

COM210 Fundamentals of Public Speaking, Spring 2021

Instructor Contact: Name: Dr. Knopf ["nope"] (she/her/hers) --you can also call me C.K.

Drop-in office hours: M/F 11:30-1:30, W 12:30-1:30

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Office: Webex link on Blackboard

Ph: 607-753-2530 (msgs only)

Class Meetings: Sect 001: MWF 8:00-8:50am

Sect 002: M/W/F 9:10-10:00am

All sections meet in WebEx, link available on Blackboard

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
- Online skills: Live vs. mediated speaking

Student Learning Outcomes:

Demonstrate professionalism in communication by – exhibiting proficiency in oral discourse.

In a manner appropriate to the audience and occasion, students 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 – including pronunciation, grammar, & articulation
- 5) use vocal variety in rate, pitch and intensity to heighten and maintain interest and use physical behaviors that support the verbal message.

Online Course Structure/Overview:

Because of widespread discontent with online learning, this course has been designed to recreate the classroom experience as much as possible.

- Class meets at its scheduled time through WebEx (link on Blackboard): Class meetings will be a combination of lecture/discussion and activities.
- Work will be due at regular class times (no midnight/end of day submissions), though submitted through Blackboard rather than “handed in” as physical copies
- Speeches will be delivered live through WebEx, on camera, with the expectation that delivery will be modified appropriately as befitting professional communication in the 2020s
- Lots of asynchronous online materials, such as readings and videos, will be available as additional support to students who may need extra help or who experience learning interruptions due to the pandemic obstacles

Required Materials:

- Gamble & Gamble, *Public Speaking Playbook*, 3rd edition -any format
- Web access to Blackboard, Jamboard, the WWW, and WebEx (app recommended)
- Access to a web-ready camera & microphone

Assignments & Grade Distribution:

Speech of demonstration	(15%)	Special occasion speech	(15%) + outline (5%)
Informative speech	(15%) + outline (5%)	Persuasive speech	(15%) + outline (5%)
Midterm exam	(5%)	Final exam	(10%)
Peer critiques (2 @ 5% each)	(10%)	[Impromptu speaking practice <i>extra credit</i> (2% each)	

Grade Conversion

B+: 87-89%	C+: 77-79%	D+: 67-69%	E: 0-59%
A: 94-100%	B: 83-86%	C: 73-76%	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 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 *disagree* with a grade earned on written work, 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 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 through in-class activities, primarily impromptu speaking opportunities. Extra credit work/assignments are *not* available to serve as replacements for missed course 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 7. Late work is not accepted.

Attendance: As a synchronous online course, active attendance is vital to your success. Attendance is recorded but attendance itself is not graded. 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 and the Blackboard folder to see what you missed. You can watch any provided videos to keep up on instruction - and make sure you keep up with the readings.

If you're absent on a test day or a speech day, you need to contact CK as soon as you know you will not be in class. If you are having technical problems connecting to class, call in or email. Alternative accommodations will be made with reasonable notice of illness or other emergency. *-If you don't notice you've missed a speech or a test until after grades are recorded, it is much too late to make up that work.-* 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)

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: Speech is free, so make it matter – make it valuable and worthwhile. 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 be 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.

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)

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@cutland.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)

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 cutland.edu/titleix to learn about all reporting options and resources.

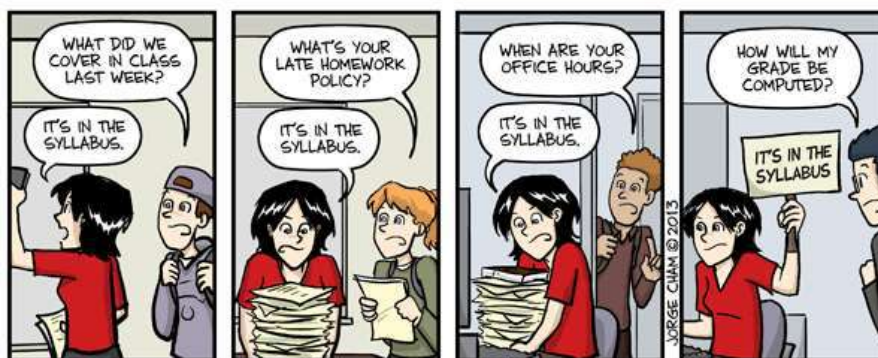
Mental, Emotional, & Physical Wellbeing: Diminished mental health, including significant stress, mood changes, excessive worry, alcohol and/or substance abuse, or problems with eating and/or sleeping can interfere with optimal academic performance.

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.

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).



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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Coursework

Exams

There will be a midterm and final exam, both administered through Blackboard. They will be multiple-choice/matching/fill in the blank. They will be 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.

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 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 you keep up with classwork – they encourage attendance, preparation and review in ways that less traditional or structured means don't.

Speech Analyses

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 on Blackboard. 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.

Speech Outlines

For 3 of the 4 formal speeches you deliver in class, you will submit a copy of your preparation outline or speaking notes through Blackboard. (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 that is logical, interesting, and appropriate
- Each main point should include only one idea
- 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 points should include all needed supporting materials that are coordinated and subordinated 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)

Speeches

You will give 4 graded speeches in class this semester. Speeches will be delivered live through WebEx.

It will take multiple class periods for everyone to present their speeches.

All speech outlines (see above) are due on Day 1 of presentations.

Because of the unpredictability of COVID pool testing and technology glitches, we, unfortunately, cannot pre-assign specific days for presenting. Everyone should be prepared to present on Day 1, even though there will not be time for everyone to present on the same day. This way, we can always work with who is available. You are strongly encouraged to volunteer to present on any given speech day to help have some control over which day you get – this can help with nerves. Also, if you're involved enough in this course to be reading this prior to Week 5 of the semester, email the professor a meme, gif, or cartoon that shows how you feel about public speaking (Love it? Hate it? Fear it?) for an extra 3 points.

The grading rubric used for all speeches is found below. You can use it a sort of self-checklist as you prepare your speeches. Grading will always be adjusted to reflect what material/concepts have and have not yet been covered in class at the time of each speech.

See the Assignments link in the Blackboard Syllabus folder for video examples of each speech described below.

Speech of Demonstration

The events of 2020 emphasized both the importance of sharing information via the Internet (as in the #BlackLivesMatter George Floyd protests) and the idea that online communication has different needs than in-person communication (as when education and work suddenly became remote during the pandemic). This class is designed to be multi-media, multi-modal in its communication – utilizing assorted synchronous and asynchronous engagements among the instructor and the students. It therefore makes sense that you get the chance to create a speech designed specifically to be presented in this digital format.

This will be a speech of demonstration (also called a demonstrative speech), that is, you will demonstrate to the class how to do something, how something works, or how something happens. (Ex. How to bake cookies, to how to make an origami box, how to arm knit, how hurricanes form, how to properly lift weights, how to read DegreeWorks, how to craft a resumé...) The topic can be *almost* anything of your choosing that is appropriate and interesting to a college audience and that you have a comfortable knowledge of (topics you may *not* use are things like how to tie your shoelaces, how to fix a bowl of cereal, how to make a sandwich, how to unwrap a Hershey Kiss, how to brush your teeth...)

The speech should:

- Delivered live to the best of your abilities
- Be useful for your audience; think about how to relate your demonstration to things they care about? (For example, can a particular skill help them save or make money, organize their life more, help relieve stress? Or does particular knowledge have real-world implications in life?)
- Show awareness of your environment – what can your audience see and hear about where you are? Is the setting sending any unintended messages? Is background noise causing a distraction or making it hard for your audience to hear? What does the audience see of you – is your camera angled up your nose, down your shirt, or at your ear?
- Consider how to use visuals? Screen share? Link share? Document share? Handheld? Second screen? Integrated video?
- Be about 5 minutes long (no longer than 8)

Special Occasion Speech

No matter what kind of jobs you do, special occasion speaking is something that most of us will have the opportunity to do at some point in life: giving a toast at a wedding, delivering a eulogy at a funeral, etc. Most special occasion speeches are personal to us as speakers.

You will develop and present a speech of tribute, recognizing an important person (such as a family member, teacher, coach, or friend), place (such as your hometown, school, or house of worship), *or* organization (such as a club, charity, team, or Greek house) to you. Your topic must be one that you know personally (ie, it can't be a celebrity you'd have to look up information about). Your speech should focus on 2-4 things that make the person, place, or organization worthy of admiration not only to you but also to a wider group/community.

The speech should:

- Be delivered extemporaneously
- Have well-constructed introduction and conclusion
- Offer 2-4 developed main points, with use of transitions
- Be 3-5 minutes long

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.

You will choose one topic for both speeches. This topic can be: something from current events (including international, national, and local news in politics, business, sports, entertainment, health, or weather) *or* a social, political, or charitable cause (such as poverty, civil rights, climate change, medical research, etc)

For the informative speech, your task is to give a presentation that will help your classmates better *understand* the event or issue at stake and why the issue is important to, impacts, or relates to SUNY Cortland college students. (For this speech *you are not taking any sides*; you are simply trying to teach about a subject – you should not be asking for change, encouraging your audience to share a certain opinion, or expecting your audience to do anything.)

For the persuasive speech, your task is to advocate for *action* appropriate to the event or issue you've chosen – to convince your classmates to do something about or for the topic. (For this speech, you *are* taking a side and asking for a change in attitude & behavior from your audience).

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 5-8 minutes long

The persuasive should also:

- include the specific information for how people can contribute money, time, or other resources to appropriate charities/organizations or take other appropriate measures for desired change
- have a goal that is appropriate to and reasonable for the audience, for example:
 - college students probably can't donate large sums of money to Autism Speaks or install solar panels at their on or off-campus housing to reduce their carbon footprint... but they can do other things for these causes
 - most people can't make big lifestyle changes at once – such as going from an omnivore diet to a vegan diet, and single-message persuasion like this speech that targets deeply held beliefs on issues such as abortion, guns, and drugs is rarely effective... ask for incremental (smaller) change and focus on things your audience can *do*
 - your audience of fellow college students isn't in a position to make direct changes to policies or laws, so instead of asking them to lower the drinking age, for example, find ways that people can contribute to lobbying or petitioning efforts for such goals

A note about speeches overall: 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.

Impromptu Speeches

As time permits throughout the semester, you will be given chances to practice public speaking skills in a lower-stress, no stakes, situation. These opportunities – which will include impromptu speaking (delivering a speech with little to no time for preparation) – can earn extra credit, up to 2 points each.

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. Having this resource available to you may be even more important in an online class than in a face-to-face class, because it will always be there no matter what your technology access might be. Reading the book and coming to class and making use of 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.

Basic Speech Grading Rubric

COM210: Speech Feedback Form

(Adopted by C. Knopf from the Nat Comm Assoc's Competent Speaker Evaluation Form & the NCA Eight Public Speaking Competencies & Criteria for Assessment. NCA © 2007.)

See page 2 for descriptions of <i>unsatisfactory, satisfactory, & excellent achievement of each category</i>	<u>Unsatisfactory</u> 0-6 pts	<u>Satisfactory</u> 7-14 pts	<u>Excellent</u> 15-20 pts	<u>comments</u>
SLO 1 Chooses/narrows a topic appropriately for the audience & occasion and communicates the specific purpose/thesis accordingly				
SLO 2 Provides supporting material (incl presentation aids as needed) appropriate for the audience and goals, with proper oral citation				
SLO 3 Uses an organizational pattern, including transitions, appropriate to the topic, audience, occasion & purpose				
SLO 4 Uses language appropriately & effectively, including pronunciation, grammar & articulation				
SLO 5 Uses vocal variety in rate, pitch & intensity to heighten/maintain interest, and uses physical behaviors that support the verbal message				

General Comments:

Summative Score of Five SLOs _____/100

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 and articulation, and correct pronunciation.

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

▪ **Unsatisfactory:** The speaker uses unclear or inappropriate language that is marked by jargon and/or insensitive terminology. Nonfluencies, disfluencies, and/or frequent errors in pronunciation interfere with the message

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.

This calendar presents an overview of due dates and each class day's topics with related textbook chapters.

Wk	Monday	Wednesday	Friday
1	2/1: Course overview, introductions	2/3: Online class set-up, OL learning, tech tutorials	2/5: Syllabus discussion + Comm Apprehension & Speech Anxiety • ch. 1-2
2	2/8: Verbal & nonverbal delivery • ch. 12-13	2/10: Presentation aids • ch. 14	2/12: Online presentation considerations •ch. 23
3	2/15: Audience, listening, language • ch. 3-5, 11 "Hate Speech" article (on Blackboard)	2/17: * <i>"Peer" review due</i> Types of Speeches: •ch. 15, 16, 19	2/19: Introductions & Conclusions • ch. 10
4	2/22: <i>Demo Speech Presentations</i>	2/24: <i>Demo Speech Presentations</i>	2/26: <i>Demo Speech Presentations</i>
5	3/1 <i>Demo Speech Presentations</i>	3/3: <i>Demo Speech Presentations</i>	3/5: Supporting material • ch. 7
6	3/8: Research • ch. 6	3/10: Organization •ch. 8-9	3/12: Practice activities & Special occasion assignment discussed
7	3/15: Guided work on special occasion speech	3/17: * <i>Spec occ outline due</i> <i>Special Occasion Speech</i> <i>Presentations</i>	3/19: <i>Special Occasion Speech</i> <i>Presentations</i>
8	3/22 <i>Special Occasion Speech</i> <i>Presentations</i>	3/24: <i>Special Occasion Speech</i> <i>Presentations</i>	3/26: R&R day – no class Use time to catch up, work ahead, study, etc.
9	3/29: Review work: TBD by course performance so far	3/31: Informative/Persuasive assignments discussion	4/2: <i>Midterm exam</i> (ch. 1-15)
10	4/5 Speech examples, structured discussions	4/7 Guided work on informative speech	4/9: * <i>Info speech outline due</i> <i>Informative Speech</i> <i>Presentations</i>
11	4/12: <i>Informative Speech</i> <i>Presentations</i>	4/14: Pacing Day – no class	4/16 <i>Informative Speech</i> <i>Presentations</i>
12	4/19: <i>Informative Speech</i> <i>Presentations</i>	4/21: * <i>Peer review due</i> Persuasion •ch. 16-17	4/23: Monroe's Motivated Sequence
13	4/26: Guided work on persuasive speech	4/28: * <i>Pers speech outline due</i> <i>Persuasive Speech</i> <i>Presentations</i>	4/30: <i>Persuasive Speech</i> <i>Presentations</i>
14	5/3: <i>Persuasive Speech</i> <i>Presentations</i>	5/5: <i>Persuasive Speech</i> <i>Presentations</i>	5/7: <i>Persuasive Speech</i> <i>Presentations</i>
Fin	SECT 001 5/10, 8:30-10:30: <i>Final exam</i>	SECT 002 5/12, 8:30-10:30: <i>Final exam</i> (ch. 16-17, 19 + 23, 3, 4, 6-8, 10-13)	