COM210 Fundamentals of Public Speaking
Section 601: MWF 8-8:50am, VanHoesen B-134A
Section 001: MWF 10:20-11:10am, VanHoesen B-134A
If you are not a "morning person" or have practice or travel that you believe is likely to impact your ability to regularly get to class on time, you are strongly encouraged to drop the class and to take a different section, or different semester, that will better fit your schedule.

INSTRUCTOR: Dr. Knopf ["nope"] or Prof. Knopf or "CK" (she/her)
    VanHoesen B-125G (and WebEx)   christina.knopf@cortland.edu   607-753-2530 (voice only)

***DROP-IN OFFICE HOURS*:** M/W 9-10am, M/F 11:30am-12:30pm, W 12:30-1:30pm
                    Appointments/permission not needed to come to scheduled office hours. Just show up.

Regular drop-in office hours are held for you when classes are in session & you do not need an appointment to attend, call, or login to WebEx during those hours. You can use office hours[1] to discuss class, get help on assignments, or seek advice on college or career matters, or talk about other things. ~~Please be aware that while you are welcome, even encouraged, to discuss personal experiences or concerns in office hours, that I am legally obligated to report any incidences of violent crime that impacts the campus or campus community - including sexual assault, intimate partner violence, stalking, assault, burglary, motor vehicle and larceny theft, arson and hate crimes – as well as sexual harassment, discrimination, or violence. Because I am not a counsellor, I do not have confidentiality and am legally bound to report violations I am told about.
    You can also reach me through email. Before emailing, please check available course resources; answers to such questions like "what did I miss in class?" "is there anything due?" "what am I supposed to do for this assignment?" and "can my absence be excused?" When you email, please be clear and polite[2] (take the opportunity to practice professional communication[3] that you'll need in the career-world). Also, when you email, please respect my need for work-life balance. I cannot be available 24/7. Though you are free to email at any time of the day or night, I will primarily respond to emails during regular working office hours (M-F, 8am-5pm). Also, please understand that I regularly get about 100 emails per day.

COURSE DESCRIPTION: Oral communication: selection, organization, presentation of ideas. Study of principles, application through oral practice.   Fulfills LASR & PRES/GE10. 3 credits.
Topics covered include:
- Speech Genres: Special, informative, & persuasive
- Research: Finding & using supporting materials
- Introductions & Conclusions: Functions & content
- Delivery: Vocal, nonvocal, & aids
- Persuasion: Rhetorical theories & proofs
- Organization: Strategies & transitions
- Language Use: Clarity & interest
- Comm Apprehension: Definition, management

STUDENT LEARNING OUTCOMES: Upon successful completion of this course, you will be able to demonstrate professionalism in communication by exhibiting proficiency in oral discourse (COM-SLO2). You will also be able to demonstrate the ability to research a topic and to develop an argument and organize supporting details; to demonstrate proficiency in oral discourse, and the ability to evaluate oral communication for substance, bias, and intended (GE10b- SLOs)

REQUIRED MATERIALS: *Contemporary Public Speaking* by Gehrke & Foley (WW Norton, 2023): any format
                    Brightspace access

RECOMMENDED MATERIALS: Index cards, paper, pens/pencils

ASSIGNMENTS & GRADE DISTRIBUTION:

•Midterm Exam: 10%			•Final Exam: 10%
•Speech 1: 10%	•Speech 2: 10%	•Speech 3: 10%	•Speech 4: 15%
•Speech 1 Self-Eval: 5%	•Speech 2 Self-Eval: 5%	•Speech 3 Self-Eval: 5%	•Participation Self-Eval: 5%
•Speech 1 script: 2%	•Speech 2 script: 2%	•Speech 3 script: 2%	•Speech 4 script: 2%
•Speech 1 Peer Evals: 2%	•Speech 2 Peer Evals: 2%	•Speech 3 Peer Evals: 3%	

[1] https://learningcenter.unc.edu/tips-and-tools/using-office-hours-effectively/
[2] https://www.purdue.edu/advisors/students/professor.php
[3] https://hbr.org/2021/08/how-to-write-better-emails-at-work

There are three kinds of graded work in this class, giving you more ways of demonstrating learning and more involvement in your own educational process.

- Some work is traditionally graded. These include two open-book, limited choice, exams, and 4 speeches that will be assessed by the instructor using a rubric you are provided in advance. This is to help give you structure and guidance in the course.
- Some work is "ungraded." Before receiving your instructor's grade on speeches 1-3, you will submit your own assessment and grade of your own work. That self-grade will be part of your overall course grade. You will also grade your own participation (better thought of as active and involved learning). These "ungrading" grades put the focus on you and your learning, making you an active participant in the entire educational process of the course by making you accountable to yourself, rather than to the instructor.
- Some work is marked simply as "completed" or "not completed." These include submitting advance copies of your speaking notes/manuscripts for speeches 1-4 and doing two peer evaluations of other students' presentations on speeches 1, 2, and 3. This work is important for your success, your learning, your classmates' learning, and the class community, and needs to be completed, but should not be a source of stress for anyone.

GRADING:

		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](#).[4]

A's may be awesome, but B's are beautiful, C's are competent, and E's are educational.

Focus on learning, growth, and improvement, not the letter.

Grades reflect the extent to which you apply course concepts in exams and presentations, so please recognize that they represent your *mastery of course content*, and only that. They are not commentary on your intelligence, your effort, your time, or your personal goodness. ~ We all have different skillsets and types of intelligence; some of us excel at art, but not at math, some at science, but not at languages, some at sports, but not at technology, etc. Most of us are not "A-students" in all things, and that's ok. We learn more from our failure and struggles than our successes.

GRADE POLICIES: If you *find an error* in grading, bring it to Dr. Knopf'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 opportunities are built into regular class attendance, participation, and work. They are "extra" – not replacements for missing classes or assignments.

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)

ChatGPT and other AI interfaces are proving to be [adequate, but bland and generic](#),[5] generators of essays, stories, speeches, blog posts, and cover letters. The study and practice of communication is about participation, art, and ethics. It is about the careful creation of messages that link what is uniquely you to what is uniquely your intended audience. These are things AI cannot accomplish. Therefore, use of AI to create content for assignments in this course (unless specifically assigned to use AI to generate content) is likely to earn a poor grade because it will miss the point of communication and rhetoric; content created by ChatGPT will [not have your voice nor speak to the interests of your audience](#),[6] and it will not capture the nuances of class materials and discussion. Content created by ChatGPT and the like also lacks academic and journalistic rigor; it does not provide sources or offer examples. And it tends to be very repetitive. Additionally, the main purpose of class assignments is for you to learn through the process of completing them. Without going

[4] https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale

[5] https://www.postcontrolmarketing.com/top-10-tips-for-successful-social-media-marketing-chatgpt-wrote-that-article-in-less-than-a-minute-then-i-spent-four-hours-writing-the-rest/

[6] https://www.businessinsider.com/chatgpt-job-applications-hiring-managers-job-interview-candidate-2022-12

through the process, you will decrease the value of the course and will not improve the communication skills, organizational abilities, reliability, or problem-solving seeks that are [key to your employability].[7] Good uses of AI: It is great to help with brainstorming, offering ideas that you can then explore in more depth (not all of its ideas are good or right or useful). It can be very helpful in providing examples for organizing papers, speeches, proposals – as starting points. It can help you to clarify or clean up your writing, especially if you struggle with English usage or grammar. ***If you use any AI platform to assist you in your classwork, you must clearly identify what you used and how you used it.***

DEADLINES: *All work is due by the start of class time on the date given* (*not* "end of day"). **See the calendar in this document, and on Brightspace, for all deadlines**. Deadlines are important for scaffolding coursework, so that you can learn from one assignment before doing another. Deadlines help you to manage your time, set priorities, and meet your goals. Deadlines help to coordinate and structure the class, providing the instructor with feedback about how the class is going that allows for necessary adjustments. Deadlines set expectations for our mutual responsibilities to each other in this class community. They are also a basic job skill and are paramount in many communication and media related industries – they determine what is or is not a newsworthy story, drive marketing campaigns, and are embedded into the nature of planning and promoting events. ***Where possible, deadlines may be adjusted with at least 48-hours advance notice of hardship, otherwise late work is not accepted.***

A 2022 career advice column in *[Indeed]*[8] noted, "Being able to meet deadlines is a desirable skill for candidates to have in a wide variety of industries. This ability can help professionals succeed while under pressure, overcome challenges and meeting expectations accordingly." *[ZandaX]*[9] reports that "Time management is considered to be one of the primary 'soft skills' valued in the workplace, and effective time management skills are key to a successful work life, and play a major part in many of the top attributes valued by employers." And *[FairyGodBoss]*[10] notes that missing deadlines at work is a sign that you are setting yourself up to get fired.

Exams must be taken at the scheduled time and speeches must be given on the assigned days. Alternative testing arrangements for access/accommodation must be made in advance of the scheduled exams. Emergency arrangements or make-ups for tests and speeches will be made only with ***notification of absence prior to the exam*** (like having to call into work sick *before* missing your shift). If you cannot be in class on the day you are scheduled to speak, you are strongly encouraged to make arrangements to present remotely during class.

ATTENDANCE & PARTICIPATION: This is a synchronous, live, in-person class. *Attendance is crucial and expected, but it **is not graded***; that means there are no excused/unexcused absence distinctions (though **you need to notify the instructor if you cannot take a test or present a speech when scheduled**)

Missing classes regularly for extended periods of time, and/or frequently arriving late/leaving early is disruptive to your learning and to the class community – and is likely to be harmful to your success in the course.

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 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

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[7] https://www.indeed.com/career-advice/finding-a-job/employability-skills

[8] https://www.indeed.com/career-advice/resumes-cover-letters/ability-to-meet-deadlines-resume

[9] https://www.zandax.com/blog/the-importance-of-time-management-to-employers

[10] https://fairygodboss.com/articles/8-sights-that-you-are-setting-yourself-up-to-be-fired

consider meeting with their course instructor who may be helpful in other ways." (College Handbook, Chapter 745). ***Even if you do not have an Access Plan, if there is something I can do to help you succeed in the course, please communicate your needs with me.***

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 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.

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.

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 to learn about all reporting options and resources.

DIVERSITY, INCLUSIVITY, EQUITY, & JUSTICE IN THE COMMUNICATION CLASSROOM: 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][11] 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 university's commitment to diversity and inclusivity cannot be tolerated. As part of being effective communicators, everyone is encouraged toward ethical use of: trigger warnings when discussing sensitive topics.

Systemic prejudice and oppression, issues of (mis)representation, harm of stereotypes, and necessity of being not just tolerant but also open-minded, are just some of the topics related to concerns of diversity, equity, inclusion, access, and justice that may be discussed in this class. This class acknowledges and respects the validity of each person's standpoint and their lived experiences, and this class expects that every person in it will also acknowledge and respect that diversity. These discussions are learning opportunities, not criticisms of individuals or even groups. Learning about racism, sexism, or homophobia is not, for example, an attack on Whiteness, maleness, or straightness.

Communication is a social science; that means it deals with people. Therefore, we will talk about trends common to people as a whole, but there are always exceptions to the trends because people are unpredictable. There are no absolutes; some things can be real and true for some and not others. In this classroom, you can speak *your* truth but should not assume what the truth of others is. (For example, if you

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[11] https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech

haven't experienced prejudice or oppression, do not assume that means it isn't real.) And no one here is considered a symbol of or spokesperson for their entire social group. Furthermore, the exploration of these issues is integral to the specific focus of this course. Therefore, in order to learn the course material, be open to trying to understand (not necessarily agreeing with or accepting) new ideas and perspectives. Check your reactions to move beyond denial ("this is not a problem"), disengagement ("this not my problem"), and/or derailment ("there are other, more important, problems"), and try to understand that "privilege" does not mean one's life is free of hardships or obstacles, just that one's gender identity, sexuality, or race does not generally contribute to those challenges via prejudice or discrimination.

Training is hard. Playing poorly is hard.
Exercise is hard. Being out of shape is hard.
Keeping up on classwork is hard. Falling behind on classwork is hard.
Earning high grades is hard. Earning failing grades is hard.
Showing up is hard. Missing out is hard.
Life is a series of challenges.
Where you have a choice, decide which challenge you want to face.

Success does not come from what you do occasionally.
Success comes from what you do consistently.

"Your talents and abilities will improve over time, but for that, you have to start."
Martin Luther King, Jr.

"It's not about perfect. It's about effort."
Jillian Michaels

Wk	chapter(s)	MONDAY	WEDNESDAY	FRIDAY
I	1-2 • Your Strengths • Confidence	1/22:	1/24:	1/26:
II	3-4 • Ethics • Listening	1/29:	1/31:	2/2:
III	12 & 17 • Delivery • Celebrating	2/5:	2/7:	2/9: Speech 1 speaking notes due (in Brightspace)
IV	presentations	2/12: Speech 1 ♩-connective	2/14: Speech 1 ♩-connective	2/16: Speech 1 ♩-connective
V	5-6 • Audiences • Purposes	2/19: Speech 1 peer-evals due (in Brightspace)	2/21:	2/23: Speech 1 self-eval due (in Brightspace)
VI	15 • Educating presentations	2/26:	2/28: Speech 2 speaking notes due (in Brightspace)	3/1: Speech 2 ♩-informative
VII	presentations	3/4: Speech 2 ♩-informative	3/6: Speech 2 ♩-informative	3/8: Speech 2 ♩-informative
VIII	Break!	3/11: ✿ *SPRING BREAK* ✿	3/13: ✿ *SPRING BREAK* ✿	3/15: ✿ *SPRING BREAK* ✿
IX	7-8 • Evidence • Research	3/18: Speech 2 peer-evals due (in Brightspace)	3/20: Speech 2 self-eval due (in Brightspace)	3/22: Online Midterm Exam[+]
X	9 & 16 • Organization • Persuading	3/25:	3/27:	3/29:
XI	presentations	4/1: Speech 3 speaking notes due (in Brightspace)	4/3: Speech 3 ♩-persuasive	4/5: Speech 3 ♩-persuasive
XII	presentations	4/8: Speech 3 ♩-persuasive	4/10: Speech 3 ♩-persuasive	4/12: Speech 3 ♩-persuasive
XIII	10-11 • Narrative • Style	4/15: Speech 3 peer-evals due (in Brightspace)	4/17:	4/19: Speech 3 self-eval due (in Brightspace)
XIV	13-14 • Pres. Aids • Online speaking	4/22:	4/24: Participation self-eval due (in Brightspace)	4/26: Speech 4 speaking notes due (in Brightspace)
XV	presentations	4/29: Speech 4 ♩-"mediated"	5/1: Speech 4 ♩-"mediated"	5/3: Speech 4 ♩-"mediated"
fin	exams	5/6: online final exam[+] 8:30-10:30am[★]		5/10: 10:20 section, online final exam[+] 8:30-10:30am[★]

Each week, we will focus on activities and discussions relevant to the chapters being covered. You should familiarize yourself with the chapters before class and you are strongly encouraged to bring your textbook with you to class for reference and review. Slides for each chapter are provided in Brightspace, but class time will not (often) be used for giving and taking notes; having your book with you will allow you to review and focus on key topics and definitions being engaged in class. Extra credit opportunities will be integrated with these in-class activities, so the only way to earn extra credit is to regularly attend and participate in class.

Work due in Brightspace is due by the start of class on the date noted (not by "end of day").

♩ Your specific speech days will be assigned by a lotto/sign-up system. Timely attendance is critical. Late arrivals are disruptive to the class on these days, so please be on time. No-shows and last-minute cancelations waste class time (especially when multiple people skip out on their assigned day), so make-ups will be allowed only with advance notification of an unavoidable absence and speeches will be rescheduled in class *only* if time allows; remote presentations, in case of illness, are strongly encouraged. Speech 4 will be uploaded in advance.

[+] Exams are synchronous online; that is, they will be available only during regularly scheduled class time. Make-ups will be allowed only with advance notification of an unavoidable conflict.

[★] Final exam times are set by the university and are part of the mandatory contact hours for fulfilment of credits. They are non-negotiable, except if the student is scheduled for more than two examinations in any one day (415.03, College Handbook[12]) or if students have documented illness or other emergencies (documentation should be provided to the associate dean of the school). No make-ups for final exams will be given except for students who are officially excused. Plan your end-of-semester travel arrangements around your final exam obligations.

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[12] http://www2.cortland.edu/offices/publications/handbook/part-four/

ASSIGNMENT INSTRUCTIONS

Reading: You are assigned a textbook in this class for a reason: it is a resource, a reference, a guide. 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.

You are encouraged to take notes on these chapters. Educational psychology tells us that active reading strategies lead to improved comprehension and retention of information and help students perform better in classes: this means, you want to read in a way that forces your brain <u>do</u> something while reading your textbook.

Tests: 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 demonstrates that tests have [multiple benefits to learning](.) [13] Preparing for and taking tests boost memory and recall and help students keep up with classwork by encouraging attendance, preparation and review in ways that other classwork does not.

Test questions will be taken from the textbook and the tests will be open-book, so having the book and reading it will definitely pay off. The midterm will be 50 questions. The final will be 100 questions. Both will be administered synchronously online. If you miss a test without notifying the instructor in advance, you will not be given a chance to make it up.

Engagement: Class attendance is a necessary condition for contributing to our learning community; however, it is not sufficient in and of itself. You must do your part to enrich the learning experience by sharing examples, asking questions, participating in course activities, and being curious.

♦ *Be here, on time, for the entire class meeting*. Showing up is a job skill. According to [*Business Insider*](,) [14] one of the top ten reasons people get fired is because of absenteeism – either not showing up to work, being chronically tardy, or taking too many or too long breaks during working hours. Attendance is not graded, but missing class can be harmful to your success.   Arriving late to class may cause you to fall behind in class work by missing notes or important announcements. Being late may mean that your time in class is less productive or less useful because you may feel less prepared or organized, you may be disoriented or unsure of what is going on in the lecture or conversation because of what you've missed. Arriving late also impacts the larger classroom community. It can disrupt the flow of a lecture or discussion, distract other students, impede learning, and generally erode class morale. If you arrive late, be respectful, enter quietly and do not let the door slam, and find a seat quickly and near the door to minimize the distraction you cause to others. If you must get up or leave during class, reduce the disruption you cause to the classroom by sitting near the door if possible, leaving only when absolutely necessary, and keeping your time away from the class as brief as possible.

♦ *Be engaged*. The class will be more enjoyable, more meaningful, more interesting, and more effective if you are an involved learner. Be curious. Ask questions. Look for relevance. Make connections. Don't wait for the information and its usefulness to come to you; go after it. If you want class to be interesting, you need to be interested in the class. Some people think course participation is the responsibility of the professor. That it must be required through grades and enforced through structured exercises - but that reduces "participation" to an assignment at best, and coercion at worst, by policing classroom behavior. True participation should be voluntary and based on your active, engaged, involvement fueled by your motivation and curiosity. It should be about you having a part, a stake, and a role in the class – and you are the best person to know what that is, to determine what you want to get out of the course and to determine the kind of experience you want to have during the semester. If you want class to be interactive, you need to be active. Listen mindfully. Ask questions. Express, explain, and support opinions. Do the readings before you come to class so you have things to say and ask – a knowledge base to build on, work with, and explore in the classroom space and community. Seek out additional information during or outside of class. Follow current events to bring up topics for discussion. [Take notes](.) [15] that will be useful and meaningful to *you*; don't just copy PowerPoints (they are only a guide, not a doctrine); write down the ideas that help you to better understand the material or that matter to you.

♦ *Be attentive, mindful, focused*.   Some people need their phones, tablets and/or laptops to monitor their glucose or other health metrics. Some need them because of family responsibilities. Some need them to improve course accessibility. Etcetera. Therefore, technology use in this classroom is allowed, with the

[13] https://www.sciencedirect.com/science/article/abs/pii/B9780123876911000016

[14] https://www.businessinsider.com/the-13-most-common-reasons-why-employees-get-fired-2011-6

[15] https://learningcenter.unc.edu/tips-and-tools/effective-note-taking-in-class/

expectation that each individual will be mindful and responsible with their use of it. Unnecessary use of technology during class is strongly discouraged. Multiple studies find that [digital multitasking is correlated to reduced academic performance](#).[16] The physiological reality of our brains is that we can hold only a little information in the mind at any single moment, and so the more things we do at once, the more likely we are to slow our work down, make mistakes, miss and/or forget information, and limit our creative and problem-solving abilities. You are accountable for yourself and your own decisions. If you allow your devices to distract you from the class and to detract from your learning, that is on you. If your device use is a distraction to others (such as listening to music audible to others, laughing at loud at what you're looking at, sharing entertaining content with others sitting near you, typing when not taking notes, etc.), that is an unacceptable disruption to the class community, and you will be asked to leave and counted as absent.

At the end of the semester, you will assess (grade) your own engagement with the class, in line with these expectations.

Extra Credit: Each week, we will focus on activities and discussions relevant to the chapters being covered. Slides for each chapter are provided in Brightspace, but class time will not (often) be used for giving and taking notes. Extra credit opportunities will be integrated with these in-class activities, so the only way to earn extra credit is to regularly attend and participate in class.

Speeches: You will give four graded speeches this semester. For each, you are required to submit an advance copy of your speaking notes, whether you use a speaking outline for extemporaneous delivery or a manuscript. For the first three speeches, you will also complete and submit two peer-evaluations and one self-evaluation (with a grade that you would give yourself). Speech presentations will take multiple class days. Before each speech, we will have an in-class lotto and sign-up for which day you will be expected to present.

Speech 1: Connective (aka "Special Occasion") Speech

Connective presentations mark the most momentous and meaningful occasions in our lives: weddings, funerals, major achievements, first impressions, and other important milestones. Learning how to deliver connective presentations gives you the power to unite communities as they celebrate and honor these important events and the people who matter the most to us.

This speech should be about 4 minutes long (no less than 3, no more than 5).
You should develop a speech of tribute, recognizing someone important to you; an inspirational speech, motivating your classmates at this early point in the semester; or a commemorative speech, memorializing an event or people (this may be a historical event/figure, especially something that coincides with the timing of the assignment, a key event to campus history, a eulogy for someone you personally know, or a recognition of a tragedy or major moment in recent current events).

Accompanying this speech, you will also submit evaluations of two peer speeches and one self-evaluation of your own speech. The form you will use for these critiques appears below. There is also a downloadable copy on Brightspace that you can access, complete, and upload to fulfil the requirements of the assignment. (This form can also act as a helpful guide as you develop your own speech!)

Connective Presentation Peer/Self Feedback Rubric

Criteria	Elements and Techniques	See Pages	Comments/Feedback
Has a clear subject and purpose	Identifies subject; makes reason for the presentation clear	400–406; 120–125	
Presentation connects speaker, audience, and subject	Adapts to audience, reflects speaker's standpoint, and provides info about subject	84–96; 9–12; 50–53; 403–405	
Taps into important shared audience values	Addresses audience as a public, increases relevance, and emphasizes meaning	96–105; 400–402	
Reflects a specific kind of occasion for connecting	Self-introduction; introducing others; award speech, toast, or eulogy	407–421	
Effective introduction	Attention material, credibility support, thesis statement	400–402	

[16] https://www.deledao.com/post/media-multitasking-and-digital-distractions

Clear main points	Identification, contribution, amplification	402–405	
Structure fits specific type of connective presentation	Self-introduction; introducing others; award speech, toast, or eulogy	407–421	
Effective conclusion	Cues ending, reviews, and provides takeaway	406	

Strengths to Carry Forward in Future Presentations:

Actionable Strategies to Improve Future Presentations:

Speech 2: Informative Speech

Learning how to give informative presentations is an important skill that translates into numerous contexts. In the short term, it can help you improve your class presentations in your other college coursework. In the long term, it will help you deliver reports, instructions, or trainings as part of your career. Your skills for informing and educating can also help you in your everyday life—anytime you are sharing information with your friends, family, and community.

This speech should be 5-6 minutes long.

SECTION001: This class has a range of majors represented in it, including pre-majors. This offers a great opportunity to explore career options for the future. Each person will identify a career track relevant to their major, or one in a field they might be considering, and present a job profile. Most of what you include in the profile is up to you, but you should consider what aspects of the job/career are of the most interest or concern to college students (like yourself) and you must have one main point that focuses on how communication, particularly public speaking if appropriate, is part of the job. You might also think about what elements might be of particular interest or relevance to students in the programs here at SUNY Cortland. We will have a topic sign-up to make sure we don't get 6 speeches on being a physical therapist, 9 speeches on being a PE instructor, etc.

SECTION601: Most, if not, all of you in this class are majoring or minoring in Communication and Media Studies. A plethora of career opportunities exist for people with communication degrees – many of which might not be particularly obvious. Each person will select one of the common communication/media-related career tracks listed below and present a job profile. What you include in the profile is up to you, but you should consider what aspects of the job/career are of the most interest or concern to college students (like yourself) and what elements might be of particular interest or relevance to students in the programs here at SUNY Cortland.

Account Executive	Data Analyst	Museum Curator
Accreditation Specialist	Debate Coach	Negotiator
Activist	Digital Media Director	Paralegal
Activities Director	Diversity Consultant	Parliamentarian
Admissions Director	Drug Company Representative	Patient Rights Advocate
Alumni Coordinator	Editor	Photographer
Announcer	Events Coordinator	Platform Manager
Brand Manager	Event Planner	Political Analyst
Broadcaster	Film Maker	Press Secretary
Business Manager	Fundraiser	Producer
Buyer	Graphic Designer	Product Manager
Camera Operator	Health Services Manager	Production Manager
Camp Director	Hotel Manager	Property Manager
Campaign Director	Human Resources Manager	Public Health Communicator
Career Adviser	Human Rights Officer	Public Information Officer
Child Welfare Worker Claims Adjuster	International Program Coordinator	Public Relations Coordinator
College Recruiter	Journalist	Quality Inspector
Communication Consultant	Labor Negotiator	Reporter
Communications Director	Law Firm Recruiter	Sales Strategist
Community Advocate	Lawyer	Sales Representative
Community Affairs Liaison	Leasing Consultant	Social Media Strategist
Community Relations Manager	Lobbyist	Sound Technician

Conference Leader	Management Trainer	Student Activities Director
Content Creator	Marketing Coordinator	Systems Administrator
Corporate Trainer	Market Researcher	Teacher
Counselor	Media Relations Representative	Tour Guide
Creative Director	Mediator/ Mediation Specialist	Travel Manager
Crisis Manager	Motivational Speaker	Wedding Consultant
Customer Service	Multicultural Specialist	Webmaster
		OTHER? (with instructor approval)

We will have a topic sign-up so that everyone can learn about 30 different career tracks.

Accompanying this speech, you will also submit evaluations of two peer speeches and one self-evaluation of your own speech. The form you will use for these critiques appears below. There is also a downloadable copy on Brightspace that you can access, complete, and upload to fulfil the requirements of the assignment. (This form can also act as a helpful guide as you develop your own speech!)

Informative Presentation Peer/Self Feedback Rubric

Criteria	Elements and Techniques	See Pages	Comments/Feedback
Appropriate level of challenge	Purpose is achievable and meaningful given audience's existing knowledge and experience	347–348; 84–96; 120–125	
Low level of controversy	Purpose is not controversial for this audience and context	348–349; 84–96; 120–125	
High level of credibility	Contribution and identification; uses speaker's standpoint, experience, and/or knowledge	349–351; 9–12; 50–53	
Audience connection	Addresses audience as a public, increases relevance, and emphasizes meaning	96–105; 352–354; 84–96	
Clear content	Connects to existing knowledge; clarifies ambiguity; visualizes complexity; balances abstract and specific	354–359	
Effective introduction	Attention material, credibility support, thesis statement, and preview	193–197; 112–114; 126–127	
Clear main points	Distinct, balanced, and no more than five	184–186	
Structure fits purpose and thesis	Categorical, spatial, chronological, and/or causal	186–190; 359–369	
Clear signposts	Transitions, internal previews, and/or internal summaries	191–193	
Effective conclusion	Cues ending, reviews main points, and provides takeaway	197–201	
Information connects with the audience	Addresses audience experience, self-perception, relationships, and values	147–151	
At least three oral citations	Clearly stated and enhances credibility of presentation	170–174	

Strengths to Carry Forward in Future Presentations:

Actionable Strategies to Improve Future Presentations:

Speech 3: Persuasive Speech

Persuasive skills are valuable in a range of situations. In professional contexts, the ability to persuade can help you interview for jobs, pitch to clients, and negotiate deals. In civic life, persuasion can help you advocate for change and make a difference in your community. Even in your everyday interactions, persuasive skills can help you ask for what you want—and get it.

This speech should be 6-7 minutes long.

For this speech, you will take on the role of a spokesperson for a charity or cause of your choice and advocate for supporting that cause/charity.

To complete this assignment, do not rely *only* on the information provided on the organization/charity's own website. Do additional research. Look for news coverage about the charity or its cause, people's stories with the issue and/or the organization, and additional information about the extent of the problems that charity/organization addresses. As you develop your speech, consider what goals are appropriate for your audience (your classmates); of the ways people can support these causes, what ones make the most sense for college students (ex., large monetary donations or posthumous bequests might not be the best choices)? Where possible, you should try to localize the issue and the action items/options to be as specific as possible to your audience and the SUNY Cortland community.

Some of you may already have causes/charities/organizations that you believe in; others may need some direction. Some ideas are provided below to help you out. This list is only a starting place to help you and to demonstrate the wide range of possibilities related to key issues we care about. You can choose something on it or use it to help you spark your own ideas for causes and groups that you would like to support. You may find it especially helpful, and rewarding, to consider local organizations, too. Whatever you choose, make it meaningful to you; it should be something relevant to your experiences, interests, career goals, family, friends, activities, or some other part of your life.

Cancer	Youth	Mental Health	Food Scarcity	Animals	Homelessness
⬥ Susan G. Komen for the Cure ⬥ American Cancer Society ⬥ Cancer Research Institute ⬥ Memorial Sloan-Kettering Cancer Center ⬥ Leukemia & Lymphoma Society ⬥ Ovarian Cancer Research Alliance ⬥ Prostate Cancer Foundation ⬥ Livestrong Foundation ⬥ National Breast Cancer Foundation ⬥ Prevent Cancer Foundation ⬥ New York Cancer Foundation ⬥ Dancing While Cancering – The Maddie Kramer Foundation ⬥ arc Cancer Support Centres	⬥ First Place for Youth ⬥ YMCA ⬥ Covenant House ⬥ QuestBridge ⬥ 360 Youth Services ⬥ iMentor ⬥ Equal Opportunity Schools ⬥ One Goal ⬥ Big Brothers Big Sisters	⬥ National Alliance on Mental Illness ⬥ Mental Health Innovations ⬥ Mental Health America ⬥ Mental Health Initiative ⬥ National Institute for Mental Health ⬥ Child Mind Institute ⬥ American Foundation for Suicide Prevention ⬥ StrongMinds ⬥ The Jed Foundation ⬥ Rethink Mental Illness ⬥ Sista Afya Community Mental Wellness × Brain and Behavior Research Foundation × Active Minds	⬥ Feeding America ⬥ Meals on Wheels ⬥ No Kid Hungry ⬥ Midwest Food Bank ⬥ City Harvest ⬥ Second Harvest Heartland ⬥ Houston Food Bank ⬥ Food Bank for the Heartland ⬥ Loaves and Fishes	⬥ Best Friends Animal Society ⬥ Lady Freethinker ⬥ Friends of Animals ⬥ Italian Greyhound Rescue Foundation ⬥ Happily Ever Esther Farm Sanctuary ⬥ Brother Wolf Animal Rescue ⬥ Animal Welfare Institute ⬥ International Fund for Animal Welfare ⬥ For the Love of Alex Inc. ⬥ Elephant Sanctuary in Tennessee ⬥ Alley Cat Allies ⬥ Sale Ranch Animal Sanctuary ⬥ Jane Goodall Institute ⬥ The Marine Mammal Center ⬥ Bat Conservation International ⬥ Puppies Behind Bars ⬥ American Humane Society	⬥ Family Promise ⬥ Coalition for the Homeless ⬥ Covenant House ⬥ StandUp for Kids ⬥ Abode Services ⬥ Habitat for Humanity ⬥ DePaul USA ⬥ Chicago Coalition for the Homeless ⬥ Save the Family ⬥ National Alliance to End Homelessness ⬥ Harvest Home ⬥ Streetwise

Neurodiversity	LGBTQAIPD	Environment	Addiction	Racial Equity	Athletics
⬥ Els for Autism Foundation ⬥ Tourette Association of America ⬥ Autism Society of America ⬥ CHADD	⬥ Affirmations Community Center ⬥ The Trevor Project ⬥ GLAAD Inc. ⬥ LGB & T Community Center ⬥ Center on Halsted ⬥ National Center for Transgender Equity	⬥ Conservation International ⬥ Environmental Defense Fund ⬥ League of Conservation Voters Education Fund ⬥ Natural Resources Defense Council	⬥ SAFE Project ⬥ Start Your Recovery ⬥ New Directions Addiction Recovery Services ⬥ Rosecrance Foundation	⬥ NAACP ⬥ Unite for Change ⬥ Stand Against Racism ⬥ Save the Children ⬥ All Together Now ⬥ The Asian American Foundation	⬥ Laureus Sport for Good Education ⬥ Athlete Ally ⬥ PeacePlayers International ⬥ Move United ⬥ Good Sports ⬥ Back on My Feet ⬥ Every Kid Sports

⬩Doug Flutie Jr Foundation for Autism ⬩ National Center for Learning Disabilities ⬩ Asperger/ Autism Network ⬩ British Dyslexia Association ⬩ STAR Institute	⬩ The San Diego LGBT Community Center ⬩ ACLU Foundation ⬩ True Colors United Inc ⬩ SAGE ⬩ Lambda Legal ⬩ GLSEN ⬩ PFLAG	⬩ Rainforest Alliance ⬩ The Nature Conservancy ⬩ Sierra Club Foundation ⬩ American Bird Conservancy ⬩ Cheetah Conservation Fund ⬩ Sea Turtle Conservancy ⬩ WildAid	⬩ The Decarceration Collective ⬩ Isaiah House Treatment Center ⬩ Faces & Voices of Recovery ⬩ Drug Awareness Foundation ⬩ Shatterproof ⬩ Daniel Copersino Foundation	⬩ Stop AAPI Hate ⬩ Black Lives Matter ⬩ Coalition for Humane Immigrant Rights ⬩ 67 Sueños ⬩ Dreamers Roadmap ⬩ United We Dream	⬩ Special Olympics ⬩ Girls on the Run ⬩ Athletes for Hope ⬩ Good Sports

Accompanying this speech, you will also submit evaluations of two peer speeches and one self-evaluation of your own speech. The form you will use for these critiques appears below. There is also a downloadable copy on Brightspace that you can access, complete, and upload to fulfil the requirements of the assignment. (This form can also act as a helpful guide as you develop your own speech!)

Persuasive Presentation Peer/Self Feedback Rubric

Criteria	Elements and Techniques	See Pages	Comments/Feedback
Moderate to high level of controversy	Purpose is sufficiently controversial for this audience and context to require persuasion	374–375; 348–349; 84–96; 120–125	
Addresses the controversy at the appropriate level of disagreement	Focuses persuasion on the level of disagreement for this topic in this situation	374–395	
Uses emotions and evidence together to achieve purpose	Combines emotional appeals with supporting evidence to persuade the audience	215–235; 134–144; 147–151	
Speaker's self-presentation and persona support specific purpose	Contribution and identification; uses speaker's standpoint, experience, and/or knowledge	9–12; 50–53; 112–125	
Gains and holds audience interest	Increases relevance, support, and/or consensus; varying rate, pitch, volume, rhythm, proximity, posture, gesture; eye contact; presentation aids; emotional connection	96–105; 260–274; 280–281; 288–292; 216–234	
Language and style fit the speaking situation and specific purpose	Style fits speaking situation; language enhances effectiveness of the presentation	240–255	
Effective introduction	Attention material, credibility support, thesis statement, and preview	193–197; 112–114; 126–127	
Clear main points	Distinct, balanced, and no more than five	184–186	
Structure fits purpose and thesis	Organization supports persuading about fact, value, personal action, or policy change	186–190; 380–395	
Clear signposts	Transitions, internal previews, and/or internal summaries	191–193	
Effective conclusion	Cues ending, reviews main points, and provides takeaway	197–201	
Evidence connects with the audience	Addresses audience experience, self-perception, relationships, and values	147–151	
At least three different oral citations	Clearly stated and enhances effectiveness of the evidence or information	170–174	

Strengths to Carry Forward in Future Presentations:

Actionable Strategies to Improve Future Presentations:

Speech 4: Mediated Speech (Capstone Presentation)

You've learned a lot so far in class and discovered the speaking strategies that work best for you. No matter your audience, context, or purpose, showcasing your own strengths is the key to making an impact as a speaker. This capstone presentation will help you refine your signature speaking style and spotlight the specific skills that make you shine. For this speech, you can choose any purpose and strategies you wish to best highlight your strengths – but this time you will pre-record your speech and show it to the class.

This speech should be about 4 minutes long (no less than 3, no more than 5).
This can be a connective, informative, or persuasive speech. You are encouraged to discuss your plan with the instructor in advance.
For this speech, you will pre-record your presentation in WebEx, Zoom, Teams, PowerPoint, or another appropriate format – paying attention to sound, framing, lighting, and appropriate use of any visuals. You should be on screen for all, or at least most, of the presentation.
Recordings will be uploaded to a shared folder in SUNY Cortland OneDrive/SharePoint prior to class to be played in class for everyone; you should be there for the presentation.

COM210: Speech Feedback & Assessment Form (for instructor evaluation on all speeches)

Adopted by C. Knopf from the NCA Competent Speaker Evaluation Form (2007), NCA Eight Public Speaking Competencies & Criteria for Assessment (2007), & the inclusive Capstone Presentation Feedback Rubric developed for Norton's *Contemporary Public Speaking* (2022).

	Contemp Public Spking content	▪ <u>Room to Improve</u>	✓ <u>Satisfactory</u>	★ <u>Excellent</u>
SLO 1 – **Chooses/narrows topic appropriately for audience & occasion; communicates the specific purpose/thesis accordingly.** • *Responds to or establishes a need in the speaking situation:* For informative, low controversy gap in knowledge; for persuasive, higher controversy disagreement; for connective, reason for connecting • *Addresses audience based on current attitudes, values, & behaviors*: For informative, appropriate degree of challenge; for persuasive, appropriate level of disagreement; for connective, shared knowledge & values • *Fitting content & approach:* For informative, provides clear content; for persuasive, combines emotion & reason; for connective, affirms & relates	Ch 5 Ch 6 Ch 7 Ch 10 Ch 13 Ch 15 Ch 16 Ch 17			

SLO 2 - Provides supporting material appropriate for the audience & purpose. • *Evidence connects with audience:* Addresses audience experience, self-perception, relationships, values • *Verbal citations used effectively when needed*: Clearly stated, enhances effectiveness of information • *Speaker's self-presentation & persona support specific purpose*: Contribution & identification; uses speaker's standpoint, experience, &/or knowledge	Ch 1 Ch 3 Ch 6 Ch 7 Ch 8 Ch 15			
SLO 3 - Uses organizational structures appropriate to topic, audience & purpose • *Effective introduction*: Attention material, credibility support, thesis statement, and preview • *Clear main points*: Distinct, balanced, & no more than five; transitions, internal previews, &/or internal summaries add clarity. • *Structure fits purpose & thesis*: Organization supports specific informative or persuasive purpose • *Effective conclusion*: Cues ending, reviews main points, provides takeaway.	Ch 6 Ch 8 Ch 9 Ch 15 Ch 16 Ch 17			
SLO 4 - Uses language appropriately & effectively. • *Language & style are apt for situation & purpose*: Style fits speaking situation; language enhances effectiveness of presentation	Ch 11			
SLO 5 - Uses vocal variety to maintain interest, physical behaviors to support verbal message, & nonverbal means where appropriate • *Gains &holds audience interest*: Increases relevance, support, &/or consensus; effective delivery; presentation aids; emotional connection • *Delivery (&presentation aids) are effective*: Accessibility, clarity, appeal • *Any presentation aids are incorporated*: Engage multimodality, immediacy, focus, practice; medium fits the situation • *Any presentation aid content supports purpose:* Text, images, video, audio, graphs, charts, timelines, props, etc. are relevant; appropriate credit or copyrights are acknowledged • *If mediated, clarity of audio and video*: Minimal background	Ch 10 Ch 12 Ch 13 Ch 14			

noise, speaker can be clearly heard, speaker can be clearly seen, camera is eye level, lighting is sufficient				

SLO1
★ 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 easily understand and relate to the speech's purpose
✓ 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
▪ 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
★ 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
✓ 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
▪ 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
★The speaker uses an exceptional structure that clarifies and enhances speech content.
✓ The speaker uses an appropriate speech structure that adequately reflects and explains speech content
▪ The speaker fails to use a speech structure resulting in disorganized content or confusing message.

SLO 4
★ 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.
✓ The speaker chooses language appropriate to the audience, and language that is reasonably clear and vivid.
▪ The speaker uses unclear or inappropriate language that is marked by jargon and/or insensitive terminology.

SLO 5
★ 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.
✓ 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.
▪ The speaker cannot be heard or understood, delivery may incongruent with or detract from the presentation/message.

Wk	chapter(s)	MONDAY	WEDNESDAY	FRIDAY
I	1-2 • Your Strengths • Confidence	1/22:	1/24:	1/26:
II	3-4 • Ethics • Listening	1/29:	1/31:	2/2:
III	12 & 17 • Delivery • Celebrating	2/5:	2/7:	2/9: Speech 1 speaking notes due (in Brightspace)
IV	presentations	2/12: Speech 1♪-connective	2/14: Speech 1♪-connective	2/16: Speech 1♪-connective
V	5-6 • Audiences • Purposes	2/19: Speech 1 peer-evals due (in Brightspace)	2/21:	2/23: Speech 1 self-eval due (in Brightspace)
VI	15 • Educating presentations	2/26:	2/28: Speech 2 speaking notes due (in Brightspace)	3/1: Speech 2♪-informative
VII	presentations	3/4: : Speech 2♪-informative	3/6: Speech 2♪-informative	3/8: Speech 2♪-informative
VIII	Break!	3/11:✿ *SPRING BREAK* ✿	3/13: ✿ *SPRING BREAK* ✿	3/15: ✿ *SPRING BREAK* ✿
IX	7-8 • Evidence • Research	3/18: Speech 2 peer-evals due (in Brightspace)	3/20: Speech 2 self-eval due (in Brightspace)	3/22: Online Midterm Exam[+]
X	9 & 16 • Organization • Persuading	3/25:	3/27:	3/29:
XI	presentations	4/1: Speech 3 speaking notes due (in Brightspace)	4/3: Speech 3♪-persuasive	4/5: Speech 3♪-persuasive
XII	presentations	4/8: Speech 3♪-persuasive	4/10: Speech 3♪-persuasive	4/12: Speech 3♪-persuasive
XIII	10-11 • Narrative • Style	4/15: Speech 3 peer-evals due (in Brightspace)	4/17:	4/19: Speech 3 self-eval due (in Brightspace)
XIV	13-14 • Pres. Aids • Online speaking	4/22:	4/24: Participation self-eval due (in Brightspace)	4/26: Speech 4 speaking notes due (in Brightspace)
XV	presentations	4/29: Speech 4♪-"mediated"	5/1: Speech 4♪-"mediated"	5/3: Speech 4♪-"mediated"
fin	exams	5/6: online final exam[+] 8:30-10:30am★		5/10: online final exam[+] 8:30-10:30am★

Each week, we will focus on activities and discussions relevant to the chapters being covered. You should familiarize yourself with the chapters before class and you are strongly encouraged to bring your textbook with you to class for reference and review. Work due in Brightspace is due by the start of class on the date noted (not by "end of day").

♪ Your specific speech days will be assigned by a lotto/sign-up system. Timely attendance is critical. Late arrivals are disruptive to the class on these days, so please be on time. No-shows and last-minute cancelations waste class time (especially when multiple people skip out on their assigned day), so make-ups will be allowed only with advance notification of an unavoidable absence and speeches will be rescheduled in class *only* if time allows; remote presentations, in case of illness, are strongly encouraged. Speech 4 will be uploaded in advance.

[+] Exams are synchronous online; that is, they will be available only during regularly scheduled class time. Make-ups will be allowed only with advance notification of an unavoidable conflict.

★ Final exam times are set by the university and are part of the mandatory contact hours for fulfilment of credits. They are non-negotiable, except if the student is scheduled for more than two examinations in any one day (415.03, College Handbook) or if students have documented illness or other emergencies (documentation should be provided to the associate dean of the school). No make-ups for final exams will be given except for students who are officially excused. Plan your end-of-semester travel arrangements around your final exam obligations.