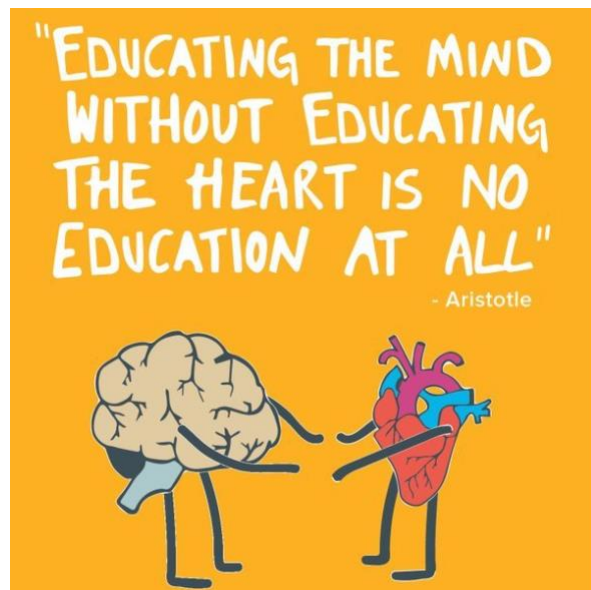


**CLEMSON UNIVERSITY**  
**DEPARTMENT OF COMMUNICATION**  
**COMM 2500: Public Speaking and Civic Engagement**  
**Fall 2018**



**Instructor Name:** Pauline Matthey

**Preferred Name:** Ms. Pauline

**Email:** [paulinm@clermson.edu](mailto:paulinm@clermson.edu) - Please email me from Canvas for faster reply

**Offices:** Strode 416 and Calhoun Courts Commons 101

**Mailbox:** Strode 417

**Instagram:** @Ms.P\_CCTV

**Twitter:** @CCTV\_MsP



Fall 2018 Teaching Schedule

TR 11:00-12:15 – COMM 2500 Section 014 – Kinard 116

TR 12:30-1:45 – COMM 2500 Section 015 – Kinard 116

TR 3:30-4:45 – COMM 2500 Section 016 – Daniel 203

TR 5:00-6:15 – COMM 2500 Section 017 – Daniel 203

W 9:00-12:00 – C.A.S.T. – PCI

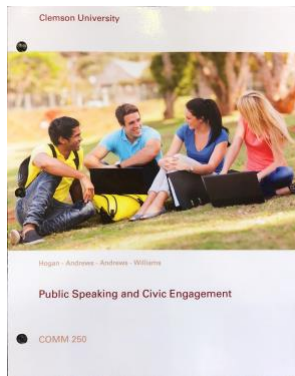
Fall 2018 Office Hours

T 10:30-11:00am & 1:45-3:30pm – Strode 416

W 2:00-4:00pm – Calhoun Courts Commons 101

R 1:45-3:30pm – Strode 416

I live nearby so I am never too far and always happy to meet you to help. So, if the times above do not work, do not hesitate to schedule an appointment with me.



### Required Textbook:

Hogan, M., Andrews, P.H., Andrews, J.R., & Williams, G. (2017). "Public Speaking and Civic Engagement." Clemson Edition. Boston: Pearson Education.

\*\*\*Note: This textbook may only be purchased at the student bookstore in Hendrix, because it is a custom edition printed solely for Clemson University. There are essential customized course assignments within the textbook that will NOT be available in any other editions of this text. It's also cheaper at the bookstore is what I hear 😊



### Solstice:

If your classroom is in the Watt Family Innovation Center, please be sure to download Solstice on your computer, tablet, and/or cellphone. It is the software with which the classroom is equipped for us to work and collaborate using the technology available. It's free and easy to use.

**This is a supplemental syllabus to the common COMM 2500 syllabus that can be found in the front "white pages" of our textbook. Please refer to that syllabus for more information.**



University Policies/Information

### Students Accessibility Services:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>. Students with disabilities who require accommodations should make an appointment with Student Disability Services (SDS) within the first month of classes to discuss specific needs. Students

with such needs are required to present a Faculty Accommodation Letter from SDS when they meet with instructors to discuss their special needs. SDS is located in Suite 239 Academic Success Center building (telephone number: 864-656-6848; email: [sds-1@clemson.edu](mailto:sds-1@clemson.edu)).

### **Academic Integrity:**

According to the *Undergraduate Academic Integrity Statement*, “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor and responsibility, without which we cannot earn the trust and respect of others.

Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating or stealing in any form.”

NOTE: Breaches of the academic dishonesty policy will be punished as severely as university policy permits.

### **The Clemson University Title IX (Sexual Harassment) Statement:**

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator and is also the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

### **Emergency Guidelines from Clemson University Police Department**

All students and employees should be familiar with the following guidelines. For additional information about safety see

<http://www.clemson.edu/cusafety/preparedness/>.

#### Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek “Tornado Safer Places,” get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

#### Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.

- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter-preparedness-video](https://www.dhs.gov/video/options-consideration-active-shooter-preparedness-video).



### Class Policies

**The most important policy: if you ever need my help, do not hesitate to come by and see me! I am more than happy to assist you in any way that I can! I am here to help you succeed. Let's work, let's learn, and let's have fun!**



#### **Clemson Thinks<sup>2</sup> Integration:**

This class participates in the Clemson Thinks<sup>2</sup> program, “an ambitious experiment in critical thinking that will transform learning and teaching through second-year Critical Thinking (CT) Seminars, a cohort of CT<sup>2</sup> Faculty Scholars, faculty development, rigorous assessment, and scholarly research.”

As such, during the semester, we will focus on developing important critical thinking skills through in-class activities and discussions, and through homework assignments. Critical thinking is crucial in being a successful student, community member, and employee so it is vital that we center our focus around honing those skills as they will not only serve us in Public Speaking but in all aspects of our personal and professional lives. Our textbook will also help us do that!

You can find more information about the program at the following site:

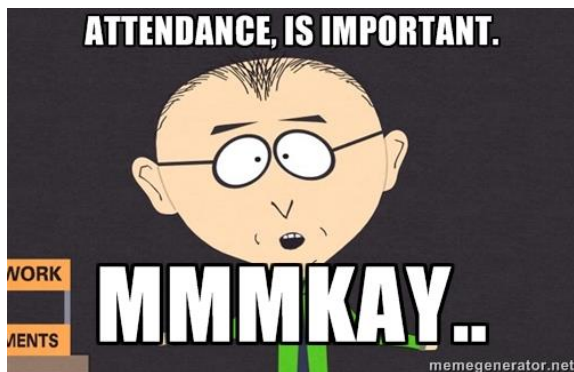
<http://www.clemson.edu/academics/programs/thinks2/>

Below are some of the activities and assignments that will help us work on our critical thinking skills – for a complete list of assignments, please refer to the point breakdown on p. 11 and for more information on each assignment, please check our common syllabus and blackboard.

- Audience Analysis Exercise – We will engage in an activity inspired by Peggy McIntosh’s “Unpacking the Invisible Knapsack” in order to better understand our audience. Knowing who we are engaging with is the most important step in the creation of a successful and impactful presentation. We will also use some of the materials presented in our textbooks in regards to gathering information before we use that data to creatively work on developing our own infomercials.

- Peer Feedback – You will be asked to review some of your classmates’ presentation. Your feedback to them will need to be detailed, thorough, constructive, and critical according to the chapters we will discuss in class
- Self-Critique – We will spend some time reflecting on our own performances by evaluating our work, highlighting what we can improve and developing strategies to reach our goals for the next presentation
- Outside Speaker Critique – Similarly to the peer feedback, you will also assess an outside speaker presentation along the same guidelines.
- Persuasive Speech – Your persuasive speech will need to demonstrate a high level of critical thinking as you will need to pick a relevant controversial topic. The challenge will be to narrow down your topic to a specific argument that can be presented within the time limits, make it relatable for your audience, keep it free of logical fallacies, and show that you have considered some of the opposing viewpoints.
- In Class Debate – In order to prepare for our persuasive speech and practice some of the strategies, we will work on in class debates where the topics will be assigned to you. With minimal preparation time, you will need to focus on the persuasive strategies we will have discussed in class.

### Attendance Policy:



I know, I know... This is probably how I sound to you when you read about attendance policy. But I truly believe (and so does research, btw), that students who attend regularly tend to be more successful. And I want you to succeed! Plus sometimes, we will work in teams and we need all of you there 😊

Your regular attendance and participation will weigh heavily on your ability to perform well in this course. The majority of class time will require you to participate in classroom assignments, group work, and oral presentations. Failure to attend class will result in a zero for any assignment missed that day and you will not have the opportunity to make it up.

*If you know in advance that you will not be able to attend class, I strongly encourage you to turn in your assignment early. I am always happy to help you. Please communicate with me as soon as you have a question, a concern, or some issues that might keep you from attending class.*

- **Excused Absences:**  
An excused absence is determined by University policies and the instructor’s discretion. There are six excused absences that do not carry a penalty:

1. University-authorized activities;
2. Death in the immediate family;
3. Participation in legal proceedings;
4. Serious illness – **Redfern slips do not count as an excused absence.** A cold or losing your voice does not count as a serious illness either. Only a doctor's note attesting that you could not attend class that day will count as excused;
5. Religious holidays; or
6. Once to go on a job interview, or visit a graduate/medical school.

All absences that fit the descriptions above need to be discussed with me **within one week** of the absence. Try to get in touch with me as soon as possible for any absences you will know about in advance.

Note: If you have a medical condition or any accommodations that requires you to be absent regularly, you will need to speak with me as soon as possible.

- **Unexcused Absences:**

Your grade will be reduced due to absences according to the following scale:

- one week's worth of classes = no reduction
- For each absence beyond a week worth of classes, 10 points will be deducted from your final grade

Your allotted absence(s) should be reserved to take care of emergencies or illness. If you use a day as a "personal day" and later become ill or have an emergency, your final grade will be penalized. Please note that although some absences do not directly affect your final grade, you will still be held responsible for the materials that you missed.

**All absences after your allotted "freebies" will result in the loss of 10 points per class.** Attendance will be taken each class. It is your responsibility to ensure that if you are present you are counted as such. If you participate in University activities, please notify me within the first two (2) weeks of class of any classes that you will miss.

**If you are absent on a speech day, you will not have the opportunity to make up your speech. Additionally, you will not be granted the opportunity to make up any assignments that were done in class that day including peer feedback assignments.**

Along with attending class, I also expect you to be in class on time. I make an effort to begin and end class on time. I expect the same from you. If you are late, please make all efforts not to disturb the class. Excessive tardiness and/or early departure will be counted as an absence for that day (15min). Recurring tardiness and/or early departure will also be counted as an absence.

*It is critical that you stay in touch with me by e-mail or otherwise when you are experiencing illness or difficulty. If you wait until your problems are over to talk to me, I may have no option but to fail you based on course policies. This is a communication course; communicate with me to discuss options rather than wait until it's too late for me to help you.*



### Waiting Policy:

- Please be on time. It's disruptive when you're not. Excessive tardiness may result in an absence. So can leaving early. Please make sure you stay in class for the duration of our class meeting time.
- If I am late for class, please wait for 15 minutes. After that time, the class will be considered canceled (unless you have been otherwise notified). But most likely, that will not happen.

### \*\*\*Speech Days\*\*\*

On speech days, I will need your help to make those days go as smoothly as possible, so thank you very much in advance!

- *Speech Day Attire* – business casual to business attire will be required to help enhance your credibility. No gum, hats, keys, sunglasses, etc.
- *Time Manager* – If you so choose, you can have time cues. Going over or under time for a speech will result in a letter grade penalty, so please make sure you practice. I will need the help of one of you to keep time for each speech.
- *Camera Manager* – We will record your informative and persuasive speeches (and possibly other speeches) during the semester. When we do, I will ask for one of you to help me with the camera.
- *What to bring on the first day of speeches:*



- Evaluation Form - Not bringing a hard copy of your evaluation form will result in the loss of 5 points
- Notecards
- Visual Aid Equipment (if you have any)
- Peer Feedback Forms

**\*\*You will turn in your outline, reference page, and visual aid on Canvas the first day of speeches regardless of when you present. \*\***

More items may be required but if that is the case, I will announce it in class.

- *COMM Lab* – Make sure to visit the Communication Lab in Daniel Hall 418 to prepare for your informative and your persuasive speeches. The lab gets extremely busy, so I encourage you to call early to make your appointment as soon as possible. You can contact them at 864-656-2028. The COMM Lab is also where you will go to view your speeches. You can find out more about the COMM Lab and its resources at this address: <http://www.clemson.edu/caah/departments/communication-studies/centers/comm-lab.html>
- *Late* – If you arrive late to class on a speech day, you are expected to wait outside the classroom until the speaker is finished presenting his/her speech. Entering the classroom late during a peer's speech will result in a 10-point deduction from your speech grade.
- *Cellphone* – If your cellphone rings during a speech, you will lose 10 points. Please just turn them off.

It is important for everyone to be there to support one another and to be a good audience member. You will also learn from your peers and provide them with valuable feedback.

### **Late Work Policy:**

- Late work will NOT be accepted. You can always turn assignment in early. If you know you will have a busy week, please submit your assignment prior to the due date.
- All of the due dates are listed on your calendar, please be responsible and note those deadlines in your planners/calendars/phones and set reminders on Canvas.
- Most assignments will be turned in on Canvas. The assignments you turn in as a hard copy need to be stapled or they will not be accepted.
- If an assignment is due on Canvas, a hard copy or email submission will not be accepted – and vice versa so be sure to check the calendar for details. Similarly, turning in an assignment in the wrong submission box on Canvas will not work either as I will not be able to review your assignment. So please, be careful and check the calendar for more information. I am also always happy to answer questions about submissions.
- Please do not blame technology (your printer, your ink, etc.) for not having an assignment ready. No emailed assignment will be accepted unless otherwise noted.

### **Formatting Papers:**

All written assignments and formal outlines must:

- 1) Be written in 12 point Times New Roman;
- 2) Be double-spaced
- 3) Be stapled in the upper left corner.
- 4) Follow APA guidelines when research is necessary. This website is your friend:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

Papers that do not meet the above guidelines may not be accepted and could possibly receive a zero.

### **Grades:**

- All grades will be posted on Canvas at most two weeks after the completion of each assignment. I am usually much faster than that though. For example, grades for a speech assignment will be posted two weeks after the last student has presented, at the latest.
- Please keep your graded assignments as a record to check any incongruities with my grade records throughout the semester. They will serve as proof for potential changes in my records. More importantly, the feedback you receive on each assignment will be very helpful in working on future assignments.
- I am also always available if you need my assistance in improving your future grades. If you have any general questions or concerns about your grade, feel free to talk to me anytime! Students who come by during office hours to get some feedback as they work on speeches tend to be more successful.
- If you are looking to change a grade, I have more specific policies:
  - For any grade grievances, **the “24/7” policy** is in effect. Once speech and assignment grades are handed back, there is a **24-hour waiting period** before they will be discussed with the student. Grade issues that are not addressed within



**one week** will be closed for discussion. So please keep track of your grades by checking Canvas Grade Center regularly throughout the semester.

- Grievances must be presented in written form with an introduction, body, conclusion, and concrete supporting evidence of your claim. This paper must be delivered to my office or mailbox. No grade will be discussed over email due to privacy concerns.
- Final grades at the end of the semester are **final**. We are using a point system there will be no “rounding up” to avoid failure of the class or to move up a letter grade at any time during the semester.

### **Grading of Speeches:**

In all cases, grades will be determined based on a rubric that includes the following criteria: effectiveness of organization, language (style, grammar, syntax, etc.), research, analysis, nonverbal delivery, and verbal delivery. Students must also meet the guidelines specific to each type of speech. A copy of the rubric and a detailed evaluation form will be made available to you before the speeches so that you can ask any questions you might have.

### **Grading of Writing:**

The quality of written work will be a consideration when grading written assignments. Assessment will be based on the following: focus, organization, development, style, and mechanics. All typed assignments must also follow APA guidelines. The following website will be helpful: <http://owl.english.purdue.edu/owl/resource/560/01/>.

### **General Grading Expectations:**

- A. Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication. A-quality work should be surprising and of unexceptional quality.
- B. Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.
- C. Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)
- D. Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.
- F. Failure to complete assignments during the scheduled time through lack of evident effort.



### **Canvas:**

Please check your Canvas and your emails daily for assignments and other information. I will frequently email and post announcements, upcoming events and deadlines, or any changes to the schedule. It is your responsibility to check Canvas and your emails to stay up to date with any materials I post on there.



### **Email policy:**

Please do not email me on my Clemson email account directly.

Canvas Email is the best channel of communication for the class. It helps me get back to you much faster. Those emails go to my Clemson inbox that I will be checking daily (and more than likely, I will be checking multiple times a day). I will contact you in the same way so please check your emails daily.

To email me from Canvas, please follow the steps below:

1. Log into Canvas
2. On the left-hand side, click on *Inbox*
3. Click on *Compose A New Message* in the top left corner (feather quill pen icon)
4. Select our course in the list of courses
5. Click on *Teachers* in the *To* box
6. Proceed to type your message
7. Click *Send*

Or you can also reply to an email I sent before.

- I am usually pretty quick at responding to emails. But please allow me a 24-hour period from the receipt, and 48 hours on the weekend, to respond.
- Please make sure you use professional email etiquette.... You may not be as lucky as Patrick if you don't... ["Student emails professor while drunk, gets back amazing response"](#)
- Please feel free to use the same system to communicate with each other as well.
- **Disclaimer:** If you email me a question that has already been answered in class, in an email, in any assignment documents, or in the syllabus, I have the right to remain silent. Please look at all class documents for answers to your questions and then, after exhausting your resources, you are welcome to send me an email with questions.

### **Class Conduct:**

- Cell phone, tablet, and laptop usage is prohibited during class time, unless I notify you otherwise.  
Here's why: ["Why I'm Asking You Not To Use Laptops"](#)  
If for some reason, you need or strongly prefer to take notes on your laptop, please come talk to me so that we can work something out.
- Students should demonstrate respect for their instructor, but also for their peers. Public speaking is a difficult task for many students and it is important to be a good audience member for your classmates. It's good karma too ☺
- *Student Preparedness* – Students should come prepared and ready to participate in each class activities. You will be expected to arrive on time and having done your reading and homework.
- *Instructor Preparedness* – I will come to class on time and prepared as well. If there is ever an emergency, I will try to let you know as soon as possible so I don't waste your time. If you ever have any questions or need to talk about the course, please do not hesitate to ask me! I am here to guide you through this course!
- *Safe Learning Environment* – Respect is paramount in this course, as meaningful discussion can only occur when everyone's ideas are listened to equally. This class is a

safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, religion, class, age, sexual orientation, ability, etc. Such language and/or behaviors will not be tolerated in our classroom or in our online communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

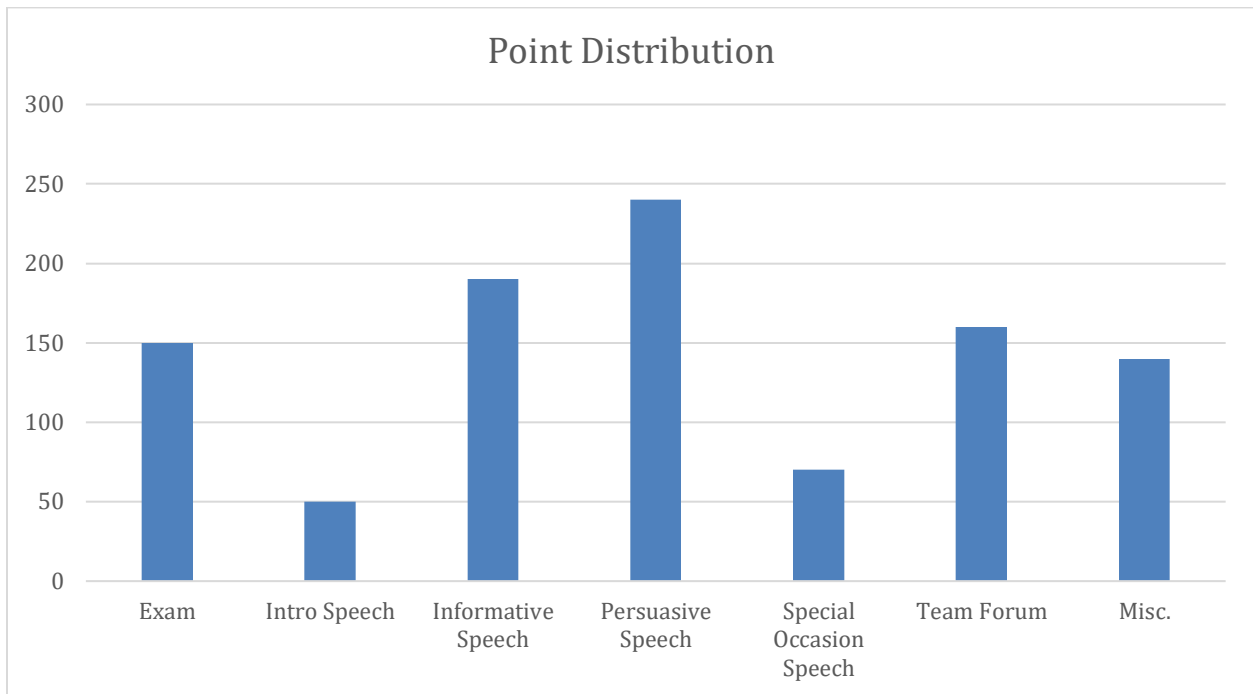
**Assignments (see points breakdown below for more details):**

- I will post more information on your major assignments on Blackboard
- Speeches: Introduction/Facebook, Informative, Persuasive, Team, Ceremonial
- Outlines: Informative, Persuasive, Team
- Exam: Final
- Instructor's Discretion: Class activities, Quizzes, Participation, TED Talk Response, End of semester evaluations, etc.

**Disclaimer:**

The syllabus and course schedule are subject to adjustment. I reserve the right to make changes at my discretion. All students will be notified via email of any changes.

<b>Exam (150 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Final Exam	150 points	
<b>Introduction Speech: Facebook Speech (50 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Speech	50 points	
<b>Informative Speech (190 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Topic Proposal	10 points	
Lab Prep	10 points	
Outline & References	30 points	
Speech Presentation	100 points	
Peer Critique	20 points	
Self-Critique	20 points	
<b>Persuasive Speech (240 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Topic Proposal	10 points	
Lab Prep	10 points	
Outline & References	30 points	
Speech Presentation	150 points	
Peer Critique	20 points	
Self-Critique	20 points	
<b>Special Occasion/Ceremonial Speech (70 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Speech Presentation	70 points	
<b>Team Discussion Forum (160 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Team Checkpoint	10 points	
Outline & References (Agenda)	15 points	
Speech Presentation	120 points	
Team Forum Paper	15 points	
<b>Other (140 points)</b>	<b>Point Value</b>	<b>Your Grade</b>
Syllabus Quiz	5 points	
CT <sup>2</sup> Pre-Test	5 points	
CT <sup>2</sup> Pre-Test	5 points	
End of Semester Course Evals 100% completion	5 points	
Misc. (For example: Visual Aids, Draft Reviews, Quizzes, Delivery Olympics, Participation, Surveys, etc.)	120 points	
<b>Attendance</b>	<b>Point Value</b>	<b>Your Grade</b>
Missed days after 1 week's worth = -10/per day	0 point	
	<b>Point Value</b>	<b>Your Grade</b>
<b>Total Possible Points (1000 points)</b>		



<b>Grade</b>	<b>Points</b>
A	1000 – 900
B	899 – 800
C	799 – 700
D	699 - 600
F	599 – and lower

**CT<sup>2</sup> COMM 2500**  
**TR Tentative Daily Schedule**

<b>Date</b>	<b>Content</b>	<b>Due That Day</b>
<b>WEEK 1</b>	<b>INTRODUCTORY SPEAKING</b>	
R 08/23	Instructor & Students Introductions Course Introduction	
<b>WEEK 2</b>		
T 08/28	Syllabus Quiz 1 – Democratic Citizenship and the Ethics of Public Speaking	<ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Read Guidelines for Intro Speech</li> <li>• Read Chapter 1</li> </ul>
R 08/30	3 – Speaking with Confidence 11 – Delivering your Speech Effectively	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Read Chapter 11</li> </ul>
<b>WEEK 3</b>		
T 09/04	10 – Using Language Effectively 12 – Supporting your Ideas Visually	<ul style="list-style-type: none"> <li>• Take CT<sup>2</sup> Survey &amp; post screenshot (on Canvas by the start of class time)</li> <li>• Read Chapter 10</li> <li>• Read Chapter 12</li> <li>• Read Team Forum Guidelines</li> </ul>
R 09/06	<b>Introductory Speeches</b>	<ul style="list-style-type: none"> <li>• Bring Evaluation Form</li> </ul>
<b>WEEK 4</b>	<b>INFORMATIVE SPEAKING</b>	
T 09/11	13 – Speaking to Inform 5 – Developing Significant Topics	<ul style="list-style-type: none"> <li>• Read Informative Speech Guidelines</li> <li>• Read Chapter 13</li> <li>• Read Chapter 5</li> </ul>
R 09/13	Topic Workshop	<ul style="list-style-type: none"> <li>• Submit Topic Proposal on Canvas by end of class</li> </ul>
<b>WEEK 5</b>		
T 09/18	6 – Responsible and Productive Research 7 – Supporting your Ideas	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Read Chapter 7</li> </ul>
R 09/20	8 – Organizing your Speech 9 – Outlining your Speech	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Read Chapter 9</li> <li>• Bring laptop</li> </ul>
<b>WEEK 6</b>		
T 09/25	2 – Listening and Speaking in a Democratic Society 4 – Diverse Audiences in a Democratic Society	<ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Read Chapter 4</li> </ul>
R 09/27	Outlining Workshop	<ul style="list-style-type: none"> <li>• Submit draft outline on Canvas by start of class – if it is even 1 min late you will be unable to complete the next step so be sure to manage your time</li> </ul>



		<ul style="list-style-type: none"> <li>• Submit peer feedback on someone else's outline on Canvas by end of class</li> <li>• Bring Laptop</li> </ul>
<b>WEEK 7</b>		
T 10/02	<b>Informative Speeches</b>	<ul style="list-style-type: none"> <li>• Submit lab report, IS outline, ref page, visual aid on Canvas by the start of class</li> <li>• Bring Evaluation Form</li> </ul>
R 10/04	<b>Informative Speeches</b>	
<b>WEEK 8</b>	<b>PERSUASIVE SPEAKING</b>	
T 10/09	<b>Informative Speeches</b>	<ul style="list-style-type: none"> <li>• Peer Feedback (due at the end of last speech in class)</li> </ul>
R 10/11	14 – Persuasive Speaking in a Democratic Society	<ul style="list-style-type: none"> <li>• Info Speech Self-Critique (on Canvas by start of class)</li> <li>• Read Persuasive Speech Guidelines</li> <li>• Read Chapter 14</li> </ul>
<b>WEEK 9</b>		
T 10/16	15 – Arguing Persuasively	<ul style="list-style-type: none"> <li>• Topic Proposal (on Canvas by start of class)</li> <li>• Read Chapter 15</li> </ul>
R 10/18	Impractical Jokers Work on PS Topic Analysis	<ul style="list-style-type: none"> <li>• Bring Laptop</li> </ul>
<b>WEEK 10</b>		
T 10/23	Topic Analysis Workshop	<ul style="list-style-type: none"> <li>• Submit PS Topic Analysis on Canvas by start of class – if it is even 1 min late you will be unable to complete the next step so be sure to manage your time</li> <li>• Submit peer feedback on someone else's Topic Analysis on Canvas by end of class</li> <li>• Bring Laptop</li> </ul>
R 10/25	<b>Persuasive Speeches</b>	<ul style="list-style-type: none"> <li>• Submit lab report, IS outline, ref page, visual aid on Canvas by the start of class</li> <li>• Bring Evaluation Form</li> </ul>
<b>WEEK 11</b>		
T 10/30	<b>Persuasive Speeches</b>	
R 11/01	<b>Persuasive Speeches</b>	<ul style="list-style-type: none"> <li>• Peer Feedback (due at the end of last speech)</li> </ul>
<b>WEEK 12</b>		
T 11/06	<b>FALL BREAK → NO CLASS</b>	
R 11/08	Team Work Day	<ul style="list-style-type: none"> <li>• Submit PS Self-Critique on Canvas by end of class</li> </ul>
<b>WEEK 13</b>	<b>SPEAKING IN AND AS A TEAM</b>	
T 11/13	16 – Speaking on Special Occasions	<ul style="list-style-type: none"> <li>• Read Chapter 16</li> </ul>

		<ul style="list-style-type: none"> <li>• Read Ceremonial Speech Guidelines</li> </ul>
R 11/15	<b>Ceremonial Speeches</b>	<ul style="list-style-type: none"> <li>• Bring Evaluation Form</li> </ul>
<b>WEEK 14</b>		
T 11/20	17 – Speaking and Deliberating in Groups	<ul style="list-style-type: none"> <li>• Read Chapter 17</li> </ul>
R 11/22	<b>THANKSGIVING BREAK → NO CLASS</b>	
<b>WEEK 15</b>		
T 11/27	Team Checkpoint Delivery Olympics	
R 11/29	<b>Team Forums</b>	<ul style="list-style-type: none"> <li>• Bring Team Agenda and ref page and VA</li> <li>• Bring Evaluation Form</li> </ul>
<b>WEEK 16</b>	<b>SPEAKING ON SPECIAL OCCASION</b>	
T 12/04	<b>Team Forums</b>	<ul style="list-style-type: none"> <li>• Bring Eval Form</li> </ul>
R 12/06	CT <sup>2</sup> Post-Test Survey Tying Loose Ends Final Exam Review	<ul style="list-style-type: none"> <li>• Submit Team Forum “Paper” on Canvas by start of class</li> <li>• Complete CT<sup>2</sup> Post-Survey &amp; post screenshot on Canvas by start of class)</li> <li>• Bring Questions on Final Exam</li> </ul>
SUN 12/09	End of semester evals	<ul style="list-style-type: none"> <li>• Completion rate at 90% by 11:59pm</li> </ul>
<b>WEEK 17</b>	<b>FINALS WEEK</b>	
M 12/10	<b>Final Exam</b>	<b>7:00pm – 9:30pm Location TBD</b>