

COMM106: Fall 2009

Outcomes/Description

As a General Education, FS, course, this class will improve your ability to:

a. develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion

b. outline a speech with a clear thesis statement, main points, and sub-points;

c. identify demographic & situational factors that a speaker needs to know about an audience;

Towards these ends, you will give three graded speeches (informative, persuasive & special occasion). These speeches will be timed & audience-centered. Additionally, you will make small, in-class, presentations for practice.

d. understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument;

e. understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas;

Towards these ends, you will be expected to conduct research for your speeches, and clearly incorporate this research into your speeches. Additionally, you will consider and discuss the evidence presented in speeches you'll watch on video. Also, you will be expected to establish who you are & why you are speaking as part of each speech introduction.

f. communicate in both verbal and nonverbal dimensions of delivery;

Towards this end, you will be evaluated on both verbal & nonverbal delivery in your speeches, and you will be provided with multiple in-class opportunities and activities (including games) to let you practice these skills.

g. recognize the similarities and differences between informative and persuasive speaking;

Towards this end, you will deliver your informative, persuasive, and special occasion speeches on a similar topic/theme, clearly changing the purpose and arguments of each speech. This will help to clarify the differences among genres and will allow you to demonstrate your understanding of these differences.

h. recognize the similarities and differences between written and oral communication;

Towards this end, you will learn about appropriate language style and rhetorical devices used in public speaking, and will be evaluated in your speeches for application of this style. In class activities (including games) will let you practice these skills.

i. recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation).

Connected to the use of evidence in speeches, you will be expected to indicate within each speech where you got the information and/or ideas you are presenting. To emphasize the importance of this, plagiarism (or a failure to reveal your sources) will result in failure. To further demonstrate ethical speaking practices, you will be expected to choose your speech topic & purposes with the interests of your audience (not yourself) in mind.

j. use the library catalog

Toward this end, you will be expected to complete an annotated bibliography that includes 5 sources (Wikipedia is not allowed) and at least 2 of these sources must be found through the Crumb Library. You will also complete a number of Information Literacy tutorials through Blackboard, hosted by library faculty.

Chapter 1: Intro to Public Speaking
Chapter 3: Listening

Chapter 2: Controlling Nervousness

Chapter 14: Delivering the Speech
Chapter 12: Outlining the Speech

Chapter 4: Reaching the Audience
Chapter 5: Selecting Topic, Purpose, and Central Idea

Chapter 15: Speaking to Inform
Chapter 16: Speaking to Persuade

Chapter 6: Finding Information
Chapter 7: Evaluating Information & Avoiding Plagiarism
Chapter 8: Supporting Your Ideas

Chapter 10: The Body of the Speech (organization)
Chapter 11: Introductions & Conclusions

Chapter 9: Visual Aids
Chapter 13: Wording the Speech

Chapter 17: Persuasive Strategies

Chapter 18: Special Types of Speeches

Genre: Informative
Delivery: Extemporaneous (from *brief* speaking notes)
Length: 4-6 minutes – no longer than 6
Topic: Hometown History
Audience: Your classmates in COMM106
Requirements: A minimum of 2 sources (no encyclopedias, including Wikipedia)
Use of a presentation aid.
Worth: 20%

Reveal something significant about your hometown – an important historical event, an influential person, a company, an invention or innovation.

Teach your audience about this person/place/thing/idea/event and illustrate how it is important or influential to the history of the area, the region, the state, the country, the world or to the community itself; in other words, why they should care about this, or how it relates to something they know. (Ex. Is it the birthplace of a holiday? Of an icon? Did someone who influenced history come from the town? Was it important in the shaping of the state or the town? Did something happen that received a lot of media attention?)

Use books, people, local historical societies, news reports, or letters for the information. It can be old history or more recent history.

To inform is to communicate knowledge. An informative speech provides an audience with new information, new insights, or new ways of thinking about a topic. Your speech might be an in-depth analysis of a complex subject; an exploration of a new policy or concept; a vivid description of a person, place, or event; or a physical demonstration of how something works.

As long as your general speech purpose is to increase the listeners' understanding and awareness, your options are nearly limitless.

--Identify Your Listeners' Information Needs: What do your listeners already know?

What do they need/want to know?

--Determine Your Speech Type: *Object* (person place or thing); *Concept* (idea or belief); *Event* (historic or common); *Process* (how...)

--Choose a Strategy for Presenting Content: *Definition*: Identify the essential qualities and meaning of something. *Description*: Use vivid details to help your audience form a mental picture of your topic. *Explanation*: Provide reasons or causes, show relationships, & offer interpretation or analysis. *Demonstration*: Physically demonstrate your topic with the use of visual aids.

Genre: Persuasive
Delivery: Extemporaneous (from brief speaking notes)
Length: 4-6 minutes – no longer than 6
Topic: Hometown Happenings
Audience: The appropriate decision-making body
Requirements: A minimum of 3 sources (no encyclopedias – including Wikipedia)
Before beginning the speech, tell the class who your target audience is.
Visual aid optional
Worth: 20%

Description: Convince your audience that change is needed in your hometown. Identify a policy or practice that needs to be changed or fixed for the betterment of the town or community (ex. better sidewalks, more traffic signals, a different school year, a renovated library, the creation of a skate park, changes to high school policies...).

Identify who would be in charge of making that change happen, and deliver a persuasive speech targeting that particular audience (such as the Town Board, the School Board, the townspeople, school administrators, an area club, etcetera).

Be sure to consider that group's concerns or objections to the change (is it too expensive, might it cause trouble, will it ruin the view...?) and address those, working to overcome them, in your speech.

Use people, newsletters, news reports, and your own experiences for the arguments and evidence.

It must be an unresolved issue, and can be something that is currently being debated in your town (like wind farms) or something that you simply know from living there (like dangerous intersections).

To persuade is to advocate, or ask others to accept your views. The goal of a persuasive speech is to influence attitudes, beliefs, values, and acts of others. Some persuasive speeches attempt to modify audience attitudes & values such that they move in the direction of the speaker's stance. Others aim for an explicit response, as when a speaker urges listeners to donate money for a cause or vote for a candidate. Sometimes a speech will attempt to modify both attitudes & actions. Success in persuasive speaking requires attention to human psychology – to what motivates listeners.

- Make your message personally relevant to the audience.
- Clearly demonstrate how any change you propose will benefit the audience.
- Expect minor rather than major changes in your listeners' attitudes & behaviors.
- Demonstrate how an attitude or behavior might keep listeners from feeling satisfied & competent, thereby encouraging receptivity to change.
- Expect to be more successful when addressing an audience whose position differs only moderately from yours.
- Establish your credibility with the audience.
- Balance Reason & Emotion
- Construct Sound Arguments with Convincing Evidence

Genre: Special Occasion
Delivery: Extemporaneous (from *brief speaking notes*)
Length: 4-6 minutes – no longer than 6
Topic: Hometown Heroes
Audience: The local community
Requirements: A minimum of 1 source (no encyclopedias – including Wikipedia)
Before beginning the speech, remind the class what your hometown is and what the occasion/setting for the speech is.
Worth: 20%

Description: Deliver a speech that will commemorate an important event or holiday in your town (past or present), or that will honor a local person (past or present, living or dead). These can be Memorial Day speeches, ribbon cutting ceremony speeches, awards speeches, eulogies, etcetera.

The goal is to reach out to the audience, your local community, emotionally – getting them excited, inspiring them, comforting them, as is appropriate for the situation.

Pay particular attention to your use of language, and be sure to present them with a well-developed image of the person or event you are discussing.

A special occasion speech is one that is prepared for a specific occasion & for a purpose dictated by that of that occasion. Special occasion speeches can be either informative or persuasive or, often, a mix of both. However, neither of these functions is the main goal; the underlying function of a special occasion speech is to:

- Entertain*: An amusing speech with a lighthearted focus on a specific topic
- Celebrate*: Praises the subject at hand, usually with a certain degree of ceremony
- Commemorate*: Speaker offers remembrance and tribute.
- Inspire*: Listeners expect to be motivated by examples of achievement.
- Set Social Agendas*: Group goals & values are articulated & reinforced

Suggestion: Consider tailoring your speeches to your particular major/career goal.

If you are a childhood education major, you might want to tackle education/school-related issues for your persuasive speech and/or honor a teacher for your special occasion speech. Depending on your town, you might even be able to do a school-related theme for the informative speech – but, if not, you should still think of the informative speech as presenting a miniature lesson to a class.

If you are a criminal justice major, you might want to tackle a legal or crime-related issue for your persuasive speech and/or honor a local hero (like a police officer) for your special occasion

speech. Depending on your town, you might be able to do a crime-related topic for your informative speech (something about the local jail, a famous criminal...).

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

Grading:

Homework (10 assignments) = 10% ([- = 1/3 pt, [= 2/3 pt. [+ = 1 pt)

Participation = 15% (the average of your self-graded logs)

Speech 1 = 20%

Speech 2 = 20%

Speech 3 = 20%

Effort = 5% (the average of your self-graded logs)

Info Lit Tutorials = 5% [print off proof of quiz completion –the grade you got- & submit]
(grade determined as number completed) total number)

Online Tutorials to be completed through BlackBoard:

The Web vs. "Library" databases or, Unorganized vs. Organized information

How to choose an appropriate search tool

Background Research, or Why can't I just start searching?

Crafting a research question from a topic

Developing a search vocabulary from a research question

Format vs. Information Type

Finding something on the shelf

Results lists: What are you getting?

Annotated Bibliography = 5%

This assignment will help you to gather information for your speeches. An annotated bibliography is a list of accurate citations for a number of sources on a certain topic, and each citation is accompanied by a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs.

--It should include no fewer than five sources (You will receive 1 point for each complete, correct citation/annotation.).

--Two sources must be from the Crumb Library. [This is the College's rule. To help you, some suggestions are books on local history or local newspapers available through LexisNexis]

--Wikipedia will not count as a source.

--The sources should relate to your chosen topic.

--Citations should be in MLA or APA format (the library offers online resources to help with this)

--Annotations should be single paragraphs that describes the source – what it is (book, website, etc.), who created it, how long it is, & what it contains – AND explains why the source is valuable in relation to the topic. Indicate what type(s) of evidence the source can provide for your speech (statistics, testimony, examples, etc.)

--Assignment will be typed using 12-pt. Times New Roman or Courier font. It will double-spaced. Margins will be no larger than 1.25". Multiple pages will be stapled together.

--Spelling and grammar will be correct. An average of more than two errors per page will negatively impact your grade.

--You will use Standard American English conventions of language use. Basically, that means write like someone who is educated well enough to be in college. Written assignments are not text messages. If you do not write using complete words and complete sentences you will not get a passing score. If you think you could use some help with your writing I encourage you to make use of the College Writing Center.

Grading Philosophy

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

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

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved.

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

Grading Breakdown

Your final course grade is a weighted percentage of all your work in this class (see the individual assignment descriptions for how much each is worth toward the final grade).

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

4.0 = 95-100 % 3.7 = 90-94 %

3.3 = 86-89 % 3.0 = 82-85 %

2.7 = 78-81 % 2.3 = 75-77 %

2.0 = 71-74 % 1.7 = 68-70 %
1.3 = 65-67 % 1.0 = 64-61 %
0.0 = 0-60 %

Challenging a Grade

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

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

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

Academic Integrity

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

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

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

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

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

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

Due Dates/Late Work

LATE ASSIGNMENTS ARE NOT ACCEPTED except in extreme circumstances with documentation. (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes. Documentation must come from official sources like coaches, doctors, lawyers, or clergy. They are not notes from your parents.)

If you know in advance you will not be in class when an assignment is due, turn it in early.

I don't like being rigid about deadlines but they are a fact of life and there's no good reason why this class should be any different. In the working world, lateness carries serious consequences – from having to make-up for missed time, to reduced pay, to termination. Besides, it's not fair to the people who made the effort to do the work on time to pretend the deadlines don't matter.

Attendance

Rationale

I know many students think mandatory attendance in college is a drag or is unfair. After all, you're paying for college so you should have the right to show up or not.

That's why I don't have a set grading policy regarding attendance. BUT attendance is mandatory and **not showing up to class will impact your grade on multiple levels**, the most basic of which is your in-class effort grade (*if you're not there, it obviously becomes a zero for the day*).

Attendance is mandatory and is graded in many classes for a variety of reasons:

1. As instructors we are the sort-of "guardians" of your college education. We have a responsibility to maintain the integrity and reputation of SUNY Potsdam. If you want your diploma to mean anything to employers, to your families, or to you, we have to set standards - otherwise, you might as well buy a diploma through one of those Internet offers.

2. Showing up is a big part of most things in life - socializing, voting, working... you have to show up. School's no different. You may face employers who have even stricter attendance policies than your teachers have, so think of attendance policies as part of your career preparation while in college.
3. Your attendance impacts more than just you. Class dynamics and activities change drastically depending on the number of students in the room. When you sign up for the class, you are taking on a responsibility - to yourself, to your instructor, and to your classmates.
4. If you don't come to class, you're wasting a lot of money.
5. Signing up for a class is a sort of contract, like having a job.

Expectations

If you cannot be to (nearly) every class on time, then you should not take this class.

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

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

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

Presentations or oral assignments must be delivered on the day assigned. There is not time in the semester to reschedule, and your classmates and I are counting on your contribution for the given day. *In extreme circumstances with documentation, alternative arrangements can be made, if and only if, I am notified by phone or in person prior to your presentation time.* (Note: Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include events like hangovers, colds, roommate disputes, funerals, romantic troubles, vacations, weddings, various appointments, work conflicts, or exams and papers in other classes.)

Late Arrivals

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

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

When you arrive late, please enter the classroom quietly at an appropriate moment, and take the first available seat. *Do not* make a lot of noise, *do not* interrupt to offer apologies, and *do not* intrude upon the entire class by searching for a seat you like or cutting across the front of the room. Being late is not an accomplishment that earns you a grand entrance and special attention.

Incompletes

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

Classroom Policies

Electronic Devices

All electronic devices must be turned off and put away, out of sight, prior to the start of class.

If you can't make it through one class meeting without being "wired" then you should not be in the class.

If there is some medical reason for leaving a pager or cell phone on, make sure it is on vibrate and in your pocket.

I will not tolerate phone calls, text messaging, gaming, or the use of personal entertainment media during class. Leave the class to do these things! Not only is the use of these devices rude to the instructor, distracting to your classmates, interfering with your learning, but it is also inconsiderate to those around you who may not have the resources to multitask with gadgets in a similar fashion.

Recording the class without all involved parties giving permission may have legal ramifications for you, so don't do it.

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

Attitude

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

Etiquette

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

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

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

Disruptions

I will never stop anyone from answering the calls of nature – whether for thirst, hunger, or other needs. If you are uncomfortable, you will not be able to focus. However, *do not be disruptive*. You will not see me leaving the classroom on a regular basis to use the bathroom, nor will you see me crunching on a bag of chips or chewing on a Big Mac. If I can survive through the class, you probably can, too. (If you have so little time during the day that you need to regularly use this class for a bathroom break or meal hour, than you should consider cutting something from your schedule.)

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

Date	<u>Reading Due</u>	<u>HW Due</u> <u>Info Lit Tutorials Due</u>	Discussion Topic (subject to change)	<i>in-class</i> (tentative)
Tu, 09/01	none	none	Course overview, review of syllabus	attendance & enrollment issues
Th, 09/03	Chapter 3	<u>Listening Quotes</u>	listening skills	
Tu, 09/08	Chapter 2	<u>Famous Stage Fright</u>	handling nerves	TV: <i>Everybody Loves Raymond</i> "Ray's on TV"
Th, 09/10	Chapters 12 & 14	none	(modes of) delivery	Film Clips: <i>Election</i> + <i>The Anchorman</i> TV: Sat. Night Live
Tu, 09/15	Chapter 4	<u>Tell a Joke, Fb Ads</u>	audience	mini presentations, small group discussions Film Clip: <i>Clueless</i>
Th, 09/17	Chapter 5	<u>Specific Purposes & Central Ideas</u>	speech topics & purposes	small group discussions
Tu, 09/22	Chapters 15 & 16	Info Lit Tutorial 1 (web vs. library databases)	informative vs. persuasive speaking	view speech examples
Th, 09/24	Chapter 6	none	doing & using research	
Tu, 09/29	Chapter 7	Info Lit Tutorial 2 (appropriate search tool)	plagiarism	Music: "My Sweet Lord" & "He's So Fine" + "Ghostbusters" + "I Want a New Drug"
Th, 10/01	Chapter 8	<u>Annotated Bibliography</u>	supporting materials	Film Clip: <i>Red, White, & Blonde</i>
Tu, 10/06	Chapter 10	<u>Tech Analogy</u> Info Lit Tutorial 3 (background research)	constructing the speech body	
Th, 10/08	Chapter 11	<u>Transitions</u>	creating introductions and conclusions	
Tu, 10/13	none	none	Fall Recess	no class
Th, 10/15	Chapter 13	Info Lit Tutorial 4 (crafting a research question)	language choices	TV Clip: <i>West Wing</i> "Someone's Going to Emergency" Game: Befudiom
Tu, 10/20	Chapter 9	<u>Menu Descriptions</u>	using presentation aids	Game: 'Whose Line Is It Anyway?' improv
Th, 10/22	none	<u>Ugly Graphic</u> Info Lit Tutorial 5 (developing search vocabulary)		small group activity, speech writing workshop
Tu, 10/27	none	<u>Informative Speech</u>	-----	Informative Speech presentations
Th, 10/29	none		-----	Informative Speech presentations

Tu, 11/03	none	Info Lit Tutorial 6 (format vs. information type)	to be determined	TBA
Th, 11/05	Chapter 17	none	persuasive strategies	Film Clip: <i>Monty Python & the Holy Grail</i> TV Clip: <i>Dinosaurs</i> "Family Challenge" Game: Argue!
Tu, 11/10	none	none	Class Cancelled (Dr K @ N'tnl Comm Assoc conference)	no class
Th, 11/12	none	none	Class Cancelled (Dr K @ N'tnl Comm Assoc conference)	no class
Tu, 11/17	none	none	Persuasive speaking, audience analysis & adaptation	
Th, 11/19	none	none	<i>any students wishing to get the persuasive speech done early can present today</i>	
Tu, 11/24	none	<u>Miscommunication</u> Info Lit Tutorial 7 (finding something on the shelf)	shortened class times (10-10:45 and 11-11:45)	small group discussions, skills activities, optional individual meetings
Th, 11/26	none	none	Thanksgiving	no class
Tu, 12/01	none	<u>Persuasive Speech</u>	----	Persuasive Speech Presentations
Th, 12/03	none		----	Persuasive Speech Presentations
Tu, 12/08	Chapter 18	none	special speeches	TV: <i>Everybody Loves Raymond</i> "Pet the Bunny"
Th, 12/10	none	Info Lit Tutorial 8 (result lists)		speech writing workshop, impromptu special speeches

9:30 am class only -

Thursday, December 17 @ 10:15-12:15: [Special Occasion Speeches](#)

11:00 am class only -

Wednesday, December 16 @ 2:45-4:45: [Special Occasion Speeches](#)