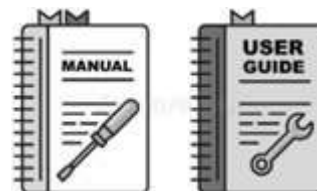


COM210.001  
 Fundamentals of Public Speaking  
 Fall 2022  
 Course Instruction Book  
 (syllabus)



**Instructor Contact:**

*Name:* Dr. Knopf [“nope”] (she/her) --you can also call me C.K.  
*Drop-in office hours:* T/Th 11:30-1, W 12:30-2:30  
*Office:* VanHoesen 125G (and WebEx)  
*Email:* [christina.knopf@cortland.edu](mailto:christina.knopf@cortland.edu)      *Phone:* 607-753-2530

**Class Meetings:** TuTh 8:30-9:45am in VanHoesen B134A

**Course Description:** Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice. Fulfills LASR & PRES/GE10. 3 credits.

**Course Topics:**

- Delivery: Verbal, nonverbal, & presentation aids
- Comm Apprehension: Definition, management
- Research: Finding & using supporting materials
- Structure: Organizational strategies & transition use
- Language Use: Clarity & interest
- Introductions & Conclusions: Functions & content
- Speech Genres: Special, informative, & persuasive
- Persuasive strategies: Rhetorical theories & proofs

**Student Learning Outcomes:** Upon successful completion of this course, you will be able to demonstrate professionalism in communication by exhibiting proficiency in oral discourse. In a manner appropriate to the audience and occasion, you will demonstrate the ability to:

- 1) choose and/or narrow a topic, and communicate the thesis/specific purpose
- 2) properly cite supporting material (including presentation aids)
- 3) use an organizational pattern, with transitions
- 4) use language effectively
- 5) use vocal variety in rate, pitch and intensity to heighten and maintain interest and use physical behaviors that support the verbal message
- 6) listen critically to oral communication

**Required Materials:**

- Gamble & Gamble, *Public Speaking Playbook*, 3rd edition -any format
- Notebook for class, recommended
- Brightspace access
- Index cards, recommended

**Assignments & Grade Distribution:**

♦Speech of self-introduction “elevator pitch”	(15%)	♦Midterm exam	(5%)
♦Video “Pecha Kucha” Speech	(15%)	♦Final exam	(10%)
♦Informative speech	(15%) + outline (5%)	♦Speech critiques	(5%x2)
♦Persuasive speech	(15%) + outline (5%)	♦Participation	(5%)

**GRADE CONVERSION:**

B+: 87-89%	C+: 77-79%	D+: 67-69%	E: 0-59%
A: 94-100%	B: 83-86%	D: 64-66%	
A-: 90-93%	B-: 80-82%	C-: 70-72%	D-: 60-63%

(Based on CollegeBoard’s conversion chart at <https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale>)

**GRADE POLICIES:** If you *find an error* in grading, bring it to CK’s attention immediately so it can be corrected. If you have a question about assignment feedback, exam answers, etc., ask politely. If you *disagree* with a grade earned on, you can file a request for reconsideration no sooner than 24 hours and no later than 1 week after receiving the grade. The original work with all evaluation forms should be re-submitted along with a written explanation of why you believe your work warrants reconsideration and a higher grade. Any grade change at that time, including a lower one, will remain final. **“Extra” credit is available in conjunction with regular work**, such as participating in post-speech Q&A sessions, bonus questions on exams and homework, good attitude or effort in class activities, etc. **Extra credit options are not available by individual request or as replacements for regular work.** You can also email the professor a gif of how your semester is going for an extra 2 points, if you read this before Week 5.



Late work is not accepted.

*A's may be awesome, but B's are beautiful and C's are competent. Even F's are feedback.*

**ATTENDANCE:** Attendance is recorded and factored into course participation, but is not graded directly nor “policed.” There are no excused or unexcused absences; if you miss class or skip work, you do so at your own risk. If you're absent on a "regular" class day, **you should check the syllabus & Brightspace to see what you missed & what's coming up.**

**If you're absent when you are supposed to give a speech:**

- you are asked to present virtually if possible (email the instructor asap to set it up).
  - If a virtual presentation is not possible, you can set up an alternative presentation day/time IF you notify the instructor prior to the class in which you are supposed to speak.
- If you know in advance that you have a college-sanctioned conflict (such as a sports obligation or religious observance), please tell the instructor as early in the semester as possible so that arrangements can be made to switch your assigned day with another student.

Email the professor a picture of something you love for an additional point if you understand your attendance responsibilities by Week 5 of the semester.



**DIVERSITY:** SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chap 130)



**ACCESS (ACCOMMODATION OF DISABILITIES):** As part of SUNY Cortland’s commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at [disability.resources@cortland.edu](mailto:disability.resources@cortland.edu) or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways.” (College Handbook, Chapter 745)

**INCLUSIVE LEARNING ENVIRONMENT:** SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263.

**What Diversity & Inclusivity Mean in this Class:** A diversity of viewpoints, opinions, and experiences are welcome. We learn and grow when confronted with new ideas and different perspectives. But we are also here to learn to be more effective, more ethical communicators. Therefore, anything that fits the definition of hate speech or degrades fellow human beings will not welcome, anything that violates ethical responsibilities as speakers by advocating violence or actions that could harm any audience member’s pursuit of life and liberty (including such activities as illegal drug use or nonconsensual sexual activity) will not be welcome, and anything that violates the college’s commitment to diversity and inclusivity cannot be tolerated. As part of being effective speakers, everyone is encouraged toward ethical use of: trigger warnings when presenting sensitive information (as might be found in speeches dealing with abuse, sexual assault, eating disorders, suicide, etc), inclusive language, and accessible presentations (considerations for which will be taught in the class).





**ACADEMIC INTEGRITY:** All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who cheat in examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

**TITLE IX:** Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit [cortland.edu/titleix](http://cortland.edu/titleix) to learn about all reporting options and resources.

**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 successfully and healthfully.*



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: 607-753-4728
- Substance Abuse & Prevention Education: 607-753-2066

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). The college offers a food cupboard and a clothes closet, among other services, that may be able to help.



**IT'S IN THE SYLLABUS**

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

**COURSEWORK:**

Readings

You are assigned a textbook in this class for a reason: it is a resource, a reference, a guide – a source of instructions and examples for how to best develop your speeches. Reading the book and coming to class and making use of optional online resources gives you multiple chances and multiple modes for learning. You will get more out of class if you make an effort to do the readings when assigned.



Exams



There will be a midterm and final exam. They will be multiple-choice/matching/fill in the blank. **They will be online, open book** because it is more important that you know where to correctly find the information to help you develop solid speech presentations than it is that you memorize that information. The midterm is 50 questions. The final is cumulative and is 100 questions. ~Exams are designed to help you learn the core concepts that will better prepare you to achieve the course Learning Outcomes. Psychological research on the science of successful learning proves that the acts

of preparing for and taking tests is a great boost to memory, making tests learning, not just assessment, instruments. Exams are also a proven way to help you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't. Study quizzes from the text's website can help you prepare.

### Participation



Public speaking is about speaking and listening. You need to be present, prepared, on time, engaged, and respectful to maximize your success in the course.

- Occasional absences are not a problem; frequent absences (like more than 4 classes, which equals two weeks), frequent late arrivals, and/or frequent early departures are disruptive to your success and to the class as a whole.
- Be respectful to speakers, including the instructor. Public speaking can be scary for many people – be the kind of audience member you want to have for your own speeches.
- Give it your best. This course uses games and other activities to let you get comfortable with being in front of an audience and to practice different skills speakers need. If you don't try them out, you may just be making your actual speeches even harder on you.
- Ask questions. Share stories. If you want your class experience to be personal and meaningful, you need to play a part in shaping discussions.
- Make productive use of the in-class workshopping time to prepare your speeches: bring drafts, bring notes to practice from, bring questions you have, or just come prepared to work on the assignment

### Speech Analyses/Critiques

This course will help you to become better public communicators and more discerning audiences for spoken messages. Careful, critical, attention to other speeches and presentations you hear can, in turn, help you to improve your own speaking. To this end, you will complete two formal, guided, speech analysis exercises in class. Specific instructions – given as a form to complete – will be provided in class during the days indicated in the course calendar. Grading will be based on the completeness of your responses and the accuracy of the support you provide for your assessment (ie, correct usage of course terminology and concepts), not on whether the professor agrees with your opinion of the speech.

### Extra Credit

Due no later than November 3, you can create and submit up to 3 memes that reflect, capture, teach, or comment on some concept, principle, or core skill of public speaking. Use your favorite meme generator or other program or app.

### Speeches

You will give 4 graded speeches in class this semester. All but one will be delivered live in class. It will take multiple class periods for everyone to present their speeches; assigned days will be rotated with each speech. Early in the semester everyone will be randomly assigned to one of 4 groups; those groups will rotate their place in the presentation lineups.

This course is about the fundamentals of public speaking. In it, you will learn a basic, formal, format for composing and presenting speeches. You will be expected to use that format in your speech assignments for this class. Outside of this class, you can use what you've learned as appropriate for the kinds of presentations you might make in your life, adapting it and adjusting it as needed. Compare this to learning artistic techniques, mathematical formulas, or writing conventions – you need to learn the basics before you can figure out what works best for you or how to do the short cuts. The grading rubric used for all speeches is found below. You can use it a sort of self-checklist as you prepare your speeches.

**Speech of Introduction “Elevator Pitch”:** Speeches of introduction may introduce someone else (like a keynote speaker or special guest) to an audience or introduce one's self to an audience. In either case, the goal is to heighten the audience's interest in and attention to that person. An “elevator pitch” is a very particular kind of self-introduction in which you want to promote yourself to a potential employer or other person of influence. It's all about telling them who you are, what your strengths, background, and skills are, and what your goals are. The name comes from the idea that if you happened to be in an elevator with a person who could change the course of your career for the better, you'd have limited time to speak with them before those elevator doors open and they're gone. Usually, elevator pitches range from 30 seconds to about 2 minutes.

For this assignment, you'll create and deliver a 2-4 minute “elevator” style self-introduction.

The speech should:

- Be delivered extemporaneously
- Have well-constructed introduction and conclusion
- Contain 2-4 distinct main points
- Not use any visual aids



**Visual Aid “Pecha Kucha” Speech:** PechaKucha (Japanese for “chit chat”) is a particular type of visually-based presentation. It uses a slide show of 20 images (no text), each displayed with appropriate spoken content for 20-seconds each. In other words, you've got about 400 seconds to tell your story, with visuals guiding the way. PechaKucha is an increasingly popular format for business and entertainment purposes – and it is *great* practice for incorporating visuals into a speech without resorting to “PowerPoint karaoke” of reading a lot of text-heavy, bullet-pointed, slides. For your PechaKucha presentations, use the slide-deck software of your choice (PowerPoint, Prezi, GoogleSlides, etc), to create a 20x20 presentation. Topic choices for this assignment include:

- Your Bucket List. Think about 10-20 experiences you would like to have in your life. Collect one or two images of each (depending on how many items on your list) and create a presentation, explaining what each is and why you want to do it and think it would be a worthwhile experience.
- A trip you've taken. Select 20 images from a vacation, study abroad, or other trip you've taken and create a presentation, explaining each image to tell the story of your experience.
- An experience you've had. Select 20 images from a big game, a music festival, a comic con, a wedding, or some other special event from your life, and create a presentation, explaining each image to tell the story of your experience.
- A tour of your home, your hometown, your favorite spots in Cortland, or somewhere else. Take or select 20 images of the place you've chosen and create a presentation, explaining each image to introduce your audience to what makes it unique or special to you.

The speech should:

- Have well-constructed introduction and conclusion
- Be timed appropriately
- Incorporate visuals with best practices – such as being neat, visible and reinforced, described, or explained with spoken content
- Use best practices for online speaking
- Be 400 seconds, or about 6 minutes long

*The 20x20 rule of PechaKucha presentations*

<p>1</p> <p><b>20x 20.</b></p> <p>Use the 20x20 rule - your presentation should have 20 slides and you can only spend 20 seconds on each slide.</p>	<p>2</p>  <p>Keep the text simple and concise (the less you say, the more valuable your presentation becomes).</p>	<p>3</p>  <p>Use great visuals that complement the text rather than mirror it to make the message clear.</p>	<p>4</p>  <p>Practice your presentation so that it feels natural and easy to explain.</p>	<p>5</p>  <p>Set slides to advance automatically to keep up the pace during the presentation.</p>
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www.the prezenter.com 

**Informative Speech & Persuasive Speech:** Informative and persuasive speaking are both information/research heavy speeches – and persuasive speaking is arguably the most difficult kind of speech to compose and present. Therefore, these two assignments are linked to A) help make your workload more manageable, and B) emphasize the important differences between informative and persuasive communication.

**Both speeches will use the same broad topic**, but have different goals and, therefore, different approaches to or angles on the topic. For these speeches you *must* choose an issue, cause, or current event you care about or think is important.

- For the **informative** speech, your task is to give a presentation that will help your classmates better *understand* the issue, cause, or event
- For the **persuasive** speech, your task is to advocate for *action* appropriate to the topic – in other words, ask your audience to get involved or do something for or about it.. Make sure the goal is reasonable for your audience.

You can use some of the same information/research/resources in both speeches, but you should treat each presentation separately. (Don't assume your audience remembers everything, or anything, from your informative speech when you give your persuasive speech.)

BOTH speeches should:

- Be delivered extemporaneously
- Have well-constructed introduction and conclusion
- Offer 2-4 developed main points, with use of transitions
- Use a minimum of 4 reputable sources of research, identified with oral citations
- Include a variety of supporting material types
- Be tailored to your specific audience of fellow SUNY Cortland students
- Be 7-8 minutes long
- Be accompanied by a completed outline (see below)

*Examples of different topics and approaches*

Topic: Autism

**Informative speech:** explain what autism is, such as symptoms, diagnosis, different conditions in the spectrum, and/or treatment. Keep in mind what your audience might already know and what they might not yet know. **Persuasive speech:** ask audience to support Autism Speaks by providing information about the organization and what it does, ways to get involved, and why they should. Don't forget to tailor reasons for involvement to audience needs, wants, interests.

Topic: Racism

**Informative speech:** teach the audience about the history of the Black Lives Matter movement – when and why it started and by who, what its goals are. Or, information about the history of anti-Asian sentiments and policies in the US. **Persuasive speech:** ask audience to support #BLM or #StopAAPIHate by providing information about different ways people can get involved and why they should. Don't forget to tailor reasons for involvement to audience needs, wants, interests.

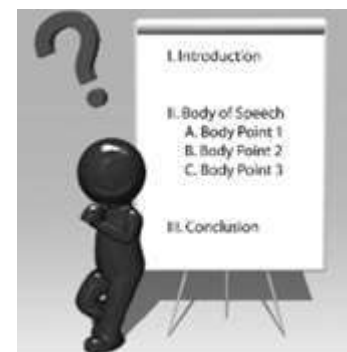
Topic: The war against Ukraine

**Informative speech:** explain to the audience what is happening in Ukraine and why. **Persuasive speech:** ask audience to take action to support Ukraine, such as by donating money or items to specific organizations or boycotting certain products

**Outlines:** With both the informative & persuasive speech, you will submit a copy of your preparation outline or speaking notes with your presentation. (See chapter 9 for how to outline.) These outlines should include:

- An introduction that includes all 4 functions
- The body should contain between 2 & 4 main points
- Main points in the body should be structured in a deliberate organizational sequence/pattern
- Each main point should focus on just one idea
- Each section of speech should be visually distinct through labels, spacing, or bullets.
- The points should include all needed supporting materials, coordinated in a logical manner
  - sources of the supporting material
  - external transitions between main points
- A conclusion that includes all 4 functions

Submission of the outlines helps to make sure that you are fully prepared on your day of presentation, which is likely to help you do better, and can enable the instructor to give you more specific feedback. Grading will be based on timeliness (2 points) and completion (3 points). If you want assistance developing your speeches prior to presentation, *early* submission of an outline is beneficial (and might even result in extra credit)



NAME \_\_\_\_\_

Speech Assignment \_\_\_\_\_

<i>See page for descriptions of unsatisfactory, satisfactory, &amp; excellent achievement of each category</i>	<u>Lacking</u> 0-1 pts	<u>Satisfactory</u> 1-2 pts	<u>Excellent</u> 2-3 pts	<u>comments</u>
<b>SLO 1</b> Chooses/narrows a topic appropriately for the audience & occasion and communicates the specific purpose/thesis accordingly				
<b>SLO 2</b> Provides supporting material (incl presentation aids as needed) appropriate for the audience & goals, with proper oral citation				
<b>SLO 3</b> Uses an organizational pattern, including transitions, appropriate to the topic, audience, occasion & purpose				
<b>SLO 4</b> Uses language appropriately, effectively, and accurately				
<b>SLO 5</b> Uses vocal variety in rate, pitch & intensity to heighten interest, and uses physical behaviors that support the verbal message				

General Comments:

Time: \_\_\_ min \_\_\_ sec

Summative Score of Five SLOs \_\_\_/15

### SLO1

★ **Excellent:** Speaker presents a topic &/or focus exceptionally appropriate for the purpose, time constraints, and audience, and communicates the specific purpose/thesis in a way that all audience members are likely to clearly and easily understand the speech's purpose

✓ **Satisfactory:** The speaker presents a topic &/or focus appropriate for the purpose, time constraints, and audience, and communicates the specific purpose/thesis in a way that at least most audience members are likely to understand the speech's purpose

▪ **Unsatisfactory:** The speaker presents a topic &/or focus not appropriate for the purpose, time constraints, or audience, and the majority of the audience may have difficulty understanding precisely the speech's purpose

### SLO2

★ **Excellent:** The supporting material is unarguably linked to the thesis of the speech, and is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic

✓ **Satisfactory:** Supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech

▪ **Unsatisfactory:** Supporting material is only vaguely related to the thesis of the speech, and the variety is either too great or too little to do anything to make the speech particularly effective

### SLO 3

★ **Excellent:** The speaker uses an exceptional introduction that engages the audience and conclusion that clearly reflects speech content, & speech body that provides an exceptionally clear and logical progression within and between ideas

✓ **Satisfactory:** The speaker uses an appropriate introduction that engages most of the audience and conclusion that adequately reflects speech content, & speech body that provides a reasonably clear progression within and between ideas

▪ **Unsatisfactory:** The speaker fails to use an introduction that engages the audience or conclusion that reinforces speech content, and fails to provide a logically organized speech body

### SLO 4

★ **Excellent:** The speaker chooses language appropriate and sensitive to the audience, language that enhances audience comprehension and enthusiasm for the speech, and language that adds a measure of creativity. Speaker also exhibits *appropriate* grammar, articulation, and pronunciation.

✓ **Satisfactory:** The speaker chooses language appropriate to the audience, and language that is reasonably clear and vivid. Speaker also exhibits appropriate grammar, articulation, and pronunciation.

▪ **Unsatisfactory:** The speaker uses unclear or inappropriate language that is marked by jargon and/or insensitive terminology. Nonfluencies, disfluencies, and/or incorrect language use interferes with the message or clarity.

### SLO 5

★ **Excellent:** The speaker makes exceptional use of vocal variety in a conversational mode that is well-paced and easily heard, and speaker demonstrates exceptional posture, gestures, bodily movement, facial expressions, and eye contact that support the verbal message.

✓ **Satisfactory:** The speaker makes acceptable use of vocal variety in a conversational mode, showing only limited weakness in pace, volume, or pitch that does not detract from the overall quality, and speaker demonstrates acceptable posture, gestures, facial expressions, and eye contact that generally support and/or do not detract from the verbal message.

▪ **Unsatisfactory:** The speaker fails to use vocal variety and fails to speak in a conversational mode, perhaps from excessive reliance on a manuscript, and the speaker fails to use acceptable postures, gestures, facial expressions, or eye contact with nonverbal behaviors that are incongruent with or that detract from the verbal message.



★ ★ ★ ★ COM210 COURSE SCHEDULE ★ ★ ★ ★

wk	Tuesdays	Thursdays
1	<b>8/30:</b> WELCOMES & INTRODUCTIONS We'll be talking about chapters 1 & 2 today.	<b>9/1:</b> SPEECH DELIVERY & SPEECH ANXIETY Look at chapters 12 & 13 for today.
2	<b>9/6:</b> AUDIENCE(S) Look at chs 4 & 5 +hate speech article online for today	<b>9/8:</b> SPEECH CONTENT – DOING & USING RESEARCH Look at chapters 6 & 7 for today.
3	<b>9/13:</b> SPEECH ORGANIZATION & STRUCTURE Look at chapters 8 & 9 for today.	<b>9/15:</b> SPEECH INTRODUCTIONS & CONCLUSIONS. SPEECHES OF INTRODUCTION Look at chapters 10 & 19 for today.
4	<b>9/20:</b> Intro Speech Presentations, groups 1-2 ≈16 students at ≈4 min each = 72 of 75 minutes	<b>9/22:</b> Intro Speech Presentations, groups 3-4 ≈16 students at ≈4 min each = 72 of 75 minutes
5	<b>9/27:</b> SPEECH LANGUAGE Look at chapter 11 for today.	<b>9/29:</b> USING PRESENTATION AIDS Look at chapter 14 for today.
6	<b>10/4:</b> CRITICAL & CONSTRUCTIVE LISTENING Look at chapter 3 for today.	<b>10/6:</b> INFORMATIVE SPEAKING Look at chapter 15 for today <i>First graded speech critique will be done in class today!!</i>
7	<b>10/11:</b> MIDTERM EXAM: take anytime today	<b>10/13:</b> WORKSHOP TIME → GET LIVE, IN-CLASS, HELP WITH INFORMATIVE SPEECH
8	<b>10/18:</b> FALL BREAK	<b>10/20:</b> Informative Speech Presentations, group 3 ≈8 students at ≈9 min each = 72 of 75 minutes <i>ALL complete informative outlines/drafts due thru Brightspace</i>
9	<b>10/25:</b> Informative Speech Presentations, group 4 ≈8 students at ≈9 min each = 72 of 75 minutes	<b>10/27:</b> Informative Speech Presentations, group 1 ≈8 students at ≈9 min each = 72 of 75 minutes
10	<b>11/1:</b> Informative Speech Presentations, group 2 ≈8 students at ≈9 min each = 72 of 75 minutes	<b>11/3:</b> <u>CLASS WILL BE ASYNCHRONOUS ONLINE TODAY</u> STORYTELLING IN A SPEECH Look at chapter 21 for today <i>Optional Extra Credit Meme due: submit thru Brightspace</i>
11	<b>11/8:</b> SPEAKING ONLINE Look at chapter 23 for today <i>Second graded speech critique will be done in class today!!</i>	<b>11/10:</b> WORKSHOP TIME → GET LIVE, IN-CLASS, HELP WITH PECHAKUCHA SPEECH
12	<b>11/15:</b> <u>CLASS WILL BE ASYNCHRONOUS ONLINE TODAY</u> PERSUASIVE SPEAKING Look at chapter 16 for today <i>Recorded PechaKucha due: submit thru Brightspace</i>	<b>11/17:</b> <u>CLASS WILL BE ASYNCHRONOUS ONLINE TODAY</u> PERSUASIVE TECHNIQUES (MOTIVATED SEQUENCE) Look at chapter 17 for today
13	<b>11/22:</b> WORKSHOP TIME → GET LIVE, IN-CLASS, HELP WITH PERSUASIVE SPEECH	<b>11/24:</b> NOVEMBER BREAK
14	<b>11/29:</b> Persuasive Speech Presentations, group 1 ≈8 students at ≈9 min each = 72 of 75 minutes <i>ALL complete persuasive outlines/drafts due thru Brightspace</i>	<b>12/1:</b> Persuasive Speech Presentations, group 2 ≈8 students at ≈9 min each = 72 of 75 minutes
15	<b>12/6:</b> Persuasive Speech Presentations, group 3 ≈8 students at ≈9 min each = 72 of 75 minutes	<b>12/8:</b> Persuasive Speech Presentations, group 4 ≈8 students at ≈9 min each = 72 of 75 minutes
Fin	<b>12/13, 8:30-10:30, FINAL EXAM during scheduled time</b>	

All work submitted through Brightspace is due by noon on the day indicated.

Because of the scheduling, speech presentation days should be treated as mandatory.

- If you absolutely cannot be in class on the day you are assigned to speak, you are asked to present virtually if possible (email the instructor asap to set it up).
  - If a virtual presentation is not possible, you can set up an alternative presentation day/time IF you notify the instructor prior to the class in which you are supposed to speak.
- If you know in advance that you have a college-sanctioned conflict (such as a sports obligation or religious observance), please tell the instructor as early in the semester as possible so that arrangements can be made to switch your assigned day with another student.