



## Syllabus for Comm-1-E1832 (Public Speaking)

### Course Information

Semester & Year: Fall 2021

Course ID & Section #: Comm-1-E1832

Instructor's name: Timothy Pearson

Day/Time of required meetings: Monday, Wednesday: 10:15 am – 11:30 am

Location: HU 112

Course units: 3

### Instructor Contact Information

Office location: TBA

Office hours: Monday, Wednesday, 12:00 – 1:00

Email address: Timothy-Pearson@redwoods.edu

### Catalog Description

An introduction to the fundamental theories and techniques of public speaking stressing audience analysis, logical organization, and support of ideas. Students will analyze and research issues and will construct and deliver informative and persuasive speeches on topics of current concern.

### Course Student Learning Outcomes *(from course outline of record)*

1. Based upon accepted theoretical models of human communication, analyze the communication situation, audience, occasion, and subject matter in order to construct and deliver effective speeches, using classical and contemporary rhetorical techniques to inform and/or persuade an audience.
2. Exercise ethical considerations in the development, support, and presentation of ideas to diverse audiences.
3. Critically analyze informative and persuasive communication including classroom speeches, their own presentations, and additional messages to which students are regularly exposed.
4. Conduct relevant research, analyzing and evaluating electronic and print sources and other research materials for authority, credibility, relevance, and bias to credibly support speeches.

### Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## Evaluation & Grading Policy

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

## Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*
- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the

educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact

information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

## **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

## **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## General Information and Course Policies

**Course Overview:** This course will focus on speech preparation and delivery skills. Some of the topics that will be studied include topic and purpose selection, research and organization of materials, language choices, audience analysis, listening skills, and strategies and ethics of persuasion. You will develop skills in topic research, constructing and outlining speeches, delivering traditional informative and persuasive speeches, and using visual aids. The main goal of this class is to give you an understanding of the processes involved in public speaking and a chance to develop your skills through the practical application of this understanding.

Remember that this course is an introduction to public speaking, which means that you are not expected to have had any public speaking experience before taking the class. Even the thought of public speaking is anxiety producing for most people; therefore we will address some of the most effective ways to manage your anxiety. Keep in mind that it is much worse from the inside looking out than from the outside looking in. The audience will rarely be able to detect your nervousness. Taking a public speaking class is a great way to increase your confidence and preparedness in public speaking situations.

### Textbook:

Comm 1 uses an open-source textbook, available on line for free.

<http://publicspeakingproject.org/psvirtualtext.html>

Public Speaking: The Virtual Text. 2011. The Public Speaking Project. 17 Jan. 2019

<<http://publicspeakingproject.org/psvirtualtext.html>>.

Additional needed resources:

- Speech recording: digital camera, smart phone, or tablet should work fine
- 1 package WHITE 4 x 6 notecards (only notecards – no paper notes)
- Hardware: Students should have access to a reliable computer, printer and internet connection (ideally high speed internet) to access course resources and submit assignments, complete the reading quizzes, and the unit exams. Computers are available for student use in the Learning Resource Center on the Eureka Campus. Please plan to schedule time to complete course tasks and assignments at a CR computer lab if you do not have access to these tools at home.

### Software

o Canvas - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. To get to the class you will need to log in to: [redwoods.instructure.com/login](http://redwoods.instructure.com/login) and select "COMM 1" and our class section.

▪ Your login name will be your first initial, last name, last three digits of your student I.D number (e.g. [sgarcis567](#)), your password is your eight-digit date of birth (06031996) "

o Canvas App - If you have a smart phone or a tablet there is a free Canvas app through the Apple store or an app available at this link for Android devices.

<https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>. The Canvas App can be

used for some functions, but you should not rely on a mobile device to complete all of the course requirements. A computer is required to successfully complete this course.

o Microsoft Word compatible software - In this course you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free Microsoft 360 account. There are also other free software options available such as Google Docs (see <https://www.google.com/docs/about/>) or LibreOffice (see <https://www.libreoffice.org/>) and many more. If you use Pages for Mac, you will need to export your files in one of the above formats.

o Adobe Acrobat Reader – A free Adobe Acrobat PDF Reader is available which will allow you to open and read PDF files.

Technology Skills: Students should be able to navigate the course learning management system (website) and external websites, open and download files, use a word processor with either Microsoft Word (.docx) or compatible software, and be able to convert files to rich text format (.rtf) or portable document format (.pdf) and submit files to the class website. It is the student's responsibility to meet the technological demands of the course.

Tech Support: As an instructor, I am available to assist you with course content and assignments, but my role does not include technical support. However, you should let me know if you are having technical difficulties that affect your participation in the course so that I know how to best support you, and if needed work out a short-term accommodation. Before contacting Technical Support please visit the Online Support Page at <http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Recommended Preparation: This course carries with it U.C. and C.S.U. equivalent transfer units. Students must be able to meet college-level reading and writing standards to successfully complete the course. Therefore, it is strongly recommended that students will have successfully completed English 102 or 150 or equivalent, or be eligible to enroll in English 1A or equivalent.

Student Resources: (student services links)

o Academic Support Center (and testing center): <http://www.redwoods.edu/asc>

o Counseling Services: <http://www.redwoods.edu/eureka/counseling/services.asp>

o Distance Education: <http://www.redwoods.edu/departments/distance/>

o DSPS (Disabled Students Programs and Services): <http://www.redwoods.edu/district/dsps/>

o Library (including online databases): <http://www.redwoods.edu/library>

o Orientation for online students: <http://www.redwoods.edu/orientation/>

o Student help and tutorials for using Canvas: <http://guides.instructure.com/m/8470>

o Support for online students: <http://www.redwoods.edu/online/Canvas>

o Veterans' Resource Center: <http://www.redwoods.edu/vets/>

o Writing Center: <http://www.redwoods.edu/departments/english/writingcenter/>

Communication Guidelines: Effective communication is essentially about being “other-oriented” and at minimum showing respect for both yourself and the other person. This class requires that students demonstrate mutual respect in their interactions. Most people experience a significant amount of anxiety related to public speaking. As an academic community we share a mutual responsibility to create and maintain and supportive classroom environment where students feel safe to speak out and apply new communication skills.

You need not to agree with every comment or argument that is made in the class, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own. Listen attentively when

others are speaking, ask questions, and speak up when you have something to add to the discussion. Avoid creating “noise” or distractions for others.

Office Hours and Communication with Instructor: Please come to office hours if you have any questions, concerns or need any assistance with the class – and don't wait until you get behind or are overwhelmed. Even if you don't need any specific assistance on an assignment, please feel free to come by and introduce yourself or to discuss your education interests.

The most effective way to communicate with me is by email. You may write me directly: Timothy-Pearson@redwoods.edu, or use Canvas email for personal student-teacher communication. To access the email system in Canvas click on the “Inbox” link on the left dark grey bar to bring up your Canvas email. Clicking on the person icon in the “To:” address bar will allow you to choose the course, student or teacher, and then the person that you would like to email. Click on COMM 1, teacher, and choose my name, Timothy Pearson. Type a message in the message area and click send to send your message.

General Class Behavior: Take responsibility for your own learning by coming to every class on time, reading the materials, completing the assignments, and opening yourself up to new ideas and ways of communicating. Don't come to class stoned, drunk or otherwise chemically altered. Show common courtesy to others in this class. This means: no walking in late or leaving early, no side conversations, no noisy packing or unpacking, and don't use class time to work on unrelated stuff. Don't waste our time by presenting ill-prepared, sloppy speeches. If you are late to class on a speaking day, DON'T walk in during someone's speech. Wait outside until you hear applause and quietly enter the room.

Personal Technological Devices: DO NOT answer your phone or engage in texting, gaming, or web surfing during class time (unless instructed to do so). If you need to keep in touch with someone in an emergency, please make sure to silence (not vibrate) your device prior to coming to class. I do not permit the taking of notes on phones, laptops, tablet or any other personal digital communication device not yet invented.

Language/content disclaimer: During this class I may show film clips that contain some profanity, violence, and/or suggested sexual content. These films will be used to offer practical application of concepts, theories or ideas discussed in class and textbook.



Note: I reserve the right to establish additional policies, as I deem necessary to provide you with the best learning environment possible.

## GRADING

Percentages will be calculated by taking the total points earned in the course and dividing by total possible points (100).

A: 92 – 100 A-: 89 – 91 B+: 86 – 88

B: 82 – 85 B-: 80 – 81 C+: 77 – 79

C: 72 – 75 C-: 70 – 71 D+: 66 – 69

D: 62 – 65 D-: 60 – 61 F: 59 and below

## ASSIGNMENTS (WITH GRADE WEIGHTS)

Assignments (with grade weights)

**Quizzes** – on Canvas (10x1) 10%

**Smaller Assignments** (8 x 1.25) 10%

Smaller assignments include an outlining activity, two self-evaluations, four video responses and a commercial analysis. I will issue specific instructions for each.

**Speech 1** (Introductory, 2-3 minutes) 10%

This 2-3 minute speech is designed to serve as an ice-breaking speech for you and your audience. The speech will inform your classmates about a personal accomplishment, goal, value, belief or some other significant aspect of your life and personality. This speech should allow the audience to get some feeling for who you are and what you are about.

**Speech 2** (Informative, 5 minutes) 15%

Select a place you have never visited. You are going to research this place in order to give an informative speech to potential visitors about the three most important places or things of interest that a tourist would want to see and/or experience.

**Speech 3** (Persuasive, 7 minutes) 20%

For this speech, your argument may concern an issue of fact, value or policy – your choice. Make sure that your introduction features the necessary components (get attention, announce topic/thesis statement, preview support). You should state or otherwise indicate who your audience is (and thus their disposition toward the topic) and demonstrate strategic adaptation to that audience.

**Speech 4** (Special Occasion, 3 minutes) 15%

Choose an event – an award ceremony, a graduation, a retirement, a wedding etc. – and craft a short speech commemorating the event and celebrating the participant(s). The usual rules of organization (3

part introduction, research) are not important here. The significance of this speech revolves around a commemoration of the situation and the congratulatory focus on the personal subjects.

### **TV Commercials** (2 minutes each, 2 x 10) 20%

You are to create two original advertisements of between one and two minutes, film them and post them on YouTube. One will be a public service announcement. The other commercial may be for an existing or imaginary product or service, however if for an existing one, the commercial itself must be original, NOT a variation on one already aired. You do not have to appear on camera, but you must speak, and the words must be original. While you may involve students from outside of class, your own work must be evident. This speech must incorporate an approved visual aid, and your use of that aid should demonstrate the sort of strategic proficiency discussed in class; it should augment your argument, not distract.

OUTLINES AND BIBLIOGRAPHIES (MLA STYLE) MUST BE SUBMITTED AT TIME OF SPEECH. FAILURE TO SUBMIT OUTLINE AND BIBLIOGRAPHY IN PROPER FORMAT WILL RESULT IN A 10 POINT PENALTY.

General Guidelines for Speeches: Always be sure to review the assignment sheet for speaking assignments to ensure that you have met all the requirements before submitting an outline or delivering your speech. It is important that you conform to the time limit given for a particular assignment. Time limits are factored into the speech grade. To make sure that your speech conforms to the specified time limit, you should practice your speech, out loud and standing up, and time it before delivering to the class for a grade.

Dress Code for Speeches: All speakers are expected to dress professionally. This means no shorts, jeans, t-shirts, tank tops, sweatpants, sweatshirts, flip-flops, athletic shoes, or hats. Your presentation of yourself contributes to your credibility as a speaker and should support your message, rather than detract from it.

Participation: Class activities, discussions, lectures, and speeches constitute a large part of the course. This course does not exist in class notes; it exists in your experiences and application of the class materials. In addition, you will be providing peer feedback on your classmate's speeches, which serves as an important learning instrument for both speakers and audience members.

Because attendance is critical to your success in this class, attendance is mandatory and you will need to come prepared and ready to participate. I do not distinguish between excused and unexcused absences; an absence is an absence. This rule applies equally to distance learning as well as in the classroom.

Lectures and class activities will NOT be repeated for the students who miss class. Please be on time and be aware of your own attendance status. If you miss a class or part of a class, it is your obligation to find out from a classmate or, if that fails, from me, what you missed. An absence is not an excuse for a late or missing assignment.

I do reserve the right to drop you from the class up until the tenth week of classes if I determine that you are an "inactive" student due to excessive absences (five or more absences).

**Tardiness**: Lateness detracts from your participation and can be disruptive to the class. If you arrive to class after I have taken roll, you are tardy. Generally you will have been marked absent and it is your responsibility to come to me at the end of class and make sure you are counted as having attended

class. If you arrive more than 15 minutes late or leave more than 15 minutes early, I reserve the right to count that it as an absence.

**Reading:** Reading should be completed by the date on which it is listed on the schedule in the syllabus. Come to class prepared to discuss the day's assigned reading. Lectures and class activities are based upon the expectation that you have done the reading and are familiar with the material.

**Due Dates:** You will need to turn all assignments in on time according to the due dates listed in the syllabus schedule and Modules on Canvas in order for the assignment to be eligible for full points.

- Due dates and submission requirements are indicated on the schedule. Assignments submitted after the class period in which they are due will not be accepted unless you have made prior arrangements with me before the due date (and this usually will result in a grade penalty).
- Papers sent via email, or dropped into my mailbox after class has ended WILL NOT be graded! Please plan ahead. You are welcome to turn assignments in early. Computer issues are not considered legitimate excuses for missing a due date.
- Occasionally circumstances arise which are truly extenuating, meaning usual, unanticipated and completely beyond your control. Should such circumstances occur and cause you to miss a due date you please contact me as soon as possible. Procrastination doesn't make these situations better.

**Written Work:** All papers should be typed, double-spaced; Times New Roman or Arial; 12-point font; 1" margins, stapled if more than one page, and formatted using MLA style guidelines, including works cited pages and in text citations. Please be sure to carefully edit all papers for spelling, grammar, punctuation and organization. Mechanical aspects of writing will be taken into account for grading purposes.

**Plagiarism:** Do not copy any written, visual, or oral information and claim it as your own. This includes lessons or lecture notes, information from the textbook, and other books or resources, and digital sources such as websites. Your contributions to the activities and assessments in the course must represent your own work. If you incorporate the work of others into your written or oral communication, you need to cite the work of others. If I suspect you of plagiarism, your work will be submitted to Turnitin.com to ascertain any matches to existing work. Students that plagiarize information will at minimum receive a failing grade on the plagiarized assignment, and be turned in to the division dean and the student conduct officer and/or team. Plagiarism will put students at risk of failing the course.

## Course Schedule

<u>Week</u> <u>k</u>	<u>Date</u>	<u>Topics &amp; Activities</u>	<u>Assignments, Readings</u>
1	Aug 23-27	<ul style="list-style-type: none"> <li>Read syllabus &amp; textbook Ch. 1, "Introduction"; Ch. 4, "Listening"</li> </ul>	<ul style="list-style-type: none"> <li>Reading Quizzes: Chs. 1, 4 (Canvas)</li> <li>Post introductory speech topic.</li> <li>First speech assigned.</li> </ul>
2	Aug 30 - Sept 3	<ul style="list-style-type: none"> <li>Read Ch. 7, "Supporting Your Ideas."</li> </ul> <p><a href="#"><u>Deliver Speech #1: Introductory Speech</u></a></p>	<ul style="list-style-type: none"> <li>Have first speech prepared for delivery. Sign-up calendar will be posted.</li> <li>Reading Quiz, Canvas: Ch. 7</li> </ul>
3	Sept 7-10  Holiday: September 6, Labor Day	<p><b><u>Informative Speaking</u></b></p> <ul style="list-style-type: none"> <li>Read Ch. 8 "Organizing and Outlining" and Ch. 15 "Informative Speaking."</li> <li>Watch: "First World Problems," Sarah Kwon.</li> <li>Topics for Speech due, please submit via Canvas.</li> </ul>	<ul style="list-style-type: none"> <li>Complete source validity assignment.</li> <li>Reading Quiz, Canvas: Ch. 8, 15.</li> <li>Complete: outlining activity.</li> <li>Read: instructions for informative speech.</li> <li>Post response to Kwon speech.</li> </ul>
4	Sept 13-17	<ul style="list-style-type: none"> <li>Scheduled conferences; be prepared to discuss speech in detail, in particular thesis, support, audience and sources.</li> <li>View "The Birds and the Weaves," Jordyn Allen.</li> </ul>	<ul style="list-style-type: none"> <li>First discussion post (Canvas) – informative speech.</li> <li>Submit draft of outline for Informative Speech</li> </ul>
5	Sept 20-24	<p><a href="#"><u>Deliver Speech #2: Informative Speech</u></a></p>	<ul style="list-style-type: none"> <li>Have speech prepared for delivery. Sign up for time.</li> <li>Final draft of speech outline due</li> </ul>
6	Sept 27 - Oct 1	<p><b><u>Public Service Announcements</u></b></p>	<ul style="list-style-type: none"> <li>Discussion post responses to PSA's.</li> </ul>

		<ul style="list-style-type: none"> <li>View “Dumb Ways to Die,” “Your Brain on Drugs,” “Keep American Beautiful.”</li> </ul>	<ul style="list-style-type: none"> <li>Read instructions for PSA assignment.</li> </ul>
7	Oct 4 - 8	<p><b><u>Persuasive Speaking</u></b></p> <ul style="list-style-type: none"> <li>Logical Fallacies lecture.</li> <li>Read Ch. 16, “Persuasive Speaking.”</li> </ul>	<ul style="list-style-type: none"> <li>Take quiz (Canvas) logical fallacies.</li> <li>Discussion post.</li> <li>Post PSA assignment</li> <li>Self Evaluation for Informative Speech due.</li> </ul>
8	Oct 11-15	<ul style="list-style-type: none"> <li>View “Implications of Social Networking,” Colt Scott.</li> </ul>	<ul style="list-style-type: none"> <li>Take Quiz (Canvas), Ch. 16.</li> <li>Discussion post.</li> <li>Post response to Scott.</li> </ul>
9	Oct 18-22	<p><b><u>Advertising</u></b></p> <ul style="list-style-type: none"> <li>Read Ch. 5, “Audience Analysis.”</li> <li>View commercials.</li> </ul>	<ul style="list-style-type: none"> <li>Take Quiz (Canvas), Ch. 5.</li> <li>Discussion post.</li> <li>Read instructions for product commercial.</li> </ul>
10	Oct 25- Oct 29	<ul style="list-style-type: none"> <li>Read Ch. 13, “Visual Aids.”</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post.</li> <li>Submit commercial analysis assignment.</li> </ul>
11	Nov 1-5	<ul style="list-style-type: none"> <li>Have topic chosen for persuasive speech</li> <li>Have audience defined for persuasive speech as specifically as possible.</li> <li>Identify visual aid.</li> </ul>	<p><b><u>By Friday: Post commercial assignment.</u></b></p> <ul style="list-style-type: none"> <li>Read instructions for Persuasive Speech.</li> <li>Take Quiz (Canvas) Ch. 13.</li> <li>Discussion post.</li> <li>Submit topic choice for Persuasive Speech, including visual aid and audience.</li> <li>Schedule individual conference time for next week.</li> </ul>
12	Nov 8-12  Holiday: Veteran’s Day, Nov 11	<ul style="list-style-type: none"> <li>Individual conferences for persuasive speech.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post.</li> <li>Submit outline Draft for Persuasive Speech.</li> </ul>

13	Nov 15-19	<ul style="list-style-type: none"> <li>Prepare for persuasive speech. I will be available for individual consultation as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion post.</li> </ul>
	Nov 22-26	<b>Holiday: Thanksgiving Break</b>	
14	Nov 29 - Dec 3	<u><a href="#">Deliver Speech #3: Persuasive Speech</a></u>	<ul style="list-style-type: none"> <li>Have speech prepared for delivery. Sign up for a presentation time.</li> <li>Discussion post.</li> <li>Read instructions for Special Occasion speech.</li> <li>Final draft of persuasive speech outline due</li> </ul>
15	Dec 6-10	<ul style="list-style-type: none"> <li>Read Ch. 17, "Special Occasion Speaking."</li> <li>View "Graham Chapman's Funeral," John Cleese; "William and Mary Commencement Address," John Stewart, "Graduation Speech," Tim Mensing.</li> </ul>	<ul style="list-style-type: none"> <li>Take quiz, Ch. 17</li> <li>Discussion post</li> <li>Submit response to <u>two</u> of the viewed speeches.</li> <li>Submit topic for Special Occasion speech</li> </ul>
16	Dec 13 - 17	<b>FINALS WEEK</b>	<ul style="list-style-type: none"> <li>Submit self-evaluation for Persuasive Speech.</li> <li>Final Discussion posting – final thoughts and goodbyes.</li> </ul> <p><u><a href="#">By Thursday: Submit Speech #4 (Special Occasion speech).</a></u></p>