

## COMM106: Basic Principles of Speech with Christina Knopf (Dr. K) – Spring 2008

### **Course Materials**

Required -

- Public Speaking for College & Career, 8<sup>th</sup> edition. By: Hamilton Gregory.
- McGraw-Hill 2008. ISBN 978-0-07-329520-6
- Blackboard access
- Recommended -
- 4x6 index cards
- Dedicated notebook, clearly labeled &/or color-coded for easy identification, for class notes
- Dedicated folder, clearly labeled &/or color-coded for easy identification, for handouts/assignments/grades
- You may also want to have access to a tape-recorder and a stopwatch (or computer with these functions) to help you rehearse your speeches.

### **COURSE DESCRIPTION**

Basic Principles of Speech is an introductory course in public speaking. It is a skills course informed by speech communication theory. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence and delivering speeches effectively. Special emphasis is given to developing critical thinking and listening abilities.

This course carries the General Education designator of “FS” – First-Year/Freshman Speaking.

### **COURSE BENEFITS**

The benefits of a college public speaking course are many. You will learn how to speak to a public audience, preparing you for class talks, community involvement, career presentations, court appearances, and more. You will be able to apply those same skills to one-on-one interactions like job interviews. You will be acquiring some of the most sought-after job skills in the market – the oral communication skills of speaking, and you will simultaneously improve your written communication skills. You will also be able to gain self-confidence, learn how to handle nerves, and improve your ability to relate to others.

### **SKILLS OUTCOMES**

At the completion of this course you will be better able to:

- ✓ develop clear and focused thesis statements that are appropriate for the time allocated, the audience, and the occasion,
- ✓ outline a speech with a clear thesis statement, main points, and sub-points,
- ✓ identify demographic and situational factors that a speaker needs to know about an audience,
- ✓ identify and respond to the psychological factors and needs of an audience
- ✓ understand the role of evidence (facts, statistics, examples, testimony) in developing a logical argument,
- ✓ understand the role of speaker credibility (ethos) and emotional/motivational appeals (pathos) in building support for a speaker's ideas,
- ✓ communicate in both verbal and nonverbal dimensions of delivery,
- ✓ recognize the similarities and differences between informative and persuasive speaking,
- ✓ recognize the similarities and differences between written and oral communication,
- ✓ recognize and practice ethical oral communication (emphasizing intellectual integrity of ideas, their accurate presentation, and proper citation as well as ideas concerning the common good),
- ✓ use the library catalog and display proficiency in conducting research
- ✓ use a variety of speech delivery methods, recognizing the advantages and disadvantages of each
- ✓ effectively employ visual and/or aural aids into a presentation

### **ELEMENTS OF THE SPEECH PROCESS**

In practicing and discussing the elements of the speech composition and presentation, you will become familiar with the following components of the speech and communication process.

Speaker: the originator of a message sent to a listener

Listener: the receiver of the speaker's message

Message: whatever is communicated verbally and nonverbally to the listener

Channel: the pathway used to transmit a message  
 Feedback: verbal and nonverbal responses made by a listener to a speaker  
 Interference: anything that obstructs accurate communication of a message  
 Situation: the setting in which communication takes place

**ASSIGNMENTS**

**Annotated Bibliography**

*worth 10% of the final grade*

This is designed to help improve your research skills and to aid you in writing your speeches. A bibliography is a list of accurate citations for a number of sources on a certain topic. An annotation is a short description/evaluation of a source that helps someone to decide whether or not the source may be useful for their research needs. So, an *Annotated Bibliography* is a combination of the above: a list of accurate citations and annotations for a number of sources on a certain topic. For this assignment, you will generate a list of no fewer than five research sources for use on your speeches and provide descriptions of each source. A full explanation of an annotated bibliography can be found here at this Web address, <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>, and a step-by-step guide will be available on Blackboard.

**Participation/Effort Log**

*worth 10% of the final grade*

The purpose of this assignment is to provide you with a mechanism to carefully track your participation over the semester. At each class meeting *you will grade yourself* on the effort you have put into the course, both in and out of the classroom, by filling out a simple log (shown below). I will review these logs and consider the evidence I have seen of your efforts. At the end of the semester, your grade on this assignment will be the total average of your self-reported grades, potentially adjusted by me if I find that you have been either too harsh or too lenient on yourself. If you want to keep this grade up, it means at the least doing the required work of the course and it means coming to class regularly (otherwise, you'll have a lot of zeros being averaged in). Keeping this grade up will automatically help you keep your other grades up. Furthermore, participation is crucial because of the number of un-graded in-class activities designed to help you overcome nerves, improve your language skills, perfect your delivery style, and more.

Since the last class I...	
<i>Check off any and all that apply</i>	<i>enter an approximate time or NA</i>
<input type="checkbox"/> Read the assigned chapter	Time spent:
<input type="checkbox"/> Made notes of the assigned chapter	Time spent:
<input type="checkbox"/> Reviewed previous chapters or studied	Time spent:
<input type="checkbox"/> Previewed future chapters	Time spent:
<input type="checkbox"/> Worked on a speech (researching, writing, or rehearsing)	Time spent:
<input type="checkbox"/> Worked on the annotated bibliography or other assignment	Time spent:
<input type="checkbox"/> Sought help or clarification from Dr. K., or gave her a draft	Time spent:
<input type="checkbox"/> Attended a live speech and/or watched on TV	Time spent:
<input type="checkbox"/> Visited the course Blackboard	Time spent:
<input type="checkbox"/> Other _____	Time spent:
Grade for out-of-classroom participation:	
<i>(assign yourself a grade of 4.0, 3.7, 3.3, 3.0, 2.7, 2.3, 2.0, 1.7, 1.3, 1.0, or 0.0)</i>	
During today's class I...	
<input type="checkbox"/> Answered a question	
<input type="checkbox"/> Made a contribution	
<input type="checkbox"/> Participated willingly and gladly in an activity or game	
<input type="checkbox"/> Took notes	
<input type="checkbox"/> Other _____	
Grade for in-classroom participation:	
<i>(assign yourself a grade of 4.0, 3.7, 3.3, 3.0, 2.7, 2.3, 2.0, 1.7, 1.3, 1.0, or 0.0)</i>	
Comments/Explanations/Descriptions: _____	
Overall participation grade for today:	
<i>(assign yourself a grade of 4.0, 3.7, 3.3, 3.0, 2.7, 2.3, 2.0, 1.7, 1.3, 1.0, or 0.0)</i>	

**Speech Evaluations**

*worth 10% of the final grade*

At five times throughout the semester, as indicated on the course calendar, you will be asked to critique another person's speech – either a peer's speech, or a speech on video. This assignment is designed to improve your critical listening skills and your public speaking skills through careful observation of not only somebody else's speech but also your reaction to it so that you can see and hear what "works" and what doesn't, and remember those things when doing your own presentations. These will be graded as complete or not complete, with the total completed evaluations out of five determining the overall grade for the assignment. A sample evaluation sheet is below.

<b>INTRODUCTION:</b>	1	2	3	4	5	6	7	8	9	10
The speaker piques and focuses audience attention, establishes his/her own credibility, and provides a roadmap for the speech.										
<b>STRUCTURE</b>	1	2	3	4	5	6	7	8	9	10
The speaker addresses audience needs and concerns in an appropriate manner, uses a clear and effective organizational pattern, and employs connectives to help move the audience through the speech.										
<b>CONTENT</b>	1	2	3	4	5	6	7	8	9	10
The speaker provided enough information to make the speech interesting & to prove his/her arguments, the supporting material was clearly connected to the main points, and language was easy to understand & interesting.										
<b>DELIVERY</b>	1	2	3	4	5	6	7	8	9	10
The speaker could be easily heard, made good eye contact and appropriate gestures, and vocal delivery was lively. Also, the speaker appeared to be competent and well rehearsed.										
<b>CONCLUSION</b>	1	2	3	4	5	6	7	8	9	10
There was an indication that the end of the speech was coming, a summary of the main ideas, a restatement of the speaker's goal, and it was presented in a creative way that made an impression on the audience.										

### Mini-tests

*worth 10% of the final grade*

Scheduled throughout the semester and indicated on the course calendar are 5 short (ten question) multiple-choice tests in which you will be quizzed about the material presented in the reading. These tests are designed to encourage your mastery of the discipline's vocabulary and your application of the concepts of effective speech composition and presentation. They are also a tangible reason to keep up on the reading. If you do the readings when assigned (see "Readings & Class Preparation" section below), attend class regularly, and take notes (see "Notes & Note-Taking" section below) you should do well on these tests. The average of all five tests will determine your overall grade on this assignment.

### Informative Speech

*worth 10% of the final grade*

5-6 minutes (no less, no more – 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.) Delivered with the manuscript method.

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. --A recommended timeline is provided on the course calendar to help you work efficiently toward preparing this speech.

### Persuasive Speech

*worth 10% of the final grade*

5-6 minutes (no less, no more – 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.) Delivered with the manuscript method.

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. -- A recommended timeline is provided on the course calendar to help you work efficiently toward preparing this speech.

An abbreviated version of the grading rubric for your informative and persuasive speeches is below.

### Speech Rewrites

*worth 10% of the final grade*

One of the informative speech and one of the persuasive speech, each worth 5%. After receiving the grade and comments for each of these speeches, you will need to go over the feedback you received and work to improve your speech – at least in writing – making any and all necessary changes to work towards perfecting your speech. If delivery was problematic for you, you can fix this, too, through written delivery cues. Accompanying the written revisions you will also write a 1-page summary/description of the changes and improvements you made to your speech. This assignment is designed to help you improve your speech composition skills and to assist you in preparing for your final speech. Due dates for these revisions are

indicated on the course calendar. These will be graded as 4.0, 3.0, 2.0 or 0.0, depending on the level of completion and the amount of attention given to the relevant areas for improvement.

**Special Occasion Speech** ⚡

*worth 10% of the final grade*

4-6 minutes (no less, no more – 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.) Delivered with the extemporaneous method

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, Celebrate, Commemorate, Inspire, or Set Social Agendas. -- A recommended timeline is provided on the course calendar to help you work efficiently toward preparing this speech.

The grading rubric is below.

<b>Introduction (10)</b>					
gained attention	1	2	3	4	5
clear purpose statement	1	2	3	4	5
<b>Body (20)</b>					
tone of speech proper for occasion	1	2	3	4	5
organizational pattern that clarifies key ideas	1	2	3	4	5
created a vivid, memorable image about topic	1	2	3	4	5
strong use of colorful, emotional language	1	2	3	4	5
<b>Conclusion (15)</b>					
indicated closure	1	2	3	4	5
summarized main theme	1	2	3	4	5
creative	1	2	3	4	5
<b>Delivery (35)</b>					
adequate volume	1	2	3	4	5
clear rate & articulation	1	2	3	4	5
vocally expressive	1	2	3	4	5
well-rehearsed	1	2	3	4	5
calm demeanor	1	2	3	4	5
strong eye contact	1	2	3	4	5
effective gestures	1	2	3	4	5
<b>Audience Analysis (5)</b>					
met emotional needs of the audience	1	2	3	4	5
<b>Other (15)</b>					
interesting & creative topic	1	2	3	4	5
relevance to previous speeches	1	2	3	4	5
appropriate for the situation	1	2	3	4	5

**Final Speech** ⚡

*worth 20% of the final grade*

4-6 minutes (no more, no less– 5 points will be deducted for each full minute you are under time, 10 points will be deducted for not finishing within the time limit. A lighted timer will be used in class to help keep you on track; careful rehearsal will be absolutely necessary on your part.), delivered with the extemporaneous method.

This will be a revision of either Speech 1 (informative) or Speech 2 (persuasive), your choice, delivered extemporaneously. In this speech you will make changes to improve your original speech (this is why you were asked to do rewrites earlier in the semester – to help you now), utilizing the feedback you received on the original as well as your own more informed and sophisticated understanding of what makes a good public presentation. You must deliver this speech extemporaneously. You must turn in the actual papers or note cards you use to me – no copies. You must incorporate some kind of visual or aural aid into your presentation.

⚡ For your speeches you will choose ONE general topic – some social or political issue – which will be used for each speech. This topic must be approved by me. It should be something that interests you, and perhaps relates to your area of study or another class you are taking. It will require research. Every speech in this class must be related to this topic, but each speech can (and should) approach a different aspect of or angle to the topic. When choosing your topic, be sure to carefully read the descriptions for all of the speech assignments so that you make a selection that you will be comfortable with for the entire semester.

This shortened rubric identifies & describes the 20 elements you are evaluated on for the 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> speeches, and it provides a statement explaining what practices will result in full credit. This rubric was designed and tested for fairness and accuracy across disciplines by Stephanie Thomson of Xavier University of Louisiana and Mary L. Rucker of Wright State University

#### **INTRODUCTION**

- ☑ **Identify speech introduction:** *Personal greeting and establishment/building of credibility apparent.*  
Introduction explains who speaker is, reason for speaking & makes audience feel comfortable.
- ☑ **Strong attention getter:** *Introduction secures attention and creates common ground.*  
Intro creates common ground, piques audience interest in ways that are speech & audience appropriate
- ☑ **Purpose clear in introduction:** *Previews speech, makes the specific purpose and central idea clear.*  
Specific goal is identified and stated. A brief and appropriate preview of what's to come is made.

#### **STRUCTURE**

- ☑ **Speaker competent communicator:** *Understands and addresses audience needs.*  
Knows target audience and effectively relates argument to audience needs or interests.
- ☑ **Pattern organization clear:** *Exhibits effective application of organizational pattern.*  
Organizational patterns applied to speech and arguments. Help to move audience along.
- ☑ **Identify main points:** *Ideas are clear, understandable, and well marked.*  
Claims/main points are clear, understandable, and connectives are used.

#### **EVIDENCE & REASONING**

- ☑ **Supporting material adequate:** *Evidence & reasoning are present to support arguments.*  
Evidence/reasoning more than sufficient. Arguments are well supported. Much research evident.
- ☑ **Supporting material understandable:** *Point of evidence clear. Reasoning easy for audience to follow.*  
Supporting material appropriate for claims, main points are clearly made, achieving logoi.
- ☑ **Supporting material adds interest:** *Evidence & reasoning are specific, novel & presented with rhetoric style appropriate for oral communication.*  
Material is good, language is clear, appropriate, interesting, and engaging.

#### **DELIVERY – VOCAL**

- ☑ **Speaker volume understandable:** *Can easily be heard. Not too soft, not too loud.*  
Volume is right on target.
- ☑ **Speaker pace understandable:** *Clear, smooth (slower) pace. Good articulation.*  
Speech is highly lucid.
- ☑ **Voice used expressively:** *Variations in pace, volume, and pitch add interest and meaning.*  
Variations in pace, volume, and pitch add meaning, interest, and sense of passion or humanness.
- ☑ **Speaker relaxed and comfortable:** *Adequate rehearsal time apparent. Familiar with text.*  
Delivered flawlessly, or near flawlessly.

#### **DELIVERY – NON-VOCAL**

- ☑ **Speaker behavior smooth:** *No distracting behavior & visuals used competently.*  
Professional demeanor exhibited throughout entire speech, without fidgeting. (Visuals used effectively.)
- ☑ **Use body expressively:** *Appropriate gestures/movement added emphasis & interest.*  
Gestures are appropriate, well placed, effective, and natural.
- ☑ **Eye contact adds interest:** *Looks directly at audience members.*  
Eye contact is made and sustained with people throughout the audience.

#### **CONCLUSION**

- ☑ **Identify conclusion:** *Communicates closure with a clear indication of the end.*  
Communicates closure clearly and effectively, ties together loose ends as needed.
- ☑ **Identify purpose in conclusion:** *Reinforces message – the belief(s) and action(s) desired.*  
Clear and powerful call to action or restatement of goal made.
- ☑ **Identify review of main points in conclusion:** *Summary of speech reinforces arguments.*  
Clear review of arguments and persuasive evidence as needed.
- ☑ **Strong conclusion:** *Conclusion communicates a feeling, impresses the audience.*  
Conclusion sets the psychological mood for the audience.

#### **SPEAKING RESPONSIBILITIES**

Never distort information, respect your audience, reject stereotyping & scapegoating, enrich listeners' lives, and take every speech seriously.

***YOUR SPECIFIC SPEECH PRESENTATION/DUE DATES WILL BE ASSIGNED AND POSTED IN WEEK 2 OF THE SEMESTER! PLAN YOUR WORK AND YOUR APPOINTMENTS ACCORDINGLY!***

## **SYLLABUS**

This document has multiple purposes:

- i. To explain the course content
- ii. To detail the instructor expectations
- iii. To outline the ways you can succeed in the course
- iv. To provide instruction on how to manage the course
- v. To give you tips and direction for making the most of your educational experience
- vi. To be a contract between you and me describing our responsibilities toward one another

No exceptions or considerations beyond those outlined in this syllabus will be made for not meeting the standards detailed in this document.

This syllabus is your initial point of reference for course concerns and questions. Before turning in work, consult the syllabus. Before coming to class, consult the syllabus. Before contacting me, consult the syllabus. You are responsible for knowing and following the course policies. If you do not like or are not comfortable with the policies outlined in this document, withdraw from the course immediately. Your continued presence in the course indicates your agreement to abide by these standards and practices, and you will be expected, without question, to do so.

The following statement regarding course syllabi is found in the SUNY Potsdam Undergraduate Catalog:

Beginning on the first day of each class the instructor shall make available to each student (and deposit in the office of the respective academic dean) a current syllabus containing information on course objectives, general description of course material, listing of course activities, evaluation procedures, grading policy, attendance policy, office hours and office phone number. Departments are encouraged to publish pamphlets with detailed course descriptions in time for students to consult them before Advance Registration (p. 49).

## **PEER HELPERS**

Teaching others is often a great way to learn. We are also more likely to be attentive to tasks when we know that others are depending on us. For these reasons, each of you will be partnered up with one (or more) fellow student. This partner will be a resource to you, and you to him/her throughout the semester as a Peer Helper. In the event that you miss a class, you can contact your Peer Helper for notes and assignments. If you have a question about an assignment or need to borrow a book, the first person you should contact is your Peer Helper. Your Peer Helper is also your “Study Buddy” and your partner for in-class assignments. You are responsible to each other. If you skip a class to sleep off last night’s party, you might let your Peer Helper down if he had to miss class because of a stomach virus. If your Peer Helper chose to draw cartoons during class instead of taking notes, she might be letting you down if you wanted to work together for some clarification on a concept.

## **GAMES, MOVIES, TV, MUSIC, SKITS, ACTIVITIES, GROUP WORK**

Everything that happens in this classroom (and in life) is a potential learning experience; it’s up to you to make the most of the opportunity and the time. And everything I have planned for this class (and sometimes things that aren’t planned) has course-specific purposes and goals, no matter how silly, stupid, weird, and/or fun it may seem. Make sure you pay attention to everything. Make sure you put effort into everything. If you do, the odds of your success in this course will be greatly improved – and you will take more away from the semester than just three credits.

Different education specialists have identified different types of learning styles, but two of the most useful categories are those of auditory, visual, and kinesthetic learners (Tileston, 2000, pp. 14-16), or of those who learn through Sensing-Thinking (ST), Intuitive-Thinking (NT), Intuitive-Feeling (NF), and Sensing-Feeling (SF) (Silver, Strong, & Perini, 2000, p. 29). The use of movies and television shows can tap into those of you who learn visually and aurally, as well as the SF learners who thrive on interpersonal concepts and NF, who respond to imagery and artistic expression. Meanwhile, games benefit the kinesthetic learners through activity, the SF learners through group work, the NT learners through problem solving, and the ST learners through competition. Small in class projects can tap into the ST learners, who respond well to the organization and management of information as well as the practicing of skills, the SF learners who are productive in groups and cooperative work, and the NT learners who enjoy analysis. The open-ended discussions that are the earmark of my classes and my Socratic approach to teaching are beneficial to the NF learners who enjoy abstract

thinking, the NT learners who value the use of evidence, and the SF learners who value personal sharing of ideas. Basically, it is my hope that there's something here that will resonate with and challenge everyone.

Silver, H.F., Strong, R.W., & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

Tileston, D.W. (2000). *10 best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin Press.

### **CITIZENSHIP**

No matter how much we may value independence and pride ourselves on being unique individuals, we are part of multiple communities. The more attention we pay to what is happening in the world around us, the more sense we can make of our selves and our lives. No matter how unique and independent you are, you *are* impacted by the world you live in, and *do* have an impact on that world, too. Studies show that people who choose to learn about the communities they live in are more likely to help solve a community problem, believe they can make a difference in their community, volunteer, trust other people, understand the government, make consumer (ie: buying) decisions for ethical or political reasons, believe in the importance of voting, and be registered to vote (2006 Civic and Political Health of the Nation Report). Do you want to be one of those people, or would you rather just trust that those people are making the right decisions for *your life*? The world is run by those who show up.

This course, and probably many other courses, will be easier for you if you are aware of what is going on around you. If you take an interest in life generally, it will be much easier to find interest in your classes. Follow current events locally, nationally, and internationally. You might think the news is boring, but you'd be surprised how many cool or provoking things are happening to people just like you everyday and how many things are happening that will effect your lives now. The more you know about these things, the more you'll be able to bring to discussions, the more connections you'll be able to make between class material and "the real world," and the more ideas and ease you will have in completing assignments. This is true for all of your classes, from calculus to ancient history. So while you're checking out the latest Mini-Feed on Facebook, check out the day's headlines, too. I will start every class by asking about current events, so stay informed.

Education is not preparation for life, it is life itself!

### **HOMEWORK, PROJECTS, AND OTHER ASSIGNMENTS**

Except as noted below, all written assignments should be typed using:

- 12-pt. Times New Roman font
- black ink (or something dark if your run out of black – like I have)
- white or cream paper
- double-spacing
- 1 inch margins

*Three points will be deducted for each of these guidelines that are not met.*

! I ask that multi-page documents be stapled (no paperclips, covers, or loose stacks *-please!*). There will be a stapler in the room should you need one.

Before handing in, all work must be proofread to minimize spelling errors and grammatical blunders, while maximizing clarity and completion. Take advantage of the spelling and grammar checks built into your word processing program.

More than two errors per page will result in the lowering of your grade by a ½ step. More than 4 errors per page will result in the lowering of your grade by 1 step. More than 6 errors per page will result in failure of the assignment.

Your assignments should generally follow Standard American English conventions of language use. Basically, that means write like someone who is educated well enough to be in college. If you're like most students, you'll make a few mistakes now and then, but what you say should be easy to follow and, in general, grammatically correct. 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.

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.

**Only one assignment will be accepted late.** It will receive a ½ step grade reduction for each day it is late beyond the due date, including weekends. I will generally collect assignments at the beginning of class the days they are due. Your assignment must be turned in *when I collect them*. If it comes in later--even later the same class period--it will be considered late.

**Beyond that one assignment, late assignments will not be 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, flues, 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.) 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. 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.

To ensure that you receive credit for all your work, follow these guidelines.

- ◆ Make sure you are intimately and thoroughly familiar with the syllabus and closely follow the course calendar.
- ◆ Attend class regularly. If you cannot attend a class, contact your assigned partner as soon as possible to find out what you missed in your absence and to get any assignments.
- ◆ In the case of an obligation that prevents you from appearing in class:
  - Hand in the assignment early, make arrangements for someone to hand it in for you, or email the assignment to me *before* class **AND** provide a hard (ie: paper) copy by the next class.
  - !! Credit will not be given for assignments turned-in in electronic format only. This is to protect you from suffering the consequences of lost emails. !!
- ◆ In the case of an illness that prevents you from appearing in class:
  - Email the assignment to me *before* class **AND** provide a hard (ie: paper) copy by the next class.
  - !! Credit will not be given for assignments turned-in in electronic format only. This is to protect you from suffering the consequences of lost emails. !!
- ◆ In the case of computer malfunctions:
  - For shorter assignments, turn in the assignment handwritten.
  - For longer assignments, turn in a handwritten summary followed by the full version *within 36 hours*.
- ◆ In the case of printer malfunctions:
  - Email the assignment to me *before* class, or hand in a CD or 3.5" floppy with the assignment on it.
  - AND** provide a hard (ie: paper) copy by the next class.
  - !! Credit will not be given for assignments turned-in in electronic format only. This is to protect you from suffering the consequences of lost emails or damaged disks. !!

**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, flues, 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.)  
\*Speaking notes are not subject to the rules of written assignments in that they may be handwritten and do not need to be in complete sentences.\*

**Tests must be taken on the scheduled day,** 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, flues, 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.) In extreme circumstances, a make-up exam will be scheduled; it may take a different form than the regularly scheduled tests (ex. short answer instead of multiple choice).

### **READINGS & CLASS PREPARATION**

Lecturing for the purpose of giving notes is not necessarily a regular practice in this class. Therefore, if you expect to “get anything” out of your class time, you must come to class having done any and all assigned reading. Chapters and their due dates are clearly indicated on the course calendar. Furthermore, I am not in the habit of providing the “Cliff’s Notes” or “Spark Notes” version of the text as my course content. More often than not, that’s a boring waste of everyone’s time. Instead, classes will be expansions on, or demonstrations of, material related to the day’s reading, again emphasizing the need for you to do the reading before coming to class.

For each assigned chapter, it is recommended you make your own notes about what the chapter was about, what questions you have, key ideas, etcetera so that you can contribute productively to class discussions.

To encourage you to make preparing for each class a habit, you have the option of doing the following:

1. For *each assigned chapter*, you **may** make notes about the chapter on *ONE 4x6* (maximum) index card.
2. Turn this card into me (with your name on it) on the day the chapter is due.
3. I will then keep these cards until the next quiz or test, when I will...
4. Give them back to you for...
5. Your use during the exam.

\*This is an optional assignment. No credit is given for completing note cards. No credit is deducted for not completing them.

To take advantage of this very useful offer, you must act immediately. Offer expires regularly. Cards will only be accepted on the day the chapter is due. You may not turn them in later for any reason. This option exists to encourage you to a) come to class b) prepared; to accept them late would defeat this purpose.

### **NOTES AND NOTE-TAKING**

Again, lecturing for the purpose of giving notes is not necessarily a regular practice in this class. For those people who enjoy having notes in addition to the text, copies of my personal “lecture notes” or outlines will be made available **ONLY** to students who were in class (an added incentive for regular attendance).

Furthermore, it will benefit you greatly if you conceive of notes not as something you “take” from me, but as something you “make” for yourselves. That means that just because you don’t see an overhead projection, PowerPoint slide, or chalkboard scribbles identifying vocabulary terms, definitions, names, and dates in front of you during class, that doesn’t mean there is nothing for you to write down. Pay attention. Think actively. Listen critically. And jot down ideas, phrases, and information that you want to remember for later. Feel free to ask me to slow down or repeat something at any time.

I saw a t-shirt for sale in a catalog once that said, “If I’m talking, you should be taking notes.” Pretend I’m wearing it to every class. Also, it’s a good idea to make note of the course activities, movies, media clips, games, etcetera and what concepts they demonstrated or what discussions they led to – just to jog your memory later on during exams or assignments.

### **HANDOUTS**

Most of the course’s handouts will be distributed via email prior to the class in which they are discussed, and will be posted on Blackboard as far in advance as possible. This is done for 4 reasons 1) To reduce the chances of your missing or losing important information, 2) To help keep you on track with the course, 3) To help the environment, 4) To help save the college money so that it can be spent on things more useful than photocopies. In order to contribute toward these goals, you will need to check your email and the Blackboard regularly. Any emails from me will always have a subject that begins with the course number. I will only use your Potsdam email accounts. You are free to print off copies of anything you want to have in paper form.

### **GRADING**

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  
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.

Wherever appropriate, I use rubrics to grade work in this class. Not only do rubrics make the grading process more efficient by saving time, to help get your work back to you faster, and ensuring consistency from student-to-student and from day-to-day, but they also should help to make my expectations clear to you. Take advantage of the information and insight they provide you by using them to check your own work in advance of submission.

**If you do not complete all the work for this class, you might not pass the class.** Do the work. It's much easier than trying to come up with excuses or beg for special consideration at the end of the semester.

Because this course carries a General Education designator, you will need to successfully complete the General Education requirements of the course in order to receive a passing grade. To see the GenEd standards, visit <http://www.potsdam.edu/content.php?contentID=19310BE4C1D99D85924ECF3FE981CE6D> (or navigate from the SUNY Potsdam homepage through the following links: "Academics" – "General Education" – "General Education Program.")

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

4.0 (A)	97-100	2.0 (C)	75-78
3.7 (A-)	93-96	1.7 (C-)	71-74
3.3 (B+)	89-92	1.3 (D+)	68-70
3.0 (B)	85-88	1.0 (D)	63-67
2.7 (B-)	81-84	0.0 (F)	0-62
2.3 (C+)	79-81		

### **GRADE CHALLENGES**

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:

- 1) Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- 2) 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.**
- 3) Resubmit the original work (complete with grade & comments) along with the rationale.
- 4) 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.*
- 5) Accept the final decision, whether the grade stays the same, is raised, or lowered. I will reconsider each assignment only once.

### **EXTRA CREDIT**

Extra credit is not part of this course, so do not count it. Extra credit assignments *MIGHT* be given at the discretion and decision of the instructor to the entire class. **Extra credit will never be given to an individual** and is never available after completion of the course.

### **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, students in this course will be responsible for authenticating any assignment submitted to the instructor. 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.) 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.

For additional information on Academic Integrity and Standards at SUNY Potsdam, see page 41 in the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

### **ATTENDANCE**

Attendance is mandatory! If you cannot be to 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, flues, 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.)

Late arrivals are frowned upon. But, hey, sh\*t 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 something that should cause some embarrassment – not be an opportunity for a grand entrance and 15 seconds of attention.

**I reserve the right to lower your grade if poor attendance or frequent tardiness have interfered with your performance in the course or have been disruptive to the class.**

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.

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.

Additional information regarding Attendance can be found on pages 49-50 in the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

### **FINAL EXAM WEEK**

Please make note of the date and time the final exam for this course is scheduled, as attendance is MANDATORY unless you have a documented religious conflict, a documented school related activity scheduled that day, a documented emergency that prevents you from attending on that date, or this exam is the 2<sup>nd</sup> of 3 on a single day and you have gone through the proper channels to have the time changed. (As per SUNY Potsdam policies, a student must request rescheduling two weeks before the last day of classes. This request must be in writing and must be filed with the professor with copies to the department chair and the dean of the school(s) under whose jurisdiction the course(s) in question is (are) offered. The appropriate dean has the final responsibility for the rescheduling of the examination(s). The rescheduled examination(s) must normally occur at a time during the final examination week.) Tell your mother, father, grandparents, aunts, uncles, siblings, cousins, significant others and anyone else not to buy you a ticket for a plane that leaves before the final exam time scheduled for this class. Tell anyone who might give you a ride away from Potsdam that you can't leave before the final session is over. Tell any potential employers that you cannot begin work until the final session is over. The final exam schedule for all of your classes is always available through Student information on the SUNY Potsdam Web site, so plan ahead.

The college's Final Exam Policy can be found on page 48 of the Undergraduate Catalog (electronic PDF version available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog)).

### **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.

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.

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 can't make it through one class meeting without being “wired” then you should not be in the class. All electronic devices must be turned off and put away (out of sight) prior to the start of 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.

*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.

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.

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 an 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 effect your grade.

Additional information regarding the expectations of your behavior can be in the Code of Conduct in your SUNY Potsdam Student Handbook (available electronically under information for Current Students off the college's homepage at [www.potsdam.edu](http://www.potsdam.edu)).

#### **CONTACT:**

Office: Morey Hall 144

Mondays & Fridays: by previous appointment

Tuesdays & Thursdays: 12:30-1:45 & 3:30-4:00

Wednesdays: 12:00-1:45

Phone: 315-267-2883

Email: [knopfcm@potsdam.edu](mailto:knopfcm@potsdam.edu)

The purpose of office hours is to give you a chance to talk to me so you can do better in the course. That means you can come talk to me about your assignments, readings, exams, or other things if you want. I'd much rather help you improve before you're graded than after, so you have the best chance of doing well in here. (Don't wait until the last minute, though, or you won't have time to use my suggestions.) Please do not think you're interrupting me if you visit me during office hours. That's what they're for. There may be some days when a meeting will be scheduled during office hours, and I won't be available. You may want to call first so you don't make a trip for nothing. You're also welcome to drop by if I'm there and available at any time.

If you choose to contact me by email, follow these guidelines.

◆ Put the course number in the subject line. --If you do not do this, I might overlook your message or it might be filtered as SPAM. Do not expect a reply if you do not put the course number in the subject line.

◆ Allow 12-24 hours for a reply (assuming your message needs a reply) during the week.

◆ Do not expect me to receive your email over the weekend or in the middle of the night. --I might get it, but there's a very good chance that I won't access it until the following workday.

◆ Be respectful. --It's a good rule for life to never say anything in an email that you wouldn't say over the phone or in person.

◆ Practice your writing skills by using complete words, complete sentences, proper punctuation, paragraphs, and correct spelling. --If you can't take the time to write a well-developed message, I can't take the time to read it.

◆ Avoid email if possible. --It's much better to stop by my office hours (that's why I have them), or, if necessary, to leave me a voicemail. I get a large amount of email everyday, and it becomes difficult to keep track of it all and extremely time-consuming to manage it all. I would rather use the time it takes me to respond to emails ensuring that I grade your assignments in a timely manner, complete with comments and feedback, and by preparing lively, engaging classes.

### **SUCCESS**

This course is a team effort, of which you and I are both parts. That means we all need to put forth some effort. You won't gain much, if anything, in here if you are passive and wait for me to pour knowledge or skills into your head or tell you exactly what to do on your assignments. You need to get involved in this class, to engage in the discussions, and make choices of what will work best. You are responsible for your success in this course. I am here to help you succeed in the course – not guarantee it. I cannot help you if you do not do the minimal work required, as detailed in this syllabus. Your success depends upon your effort, dedication, and motivation. I will do what I can to make the material accessible, interesting, purposeful, meaningful, and clear.

At any time during the semester, I am happy to review drafts, answer questions, offer tutoring, suggest resources, and help find solutions to any problems you are experiencing in the course – but it's up to you to ask. Sometimes you may not fully understand what is expected of you even after I've tried to make it clear. Sometimes you may think you know what's expected, but you'll want to confirm those impressions. I strongly encourage you to ask questions in class or talk to me individually to make sure you know what you're supposed to do. Part of anything you do in here has to come from your own creativity, intelligence, and effort, but I want you to have every chance to clearly understand the general expectations. And choosing to not seek clarification or assistance is not an excuse for not knowing or doing what is expected of you.

I will do everything I can to teach you, but I can't make you learn, and I can't make you care - those are your choices to make. Your presence in college makes you among the most privileged people in the world; please take advantage of the opportunity you have and make the most of it – many will never have the same chance.

### **RELEVANT ACADEMIC POLICIES & ADDITIONAL INFORMATION**

If you have additional questions or concerns about the policies and practices of the college, the Undergraduate Catalog is an excellent resource. Electronic versions are available at [www.potsdam.edu/catalog](http://www.potsdam.edu/catalog). A selection of relevant topics has been listed below with page numbers for the PDF version.

Academic Standards	pp. 41 & 47
Attendance	p. 49
Career Planning	p. 35
Childcare	p. 35
College Credit Policies	p. 43
College Writing Center	p. 35
Counseling	p. 35
Course Scheduling Deadlines	p. 46
Family Educational Rights & Privacy Act	p. 52
Final Exams	p. 48
Grading Policies	p. 45
Health Services	p. 37
International Education	p. 37
Special Programs (Bridges, EOP, Student Support)	p. 39
Student Rights	p. 41
Student Success & Support	p. 37
S/U Option	p. 46
Syllabi	p. 49
Technology	p. 35
Withdrawal from College	p. 50

day	date	college	class topic	in-class activity (partial & tentative plan)	work due	Test	Suggested speech progress	
Tue,	1-22		Intro to public speaking	syllabus				
Thu,	1-24	Last day to add/drop (1/25)	Critical Listening	Are You For Real?	read ch. 3			
Tue,	1-29		Handling nerves	Express Yourself	read ch. 2			
Thu,	1-31		Effective delivery	Mad Gab	read ch. 14			
Tue,	2-5		Conducting Research	library day??	read ch. 6		have topic chosen	
Thu,	2-7		Conducting Research	Scruples	read ch. 7	***		
Tue,	2-12		Speaking to inform	video speech, Leading the Blind	read ch. 15 [& in-class eval]			
Thu,	2-14		Adapting to your audience	Compatibility	read ch. 4 & 5		begin profiling audience	
Tue,	2-19	No Class - Winter Recess			none			
Thu,	2-21		Content		read ch. 8 / Annotated Biblio		identify main points	
Tue,	2-26		Speech structure	In a Pickle	read ch. 10 & 11		begin writing speech	
Thu,	2-28		Effective language use	Perpetual Notion, Velma	read ch. 13	***	begin rehearsing speech	
Fri,	2-29		optional 1-on-1 conferences to work on speeches - sign up in class					
Tue,	3-4		<u>Presentations</u>		Informative Speech			
Thu,	3-6		<u>Presentations</u>		Informative Speech			
Tue,	3-11		Speaking to persuade	The Persuaders	read ch. 16		identify persuasive goal	
Thu,	3-13		Persuasion & audience	Master Mind, Visual Brainstorms, Monty Python.	read ch. 17		begin formulating arguments	
Tue,	3-18	Last day for withdrawal & S/U	Speech focus and content	Clue Suspects, Pup Named Scooby Doo	review 5 & 8	***		
Thu,	3-20		Structure & language use	The West Wing, Befudiom	review 10, 11, 13 / Info Rewrite		begin writing speech	
Tue,	3-25	No Class - Spring Recess			none		begin rehearsing speech	
Thu,	3-27	No Class - Spring Recess			none			
Mon,	3-31		optional 1-on-1 conferences to work on speeches - sign up in class					
Tue,	4-1		<u>Presentations</u>		Persuasive Speech			
Thu,	4-3		<u>Presentations</u>		Persuasive Speech			
Tue,	4-8		Special occasion speaking	Raymond, video speech, feature films	read ch. 18 [& in-class eval]		choose speech type	
Thu,	4-10		Audience & focus		none		identify emotional needs	
Tue,	4-15		Content, structure, & language	Clowning Around	none	***	begin organizing ideas & info	
Thu,	4-17		Extemporaneous speaking	Election	read ch. 12 [& in-class eval]		begin outlining speech	
Fri,	4-18		optional 1-on-1 conferences to work on speeches - sign up in class					
Tue,	4-22		<u>Presentations</u>		Special Occasion Speech			
Thu,	4-24		<u>Presentations</u>		Special Occasion Speech			
Tue,	4-29		Impromptu Speaking	Whose Line Is It Anyway?	persuasive rewrites	***		
Thu,	5-1		No class (Dr. K @ ECA)		none			
Tue,	5-6		Using presentation aids	video speech	read ch. 9 [& in-class eval]			
Thu,	5-8		Using presentation aids	Whose Line Is It Anyway?	none			

May.  
TUE 13 12:30-2:30 COMM106-005 (Tu/Th 9:30) Final speech [& in-class eval]

May.  
MON 12 2:45-4:45 COMM106-CH7 (Tu/Th 11:00) Final speech [& in-class eval]