evaluate an oral presentation according to established criteria.
 - Gain confidence with non-mediated communication/learn to manage communication anxiety
 - Know how to and develop audience-centered messages with regards to content, organization, and presentation
 - Differentiate between written and oral style, including language use, organization, and source citations, and use oral style effectively
 - Improve speech delivery skills
 - Better evaluate messages received

Required Text and materials:

- Sheldon Metcalfe, *Building a Speech, 8th edition*. Boston, MA: Wadsworth/Cengage, 2013. ISBN 978-1-111-34837-3.
- USB (aka "jump" or "thumb" drive)
- Notebook – recommended
- 4x6 index cards - optional

Assignments/Grade Distribution:

SPEECHES (40 points)

5 points- Demonstration Speech
10 points – Special Occasion Speech
10 points - Informative Speech
10 points - Persuasive Speech
5 points - Impromptu Speech

Total=100 points

HOMEWORK (20 points)

5 pts- Demonstration Speech outline & practice video
5 pts – Informative Speech outline & practice video
5 pts – Special Occasion Spch outline & practice video
5 points – Persuasive Speech outline & practice video

EXAMS (20 points)

QUIZZES (20 points)

5 points each

10 points – midterm

10 points - final

Late work is not acceptable. If you cannot physically be in class when written work is due, it should be submitted to the instructor via email by the time class starts (if you do not have a copy of the work on computer file, send a photograph or scan of it). Late work will be docked 5% for being turned in after the class in which it is due, and 10% per full day it is late. To demonstrate you understand this policy, email the professor a picture of a dragon by the end of Week 2 and earn a bonus point.

Grading Breakdown:

98-105 pts = A+ 92-97 pts = A 90-91 pts = A-
88-89 pts = B+ 82-87 pts = B 80-81 pts = B-
78-79 pts = C+ 72-77 pts = C 70-71 pts = C-
68-69 pts = D+ 62-67 pts = D 60-61 pts = D- 0-59 pts = E

Bonus Points:

+5 pts for perfect attendance, +5 for no missed/late work, +4 pts for 75+% on each quiz

Grade Questions & Grievances:

If you find an error in grading, bring it to the instructor's attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etcetera - ask. It will help you learn. If you have read this information, email the professor a photograph of Big Foot to earn a bonus point.

If you disagree with a grade you earn, you can file a request for reconsideration no sooner than 24 hours after receiving the grade and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted to the instructor along with a 500-1500 word explanation (typed, double-spaced, serif-font) of why you believe your work warrants reconsideration and a higher grade; it should be specific with arguments well supported, using all you have learned in class relevant to making your case. The instructor will reconsider your work within 2 weeks; any grade change at that time, including a lower one, will remain final.

Attendance:

Roll will be called at the start of each class meeting; please inform the instructor of your preferred name and pronouns if needed.

"The world is run by those who show up." The focus of this course is on live, non-mediated, communication. Attendance is, therefore, expected, necessary, and required. Everyone, including the instructor, is expected to show up and be prepared for class on time. (Now and then, life intervenes and we all get held up; occasional late arrivals are allowed, but they should not become a habit and they should minimize disruption to the class.)

If you arrive after roll is taken, you are considered late. If you leave before class is dismissed, you are considered late. Attendance and timeliness will be considered as part of your participation grade. When you have read this policy, email the professor the name of your favorite movie to earn a bonus point.

Absences on exam or presentation days for religious observances or college-sanctioned events should be discussed in advance for accommodations to be made.

Emergency absences on exam or presentation days require notification to the instructor at the earliest possible time and documentation (such as appointment cards or admissions forms for medical treatment) with work being completed immediately upon return to classes.

Absences for any reason at any time are not excuses for missed or late work. Assignments are all scheduled on the included course calendar so you know what is due and when. Deadlines are a fact of all aspects of life, from careers to credit cards. Late work is not acceptable.

Academic Integrity:

It is expected that students will maintain the highest academic and ethical standards. The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. The Academic Integrity Policy can be found in Chapter 340 of the College Handbook.

Accommodation of Disabilities:

If you are a student with a disability and wish to request accommodations, please contact Student Disability Services, located in Van Hoesen Hall, Room B-1, or call 607-753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Mental, Emotional, & Physical Wellbeing:

Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance.

If symptoms are related to your course work, please speak with the instructor. If you have communication apprehension (also known as "stage fright") to a degree that can interfere with your success in a communication course that depends on public speaking, speak to the instructor *immediately* to learn management techniques and to discuss possible options to ensure you can complete the course.

If problems with relationships, family worries, loss, or a personal struggle or crisis are negatively impacting your mental health and/or interfering with your academic success, SUNY Cortland offers the following resources to help you manage personal challenges that threaten your personal or academic well-being.

- Counseling Center: Van Hoesen Hall, Room B-44 * 607-753-4728
- Substance Abuse & Prevention Education Van Hoesen Hall, Room B-1 * 607-753-2066
- Active Minds student club

If challenges securing food or housing are affecting your academic performance, or your emotional wellbeing, you are urged to contact the Associate Vice President of Student Affairs for support (607-753-4721).

Etiquette:

Communication involves speaking *and* listening (sending & receiving messages). Good communication requires participants to consider various ideas and be willing to be persuaded by others. In this class, we will all practice good communication skills by speaking and listening with respect to those around us. We will be open to opposing viewpoints, even if we are not always persuaded by them. We will make an effort to contribute to discussions and to ensure that others have opportunities to contribute to discussions. We will not use ad-hominem attacks (name calling) when we engage in arguments, nor will we use straw-man fallacies (off topic arguments) just to advance our own viewpoints.

Recent research has suggested that we are not as good at multitasking as we think we are, so to succeed in this class and to help those around us succeed, we will minimize distractions by using technology only in ways that are directly related to coursework and goals. Devices will be silenced and put away when not being used for class purposes.

We will not attend class under the influence of alcohol or other recreational substances. We will also minimize distractions such as late arrivals, early departures, food, drink, bathroom breaks, extraneous conversation, and packing up early before class is over; these not only break our own concentration but also disrupt those around us.

We will come to class on time and prepared with whatever materials are expected of our roles. For the instructor that means, at minimum, lecture notes, related presentation aids, graded student work, the roster, and writing instruments. For the student, that means, at minimum, any relevant texts, work that needs to be submitted, paper (preferably in a dedicated notebook/folder/binder), and a writing instrument.

We will practice professional communication styles and habits. Emails will include formal salutations such as "Dear" or "Hello" and will be written in a way that are appropriate for acquiring and maintaining employment.

We will show that we have read all of these guidelines by emailing the professor a funny meme to get a bonus point.

Coursework Explained:

Lectures & activities:

Course lectures are designed to reinforce and clarify the material in your text. You are encouraged to take notes. Key terms and definitions are found in your text. PowerPoint slides will often be used to help visually organize lectures and will be made available on Blackboard; your notes should focus on the examples and details that help you to make sense of and use the material found on those slides and in the text, rather than just recreating the same information.

In addition to formal lectures, application activities are designed to help you improve your speech composition and/or presentation skills. These are learning experiences and are not graded – so you can make mistakes without stress.

Readings:

Chapters are marked in the calendar on the days you are expected to have read them. In-class discussions will correspond with, though not fully repeat or summarize, those chapters. Reading the book will help you greatly with the construction of your speeches, but reading assignments often get skipped in favor of other work or activities. To encourage you to keep up with the reading you have the following OPTION –

On the day a chapter is due you may choose to turn-in one 4x6 index card with handwritten notes (front & back) from the chapter, which you will be able to use as a cheat sheet on the quizzes/exams:

- You may have only **1 card per chapter** (both sides).
- Cards must be **no larger than 4x6 inches**.
- Notes must be **handwritten**, not typed.
- Your **name** must be on the card.
- Cards will be accepted **only on or before the day the chapter is due**, no exceptions.

This is approximately a 4x6" box.

If you don't have index cards, you may cut paper to this size to use.

If you do not have index cards or a ruler, trace this box.

It may not be any larger than 4x6"

Larger notecards WILL NOT be accepted.

One chapter = one card (front & back) – absolutely no more than 1 card.

If you don't put your name on it, it will be thrown out.

Note card "cheat sheets" are always optional.

The card must be submitted on or before the day its chapter is due.

Late cards are not accepted under any circumstances.

Homework:

Besides doing the readings, the main homework you have is preparing your speeches.

Good speech preparation takes time. Good speech presentation takes practice. To help you with both of those things, you are required to create full preparation outlines of your speeches before delivering them.

A **preparation outline** is a *detailed* outline developed during the process of speech preparation. The function of a preparation outline is to firm up your thesis statement, establish and organize your main points, and develop your supporting material. It should be revisited and revised throughout speech preparation. Note that

Your preparation outline should be typed, double-spaced, using 12-pt Times New Roman or another serif font, written in complete sentences, and include a separate references page

Your textbook provides information on creating outlines (a description is on pages 32-33, a model is on pages 34-35, and the process is fully explained in chapter 10).

A preparation outline includes:

-The body should contain between 2 & 4 main points in a 5-7-minute speech

- Main points in the body should be structured in a deliberate organizational sequence that is logical, interesting, and appropriate (see sequence explanations in chapter 10)
- A system of Roman numerals, letters, and Arabic numbers (or consistent uses of bullet types, pagination, and spacing) should be combined with indentation to identify main points and their subordinate levels that provide the details and support for the main points
- The outline should include supporting materials that are coordinated and subordinated in a logical manner
- Every subdivision must contain at least two items (ie each main point should have at least 2 subpoints)
- Each main point should include only one idea
- The outline should be expressed in either complete sentences or topics, not a combination of both
- The outline should identify sources of the supporting material
- The outline should include external transitions between main points

★Your preparation outline is NOT what you will use to deliver your speeches. Speeches will be delivered *extemporaneously*, using "speaking notes" or a "speaking outline" which is not written in complete sentences and which uses oral citations instead of a reference page.

You also need to **rehearse** your speech. A good presentation depends on practice. The Communication and Media Studies Department has a great resource to help you – the **One Button Studio**. This studio will allow you to easily make a recording of yourself that you can save to a USB drive for review. You will be required to submit a copy of your preparation outline and your rehearsal file in order to present your speech. Rehearsal videos can be submitted via email if the file size allows; otherwise, submit them by putting your name on your USB drive (with tape, an envelope, or a tag) – drives WILL be returned promptly.

Quizzes:

There are 5 multiple choice quizzes in this class to help reinforce important concepts you will need to create successful speeches. They will each be 5-15 questions long, based on the assigned readings and corresponding class discussions.

Exams:

There will be a midterm exam and a cumulative final exam, each composed primarily (but not entirely) of questions taken from the 5 quizzes. (So keep your quizzes to use as study guides!)

Why tests? Psychological research on the science of successful learning has demonstrated that the act of preparing for a test and actually taking the test and retrieving information is a great boost to memory. Exams are not just a measurement instrument, they are also an important learning instrument. Exams are a clinically proven way to help students keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't, and the use of frequent quizzes or tests is likely to promote regular, moderate, work, whereas a few larger assignments tend to produce short bursts of cramming, often at the last minute. Your speech compositions will be easier if you take the time to learn the basics in advance.

Speeches:

You will deliver 5 graded speeches this semester. Any scheduling conflicts with presentation days should be discussed in advance.

Because all students are expected to complete a full preparation outline of their speech and to have rehearsed their speech prior to the beginning of presentations, it is expected that everyone will be prepared to speak on the first day of presentations. Names will be drawn randomly – unless other arrangements have been made in advance because of public speaking anxiety or scheduling conflicts.

If for some reason you are absent on the first day of presentations for a speech, you need to make sure your rehearsal video AND a copy of your speaking notes (whether as a document file

or photographs) are emailed by the start of class to demonstrate that you were ready to present.

DEMONSTRATIVE SPEECH:

Your task is to teach something to your classmates. It should be something simple (something that can be clearly taught in 5 minutes or less) and that can be taught more effectively with a presentation aid.. It can be silly or serious, but needs to be something not everyone necessarily knows how to do (so please, no teaching how to make a peanut-butter sandwich, or how to tie their shoes, unless you're demonstrating an unusual technique for ordinary tasks)

Pick something that is of interest to you:

- If you like baking or cooking, you can't teach a whole recipe in a short time but you could teach a specific technique - like julienning vegetables, or kneading bread dough...
- If you are a musician, you can't probably teach a song in 5 minutes, but you could teach some basic element -like a common chord in pop music on the piano or guitar, or diaphragm breathing...
- If you're a crafty person, you might demonstrate an easy way to thread a needle, a chain stitch in crochet, a blanket stitch in sewing, an easy origami form...
- If you're into science, you could teach something chemical, biological, geological, or meteorological –like the distinction between a tropical storm and a hurricane, geological phenomena of Cortland County, or what's in food preservatives...
- If sports are your thing, you might be able to demonstrate a proper weight lifting technique, running form, or ideal batting stance...

Etcetera.

When you have selected your topic, you should also think about how to make your lesson stronger with the use of a presentation aid. As you'll learn, a good presentation aid enhances or clarifies your verbal message – but should not be absolutely necessary to giving your speech.

★You are expected to use a MINIMUM of 1 outside source of research/information.

★The speech needs to be 4-5 minutes long. For each minute under time, your grade will be reduced by 5%. If you go over time, you will be cut short.

INFORMATIVE SPEECH:

Choose one-

- About your home town
 - It might focus on an important person from there. (Ex. Binghamton, NY is home to the late Rod Serling, a multi-award winning writer of radio, television.)
 - It might focus on something important that happened there. (Ex. The trial of American suffragist Susan B. Anthony was held in Canandaigua, NY.)
 - It might focus on something the town is known for. (Ex. LeRoy, NY is home to Jell-O, which revolutionized the American kitchen.)
 - It might focus on something people come to the town for. (Ex. Thousands of people visit Saratoga Springs, NY every year for the races and the hot springs.)
 - It might focus on a couple aspects to the town, such as attractions, industry, or topography. (Ex. Cortland, NY has something for everyone, from nightlife (including the Dark Horse Tavern, Red Jug Pub, and BRU 64) to nature (such as Lime Hollow, the Tioughnioga River, and the SUNY Cortland walking trails.)
- About your cultural heritage.
 - This can be broad or specific – giving an overview of cultural markers or focusing on specific elements, like food or clothing, but should focus on what makes your culture special or important to you
- About your family history (like those ads for ancestry.com)
 - It might focus on an interesting person or story. (Ex. Dr. Knopf has an ancestor who went to the washroom in a train station and was never seen again.)
 - It might focus on history or reasons for immigration (if applicable)
 - It might discuss your family tree.
 - It might look at family businesses.
- About a tradition or traditions in your family

- This can include small traditions, like Sunday dinner, or big traditions, like observances of deaths, births, etc; it might include holiday or religious traditions, cultural traditions, or anything else that makes your family your family.

★ You are expected to use a MINIMUM of 3 sources of research/information.

★ The speech should be 4-5 minutes long. For each minute under time, your grade will be reduced by 5%. If you go over time, you will be cut short.

PERSUASIVE SPEECH:

Choose any campus resource (facilities, health service, success service, program, dining) and develop a persuasive speech - a pitch, a promotion, an advertisement, an appeal – encouraging more students to make use of it or to use it more.

★ You are expected to use a MINIMUM of 3 sources of research/information.

★ The speech should be 4-5 minutes long. For each minute under time, your grade will be reduced by 5%. If you go over time, you will be cut short.

SPECIAL OCCASION:

A speech of tribute for someone important to you.

★ The speech should be 4-5 minutes long. For each minute under time, your grade will be reduced by 5%. If you go over time, you will be cut short.

IMPROMPTU SPEECH:

An impromptu speech is unplanned and unrehearsed. The challenge will be to organize your thoughts with an introduction, body, and conclusion, speaking for 2-3 minutes, with only a few minutes to think it through beforehand.

Extra Credit Opportunity:

Attend any live speech or presentation (outside of a class) on campus during the semester and write a 2-3 page analysis of it, applying what you have learned in class. This can be turned in any time before the last class meeting. It needs to answer the following questions and be written in narrative form with full sentences and paragraphs:

- What was the topic of the speech? How could you tell?
- What was the occasion for the speech, and who was the audience?
- Did the speaker relate the speech to the audience? How (be specific)?
- What were the main points of the speech?
- How did the speaker support those ideas - what evidence was used? Could you tell if the information was reliable, beyond the intrinsic credibility of the speaker?
- What were the speaker's strengths in delivery? What were the weaknesses?
- Was the language appropriate to the setting, occasion, and audience? How so?
- How did the setting (the location, audience size) on the speech presentation?

Public Speaking Competence Rubric

Performance standard The student ...	Assessment Criteria				
	Advanced 4	Proficient 3	Basic 2	Minimal 1	Deficient 0
1. Selects a topic appropriate to the audience and occasion	Topic engages audience; topic is worthwhile, timely, and presents new information to the audience	Topic is appropriate to the audience and situation and provides some useful information to the audience	Topic is untimely or lacks originality; provides scant new information to audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation	A single topic cannot be deduced
2. Formulates an introduction that orients audience to topic and speaker	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable	Good attention getter; generally establishes credibility; provides some orientation to topic; discernible thesis; previews main points	Attention getter is mundane; somewhat develops credibility; awkwardly composed thesis; provides little direction for audience	Irrelevant opening; little attempt to build credibility; abrupt jump into body of speech; thesis and main points can be deduced but are not explicitly stated	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points
3. Uses an effective organizational pattern	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent; transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions; sounded as if information was randomly presented
4. Locates, synthesizes and employs compelling supporting materials	All key points are well supported with a variety of credible materials (e.g., facts, stats, quotes, etc.); sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported; a greater quantity/quality of material needed; some sources of very poor quality	Supporting materials are nonexistent or are not cited
5. Develops a conclusion that reinforces the thesis and provides psychological closure	Provides a clear and memorable summary of points; refers back to thesis/big picture; ends with strong clincher or call to action	Appropriate summary of points; some reference back to thesis; clear clincher or call to action	Provides some summary of points; no clear reference back to thesis; closing technique can be strengthened	Conclusion lacks clarity; trails off; ends in a tone at odds with the rest of the speech	No conclusion; speech ends abruptly and without closure
6. Demonstrates a careful choice of words	Language is exceptionally clear, imaginative and vivid; completely free from bias, grammar errors and inappropriate usage	Language appropriate to the goals of the presentation; no conspicuous errors in grammar; no evidence of bias	Language selection adequate; some errors in grammar; language at times misused (e.g., jargon, slang, awkward structure)	Grammar and syntax need to be improved as can level of language sophistication; occasionally biased	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms or mispronunciations
7. Effectively uses vocal expression and paralanguage to engage the audience	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speaks audibly; generally avoids fillers (e.g., um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers	Speaks inaudibly; enunciates poorly; speaks in monotone; poor pacing; distracts listeners with fillers
8. Demonstrates nonverbal behavior that supports the verbal message	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence	Postures, gestures and facial expressions are suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms	Speaker relies heavily on notes; nonverbal expression stiff and unnatural	Usually looks down and avoids eye contact; nervous gestures and nonverbal behaviors distract from or contradict the message
9. Successfully adapts the presentation to the audience	Speaker shows how information is personally important to audience; speech is skillfully tailored to audience beliefs, values, and attitudes; speaker makes allusions to culturally shared experiences	Speaker implies the importance of the topic to the audience; presentation is adapted to audience beliefs, attitudes and values; an attempt is made to establish common ground	Speaker assumes but does not articulate the importance of topic; presentation was minimally adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience's frame of reference or experiences	The importance of topic is not established; very little evidence of audience adaptation; speaker needs to more clearly establish a connection with the audience	Speech is contrary to audience beliefs, values, and attitudes; message is generic or canned; no attempt is made to establish common ground
<i>Additional Performance Standards (To be added to grading rubric as needed)</i>					
10. Skillfully makes use of visual aids	Exceptional explanation and presentation of visual aids; visuals provide powerful insight into speech topic; visual aids of high professional quality	Visual aids well presented; use of visual aids enhances understanding; visual aids good quality	Visual aids were generally well displayed and explained; minor errors present in visuals	Speaker did not seem well practiced with visuals; visuals not fully explained; quality of visuals needs improvement	Use of the visual aids distracted from the speech; visual aids not relevant; visual aids poor professional quality

From L.M. Schreiber, G.D. Paul, & L.R. Shibley (2012). The Development and Test of the Public Speaking Competence Rubric. *Communication Education* 61, 3: 205-233.

Week	TUESDAY	THURSDAY
1	8/28: Course intro	8/30: Delivery & One-Button Studio <i>Read chapter 14</i>
2	9/4: Presentation aids <i>Read chapter 12</i>	9/6: Audience <i>Read chapters 4 & 6</i> Quiz 1 (ch 12 & 14)
3	9/11: Research <i>Read chapters 8-9</i>	9/13: Organization <i>Read chapters 10-11</i>
4	9/18: Practice	9/20: <u>Impromptu speeches</u>
5	9/25: <u>Demonstrative Speeches start</u> <i>Rehearsal video + outline due by today, start of class</i>	9/27: <u>Demonstrative Speeches continue</u>
6	10/2: <u>Demonstrative Speeches end</u> Quiz 2 (ch 4, 6, 8-11)	10/4: PCAS/ACAS – class online Watch video (link on Blackboard) and respond to prompts via email. <i>Responses due by 5pm.</i> Counts as attendance & extra credit
7	10/9: Midterm Exam (ch 4, 6, 8-12, 14)	10/11: Informative speaking & practice <i>Read chapter 15</i>
8	10/16: <u>Fall Break – no class</u>	10/18: Language use <i>Read chapter 13</i>
9	10/23: <u>Informative Speeches start</u> <i>Rehearsal video + outline due by today, start of class</i>	10/25: <u>Informative Speeches end</u>
10	10/30: Special occasion speaking <i>Read chapter 18</i>	11/1: Special occasion practice
11	11/6: <u>Impromptu speeches</u> Quiz 3 (ch 13, 15, 18)	11/8: NCA – class online Watch video (link on Blackboard) and respond to prompts via email. <i>Responses due by 5pm.</i> Counts as attendance & extra credit
12	11/13: <u>Special Occasion Speeches start/end</u> <i>Rehearsal video + outline due by today, start of class</i>	11/15: Persuasion <i>Read chapters 16-17</i>
13	11/20: Persuasion class in session!	11/22: <u>Thanksgiving Break – no class</u>
14	11/27: Persuasion practice Quiz 4 (ch 16-17)	11/29: Persuasion practice
15	12/4: <u>Persuasive Speeches start</u> <i>Rehearsal video + outline due by today, start of class</i>	12/6: <u>Persuasive Speeches end</u>
16	Tu 12/11 @ 8:30-10:30 > COM210-008 Final Exam	Th 12/13 @ 8:30-10:30 > COM210-009 Final Exam

Attendance during finals week is required and is your responsibility. Final exam times are determined by the college according to a standard matrix and are posted on the Cortland.edu website year-round (under Academic Calendars). Plan accordingly; travel arrangements need to accommodate your finals week responsibilities.

- *Homework due is italicized.*
- **Tests are bold-faced.**
- Regular font indicates the day's topic &/or activity.
- Speech presentation days are underlined.