

Syllabus

COMM 100: Public Speaking

Department of Communication
2018-2019

Instructor: _____

E-Mail: _____

Office: _____

Office hours: _____

Communication department phone: 703.993.1090

Names, emails, phone numbers, and Skype contact information for at least two classmates:

Name	Phone	Email	Skype

Required Texts

Valenzano, J. M., III, Braden, S. W., Broeckelman-Post, M. A., & Hyatt Hawkins, K. (2018). *The Speaker's Primer Customized for George Mason University*, 2018-2019 Edition. Southlake, TX: Fountainhead.

Note: This book is only available at the GMU campus bookstore. You are required to purchase a new copy of the text because many of the pages will be used and turned in as part of assignments throughout the semester.

We will also be using Blackboard in this class.

Course Description

This course focuses on the principles underlying effective oral presentations and the development of effective presentations in public and professional settings. We place an emphasis on analyzing audiences; composing meaningful, coherent messages; conducting responsible research; developing effective arguments; and improving delivery skills to strengthen confidence and credibility.

Mason Core Outcomes for Oral Communication

Oral communication competency at George Mason University is defined as the ability to use oral communication as a way of thinking and learning as well as sharing ideas with others. The Mason Core program identifies numerous learning goals in oral communication, which are addressed specifically in two Communication courses, COMM 100: Public Speaking and COMM 101: Interpersonal and Group Interaction. Common to both courses are these four learning outcomes:

1. Students will demonstrate understanding of and proficiency in constructing and delivering multiple message types.
2. Students will understand and practice effective elements of ethical verbal and nonverbal communication.
3. Students will develop analytical skills and critical listening skills.
4. Students will understand the influence of culture in communication and will know how to cope with cultural differences when presenting information to an audience.

Course Learning Objectives

It is important that students learn to develop communication skills and learn how to present findings to others. *This is both a theory and a skills course, and the primary goal is for students to gain competence in public speaking.* To achieve this goal, students will engage in various activities, assignments, etc. By the end of this course, students will be able to:

1. Understand the communication process and the ways that culture and diverse experiences impact the sharing of meaning.
2. Analyze the audience and situation and adapt your speech to the specific cultural and social context in which it will be delivered.
3. Conduct research and evaluate the quality of support materials and their appropriateness for use in a particular context.
4. Prepare full sentence preparation outlines that include appropriate organization, well-supported claims, reasoned arguments, and sensitivity to the rhetorical situation.
5. Perform a series of speeches using effective delivery techniques, presentation aids (including PowerPoint), and ethical communication practices.
6. Explain complex ideas to non-expert audiences and advocate for significant causes using appropriate deductive and inductive reasoning.
7. Practice effective listening in order to evaluate the public communication of others and provide constructive feedback through a series of peer workshops, peer evaluations, self-evaluations, and course evaluations.

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own and developed by you specifically for that assignment during the current semester; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask your instructor for clarification. Under no circumstances is it permissible to cheat, plagiarize, steal, or lie in matters relating to academic work. No grade is important enough to justify academic misconduct, and cases of academic misconduct will be treated seriously, will most likely result in a failing grade on the assignment or in the course, and will be reported to the Mason Honor Committee. Another important aspect of academic integrity includes the free exchange of ideas, and there will often have vigorous discussion in this class. It's fully expected that all aspects of this class will be conducted dialogically with civility and respect for differing ideas, perspectives, and traditions. For more information, visit: <http://oai.gmu.edu/the-mason-honor-code/>.

Instructors may use Blackboard SafeAssign on assignment submissions in this course.

Attendance and Participation Policy

Students are expected to be in class on time every day and should come to class prepared and ready to participate in class activities, assignments, and discussions, both in class and on Blackboard. Attendance and

grades are highly correlated in any class, and most in-class assignments cannot be made up when a student is absent from class. Students are expected to attend class for the entire duration of the semester, including the last day of class and through the reading days and the designated Final Exam period for all their classes.

Emergencies, illnesses, the death of loved ones, participation in university sponsored activities (e.g., debate tournament or basketball game in which a student is competing as a university representative), and important religious observances sometimes make it impossible for a student to attend class. For these excused absences and emergencies, students are expected to provide written third-party documentation in advance whenever possible. Examples of third-party documentation include a calendar of religious observances, a letter from a coach that specifies the dates on which a student will need to miss class, an obituary or funeral program, or a doctor's note. In the case of illnesses or emergencies for which it is impossible to notify instructors in advance, students should contact their instructors as soon as possible via email and then provide documentation as soon as possible.

You must complete all three in-class speeches (Cultural Artifact, Explanatory, and Persuasive) to receive a grade equivalent to "C" or higher in the class. If you miss one speech, the highest grade you can receive in the class is a "D".

Campus Emergencies, Closures, and Class Cancellations

George Mason University is dedicated to preparing staff and students in the event of an emergency. All students in this class are encouraged to register for Mason Alert, a system that allows university officials to contact the community during an emergency by sending a text message. In addition, take a minute to view the emergency procedures poster in each of your classrooms. This poster explains what to do in the event of a medical emergency, fire, tornado, violence, power outage or other crisis. Please let your instructor know if you would like to discuss these procedures or any information on emergencies. If you are not currently registered for Mason Alert please text MASON to 411911 or visit the website: <https://alert.gmu.edu>

If campus is closed for any reason (power outage, snow, etc.), do not assume that class activities are cancelled. In the event of a snow day or other campus closure that prevents a class from meeting in its normal classroom, classes will typically be held online. Watch your email for messages from your instructors that provide instructions about how the class will proceed.

If your instructor is not present at the start of class, please check your emails for updates. If there is not an email from your instructor, wait until 5 minutes after the start of class and have one member of the class notify the Basic Course Coordinator (bcc@gmu.edu). The BCC may not respond immediately, but the BCC or your instructor will reply to the class within 24hrs. If the instructor is not present within 15 minutes after the start of class you are free to dismiss. Check your emails regularly over the next 24 hours for updates.

Campus Resources

There are numerous campus resources that are available to help students succeed in their classes, academic careers, and in their professions after they leave GMU, and to manage the many other challenges that we all face at some point. For more details, review the full list of resources online at

<http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/>. A few of these include:

- University Writing Center
- Learning Services
- Academic Advising and Transfer Center
- Student Health Services
- Counseling and Psychological Services
- University Career Services
- Military Services
- Student Support and Advocacy Center
- ODIME

An additional resource that is available exclusively to students in this course is the Speech Lab. The Speech Lab is staffed by volunteers from our nationally-ranked Forensics Team, who are some of the best college-level competitive speakers in the nation. The Speech Lab is available to assist students with planning, preparing, and presenting each of the speeches in this class. See the Speech Lab area of the course Blackboard site for information about the location and hours of the Speech Lab. Note that appointments are required and students must provide at least 24hrs-advanced notice of a requested appointment.

Chain of Responsibility

You are the person most responsible for your learning experience throughout your time here at George Mason. Your instructor is second in that chain. It is your responsibility to communicate with your instructor about anything that you feel may inhibit your learning experience. If the results of those discussions are unsatisfactory, try again. If your instructor still does not seem to understand the concern, your next level

of responsibility is to bring the issue to the attention of the Basic Course Coordinator (bcc@gmu.edu) for the Department of Communication. Anything that still can't be resolved will go next to the Basic Course Director. Only after these steps have been taken should you consider going to the Assistant Department Chair, Department Chair, Dean, Provost, or University President. "Jumping rank" and going directly to the Dean or Provost is a very ineffective communication strategy for a number of reasons and is very likely to hurt your chances of a favorable resolution.

Classroom Conduct and Professionalism

Professionalism includes coming to class with a positive attitude, engaging in dialogic communication (e.g., respecting others' opinions, not interrupting in class, being respectful to those who are speaking, working together in a spirit of cooperation), and arriving to class on time and prepared for the class session. When students engage in any type of inappropriate behavior, they may be asked and required to leave for the remainder of that class session. If all goes well in the class, students tend to share information of an "interpersonal" nature"- it goes with the territory in a Communication classroom. You wouldn't want something said about you to people all around campus, so keep others' revelations confidential and do not talk about your classmates outside of class, and that goes for all your classes! Each student is expected to be conscious and respectful of classroom diversity. While students may disagree on many topics, every person should respect the perspective of fellow classmates, instructors, and invited guests.

Bring the course textbook, syllabus, class notes, any needed assignments and drafts, papers and writing utensils to each class meeting. Laptop computers, tablets, mobile phones, and other electronic devices may be used before and after class, but do not use them during class unless the instructor has instructed students to use them for a specific class activity. Electronic devices tend to be a distraction for all students, and research shows that using a mobile phone during class reduces note taking by 62% and reduces subsequent grades on exams by 1 ½ letter grades (Kuznekoff & Titsworth, 2013). Silence all devices before class begins and put them away. Instructors reserve the right to confiscate all devices until the end of the class period or ask students to leave the classroom.

Students who interrupt class discussions by frequently arriving late to class, constantly interrupting others without thoughtfully listening to their comments, or who ask questions (in class and over email) that would more appropriately be answered by a simple glance at the syllabus (e.g., "When is this due?," "What do we have to read for next class?," "Did we do anything important when I missed class?," etc.) not only reflect poorly upon themselves, they also actively devalue the educational experience of others. Keep a copy of the course syllabus and schedule on hand and refer to them often. Students are expected to take responsibility for their own learning and to keep track of assignments and deadlines throughout the semester.

Disability Accommodations

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. You can contact ODS at <http://ods.gmu.edu/>, 703.993.2474, or stop by SUB I Room 4205. If you qualify for an accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell your instructor.

Diversity and Inclusion

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Extra Credit

There are no extra credit opportunities in this class. Extra credit is extra work, and students who are having difficulty completing the required coursework seldom have the time to complete additional assignments. Students who perform poorly on course assignments may not be devoting adequate time and effort to their academic responsibilities. Students should notify their instructors immediately when they are having difficulty in a course.

Final Exam

The Final Exam for this course will be delivered during a Block Exam timeframe, and requests to change the exam date will not be granted, except in the case of documented emergencies (see Attendance and Participation Policy for documentation requirements). The Final Exam for this course will consist of 100 multiple choice questions and will be the same for all sections of the course. Students will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your web browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. You must have a valid form of government issued ID (e.g., Mason ID, Driver's License, Passport, etc.) ready and take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.

Grades

Your final grade will be based on the following scale:

A+	97-100 (970-1000)	B	83-86 (830-869)	D	60-69 (600-699)
A	93-96 (930-969)	B-	80-82 (800-829)	F	59 or less (599-0)
A-	90-92 (900-929)	C+	77-79 (770-799)		
B+	87-89 (870-899)	C	70-76 (700-769)		

Incomplete grades will not be given in this course except in rare cases in which students have completed the course but are prevented from attending the final exam due to a documented serious medical emergency or other excused absence that truly cannot be avoided. In these cases, students should first attempt to reschedule the exam during the final exam period and an Incomplete will only be considered if this is impossible. In these cases, students should contact their instructor immediately to make arrangements. If the instructor has not heard from a student by the end of the exam, it is highly likely that the student will receive a "0" score for the exam. Instructors may defer to the Basic Course Coordinator to determine if an Incomplete is warranted.

Grade Appeals

The time to challenge the merit of an individual assignment is during the semester and within one week after the assignment evaluation is returned. Once the semester has ended and a final semester grade is posted, it is not appropriate to then challenge the merit of individual assignment grades earned during the semester. Students often are not aware of what conditions qualify for a grade change after the completion of a semester. The appeal request must fit into one or more of the following categories:

1. A change from a temporary to a final grade either before or after a University deadline (such as an "Incomplete" to an "A")
2. A computational or technical error (such as an issue with an auto calculation)
3. A recording error (such as a professor recording an "18" instead of an "81").

If you believe there is an error in your final semester grade, you should first approach your instructor with clear and concrete justification and evidence to support your appeal in the category or categories above. If you are not able to resolve the issue with your instructor then you may bring your appeal and justification to the Basic Course Coordinator. Once the semester has ended, the BCC will not hear appeals regarding the merit of individual assignment grades earned during the semester, as those should have been resolved with the instructor during the semester.

Late Work Policy

Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. Late work will not be accepted except in the case of a documented personal emergency or excused absence, and students will not be allowed to make up assignments or exams unless they have third-party documentation of an excused absence or emergency. It is the student's responsibility to provide written documentation from a third party that details the emergency or university-excused absence. Except in the very rare case of last minute emergencies (e.g., getting hit by a car walking to class and being taken to the emergency room), students should let their instructors know about any excused absences, provide documentation, and make arrangements for making up any missed work in advance of missing class. When the nature of the emergency makes it impossible to make up work in advance, students will be given a deadline to complete missed work, usually within one week of the original deadline. **Technology failures, work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered a personal emergency.** In some cases, even when students have a documented, excused absence, the work in class might be impossible to make up, such as in-class activities, workshops, group work, and individual or group presentations.

Privacy

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Instructors cannot discuss any student's educational record with their parents, friends, or anyone except with the student or appropriate university representative. Because GMU email is the only one that can be explicitly identified as belonging to you, your instructor will only communicate with you via email using your GMU address, and your instructor will not discuss grades via email. Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu/> for more information.

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to a campus that is free of sexual misconduct and incidents of interpersonal violence in order to promote community well-being and student success. Faculty members are required to report incidents of sexual misconduct to the University Title IX Coordinator (703-993-8730).

Course Requirements and Assignments

Details about all assignments are included in this textbook, and additional resources for completing the assignments and examples of these assignments are available in Blackboard. Grades will be posted on Blackboard and will be earned by completing and submitting the following assignments by their respective deadlines.

WARNING: Assignments in this course cannot be successfully completed the night before they are due. All assignments are designed to be completed in stages and require consistent work over several weeks' time. Read all assignment materials and begin work when assigned.

Assignment	Points Possible	Assignment	Points Possible
Introductory Speech	5%	Participation	9%
Introductory Speech	25	In-Class Speaking Activities	60
Introductory Speech Responses (5)	25	Research Credits (2 x 15 points each)	30
Cultural Artifact Speech	17%	Persuasive Speech	20%
Cultural Artifact Speech Plan	10	Persuasive Speech Plan	10
Cultural Artifact Draft & Outline Workshop	10	Persuasive Speech Draft & Outline Workshop	10
Cultural Artifact Practice & Performance Workshop	10	Persuasive Speech Practice & Performance Workshop	10
Cultural Artifact Final Outline	20	Persuasive Final Outline	25
Cultural Artifact Speech	100	Persuasive Speech	125
Cultural Artifact Self-Evaluation	10	Persuasive Self-Evaluation	10
CA Peer Evaluations	10	Persuasive Peer Evaluations	10
Explanatory Speech	25%	Content Assessment	24%
Annotated Bibliography	50	Online Learning Modules (20)	100
Explanatory Speech Plan	10	Online Comprehensive Final Exam	100
Explanatory Speech Draft & Outline Workshop	10	Pre-Survey	20
Explanatory Speech Practice & Performance Workshop	10	Post-Survey	20
Explanatory Final Outline & PPT	25		
Explanatory Speech	125		
Explanatory Self-Evaluation	10		
Explanatory Peer Evaluations	10		

Fall 2018 Tuesday/Thursday Tentative Schedule

Week	Day	Topic & Reading Due	Assignment due online before class unless otherwise noted
1	8/28	<ul style="list-style-type: none"> Syllabus Ch. 1- Introduction to the Course Introductory Speech 	<ul style="list-style-type: none"> Pre-Course Survey due by 5pm on Wednesday, Sept. 12
	8/30	<ul style="list-style-type: none"> Ch. 2- Speaking in and to Different Disciplines Ch. 3- Understanding Public Communication 	<ul style="list-style-type: none"> OLM 1: Syllabus Quiz (uses Respondus- must have webcam) OLM 2-3
2	9/4	<ul style="list-style-type: none"> Ch. 4- Topic Selection Cultural Artifact Speech Assignment <i>Add Deadline is Sept. 4</i>	<ul style="list-style-type: none"> OLM 4 Introductory Speech Video
	9/6	<ul style="list-style-type: none"> Ch. 5- Outlining Ch. 6- Introductions, Conclusions, & Connective Statements 	<ul style="list-style-type: none"> OLM 5-6 Introductory Speech Responses
3	9/11	<ul style="list-style-type: none"> Ch. 7- Culture & Diversity 	<ul style="list-style-type: none"> OLM 7 Cultural Artifact Speech Plan
	9/13	<ul style="list-style-type: none"> Ch. 8- Delivery Ch. 9- Language 	<ul style="list-style-type: none"> OLM 8-9
4	9/18	<ul style="list-style-type: none"> Ch. 10- Practice Giving quality feedback In-class peer workshop for Cultural Artifact Speech Outlines 	<ul style="list-style-type: none"> OLM 10 Draft CA outline in discussion board for feedback before class; give feedback on assigned outlines during class
	9/20	<ul style="list-style-type: none"> Ch. 11- Speech Anxiety Speech Day Expectations 	<ul style="list-style-type: none"> OLM 11 Practice CA speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
5	9/25	CULTURAL ARTIFACT SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final CA outline
	9/27	CULTURAL ARTIFACT SPEECHES & peer evaluations	
6	10/2	CULTURAL ARTIFACT SPEECHES & peer evaluations	
	10/4	<ul style="list-style-type: none"> Ch. 12- Informative Speeches Explanatory Speech Assignment Annotated Bibliography Assignment 	<ul style="list-style-type: none"> OLM 12 CA self-eval and video upload
7	10/9	NO CLASS- MONDAY CLASSES MEET TODAY FOR COLUMBUS DAY	
	10/11	<ul style="list-style-type: none"> Ch. 13- Research & Preparation 	<ul style="list-style-type: none"> OLM 13 Explanatory Speech Plan
8	10/16	<ul style="list-style-type: none"> Ch. 14- Speaking & Ethics 	<ul style="list-style-type: none"> OLM 14
	10/18	<ul style="list-style-type: none"> Ch. 15- Supporting Materials 	<ul style="list-style-type: none"> OLM 15 Annotated Bibliography due

9	10/23	<ul style="list-style-type: none"> Ch. 16- Context & the Speech Situation Ch. 17- Audience Analysis 	<ul style="list-style-type: none"> OLM 16-17 Draft Explanatory outline in discussion board for feedback before class; give feedback on assigned outline by midnight
	10/25	<ul style="list-style-type: none"> Ch. 18- Presentation Aids 	<ul style="list-style-type: none"> OLM 18 Practice Explanatory speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
10	10/30	EXPLANATORY SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Explanatory outline and PPT
	11/1	EXPLANATORY SPEECHES & peer evaluations	
11	11/5	EXPLANATORY SPEECHES & peer evaluations	
	11/8	<ul style="list-style-type: none"> Ch. 19- Persuasive Speaking Persuasive Speech Assignment 	<ul style="list-style-type: none"> OLM 19 Explanatory self-eval and video upload
12	11/13	<ul style="list-style-type: none"> Persuasive Speaking, Cont. 	<ul style="list-style-type: none"> Persuasive Speech Plan
	11/15	<ul style="list-style-type: none"> Ch. 20- Reasoning 	<ul style="list-style-type: none"> OLM 20 Draft Persuasive outline in discussion board for feedback before class; give feedback on assigned outline by Saturday at midnight
13	11/20	<ul style="list-style-type: none"> Reasoning, cont. 	<ul style="list-style-type: none"> Practice Persuasive speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
	11/22	NO CLASS- THANKSGIVING	
14	11/27	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Persuasive Outline and PPT
	11/29	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Course post-survey due by Friday, December 7 at 5pm Research credit options due by Friday, December 7 at 5pm
15	12/4	PERSUASIVE SPEECHES & peer evaluations	
	12/6	PERSUASIVE SPEECHES & peer evaluations Teaching evaluations & end of semester wrap-up	<ul style="list-style-type: none"> Persuasive self-eval and video upload due by Friday, December 7 at 5pm

FINAL EXAM: The Final Exam for this course will be delivered during a Block Exam timeframe from **7:30am-10:15am on Thursday, December 13, 2018**. A link to the exam will appear in the Final Exam tab in Blackboard from 7:30am through 5:00pm to accommodate those already with 7:30am exams on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. You must take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.

Fall 2018 Monday/Wednesday Tentative Schedule			
Week	Day	Topic & Reading Due	Assignment due online before class unless otherwise noted
1	8/27	<ul style="list-style-type: none"> Syllabus Ch. 1- Introduction to the Course Introductory Speech 	<ul style="list-style-type: none"> Pre-Course Survey due by 5pm on Wednesday, Sept. 12
	8/29	<ul style="list-style-type: none"> Ch. 2- Speaking in and to Different Disciplines Ch. 3- Understanding Public Communication 	<ul style="list-style-type: none"> OLM 1: Syllabus Quiz (uses Respondus—must have webcam) OLM 2-3
2	9/3	<p>NO CLASS- LABOR DAY</p> <p><i>Add Deadline is Sept. 4</i></p>	
	9/5	<ul style="list-style-type: none"> Ch. 4- Topic Selection Cultural Artifact Speech Assignment 	<ul style="list-style-type: none"> OLM 4 Introductory Speech Video
3	9/10	<ul style="list-style-type: none"> Ch. 5- Outlining Ch. 6-Introductions, Conclusions, & Connective Statements 	<ul style="list-style-type: none"> OLM 5-6 Introductory Speech Responses
	9/12	<ul style="list-style-type: none"> Ch. 7-Culture & Diversity 	<ul style="list-style-type: none"> OLM 7 Cultural Artifact Speech Plan
4	9/17	<ul style="list-style-type: none"> Ch. 8- Delivery Ch. 9- Language 	<ul style="list-style-type: none"> OLM 8-9
	9/19	<ul style="list-style-type: none"> Ch. 10- Practice Giving quality feedback In-class peer workshop for Cultural Artifact Speech Outlines 	<ul style="list-style-type: none"> OLM 10 Draft CA outline in discussion board for feedback before class; give feedback on assigned outlines during class
5	9/24	<ul style="list-style-type: none"> Ch. 11- Speech Anxiety Speech Day Expectations 	<ul style="list-style-type: none"> OLM 11 Practice CA speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
	9/26	<p>CULTURAL ARTIFACT SPEECHES & peer evaluations</p>	<ul style="list-style-type: none"> Final CA outline
6	10/1	<p>CULTURAL ARTIFACT SPEECHES & peer evaluations</p>	
	10/3	<p>CULTURAL ARTIFACT SPEECHES & peer evaluations</p>	
7	10/9	<p>CLASS MEETS ON TUESDAY FOR COLUMBUS DAY</p> <ul style="list-style-type: none"> Ch. 12- Informative Speeches Explanatory Speech Assignment Annotated Bibliography Assignment 	<ul style="list-style-type: none"> OLM 12 CA self-eval and video upload
	10/10	<ul style="list-style-type: none"> Ch. 13- Research & Preparation 	<ul style="list-style-type: none"> OLM 13 Explanatory Speech Plan
8	10/15	<ul style="list-style-type: none"> Ch. 14- Speaking & Ethics 	<ul style="list-style-type: none"> OLM 14
	10/17	<ul style="list-style-type: none"> Ch. 15- Supporting Materials 	<ul style="list-style-type: none"> OLM 15 Annotated Bibliography due

9	10/22	<ul style="list-style-type: none"> Ch. 16- Context & the Speech Situation Ch. 17- Audience Analysis 	<ul style="list-style-type: none"> OLM 16-17 Draft Explanatory outline in discussion board for feedback before class; give feedback on assigned outline by midnight
	10/24	<ul style="list-style-type: none"> Ch. 18- Presentation Aids 	<ul style="list-style-type: none"> OLM 18 Practice Explanatory speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
10	10/29	EXPLANATORY SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Explanatory outline and PPT
	10/31	EXPLANATORY SPEECHES & peer evaluations	
11	11/5	EXPLANATORY SPEECHES & peer evaluations	
	11/7	<ul style="list-style-type: none"> Ch. 19- Persuasive Speaking Persuasive Speech Assignment 	<ul style="list-style-type: none"> OLM 19 Explanatory self-eval and video upload
12	11/12	<ul style="list-style-type: none"> Persuasive Speaking, Cont. 	<ul style="list-style-type: none"> Persuasive Speech Plan
	11/14	<ul style="list-style-type: none"> Ch. 20- Reasoning 	<ul style="list-style-type: none"> OLM 20 Draft Persuasive outline in discussion board for feedback before class; give feedback on assigned outline by Saturday at midnight
13	11/19	<ul style="list-style-type: none"> Reasoning, cont. 	<ul style="list-style-type: none"> Practice Persuasive speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
	11/21	NO CLASS- THANKSGIVING	
14	11/26	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Persuasive Outline and PPT
	11/28	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Course post-survey due by Friday, December 7 at 5pm Research credit options due by Friday, December 7 at 5pm
15	12/3	PERSUASIVE SPEECHES & peer evaluations	
	12/5	PERSUASIVE SPEECHES & peer evaluations Teaching evaluations & end of semester wrap-up	<ul style="list-style-type: none"> Persuasive self-eval and video upload due by Friday, December 7 at 5pm
<p>FINAL EXAM: The Final Exam for this course will be delivered during a Block Exam timeframe from 7:30am-10:15am on Thursday, December 13, 2018. A link to the exam will appear in the Final Exam tab in Blackboard from 7:30am through 5:00pm to accommodate those already with 7:30am exams on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. You must take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.</p>			

Fall 2018 Once a Week Tentative Schedule			
Week	Day	Topic & Reading Due	Assignment due online before class unless otherwise noted
1		<ul style="list-style-type: none"> Syllabus Ch. 1- Introduction to the Course Introductory Speech Ch. 2- Speaking in and to Different Disciplines Ch. 3- Understanding Public Communication 	<ul style="list-style-type: none"> Pre-Course Survey due by 5pm on Wednesday, Sept. 12
2		<ul style="list-style-type: none"> Ch. 4- Topic Selection Ch. 5- Outlining Ch. 6- Introductions, Conclusions, & Connective Statements Cultural Artifact Speech Assignment <i>Add Deadline is Sept. 4</i>	<ul style="list-style-type: none"> OLM 1: Syllabus Quiz (uses Respondus—must have webcam) OLM 2-6 Introductory Speech Video
3		<ul style="list-style-type: none"> Ch. 7- Culture & Diversity Ch. 9- Language 	<ul style="list-style-type: none"> OLM 7 & 9 Introductory Speech Responses Cultural Artifact Speech Plan
4		<ul style="list-style-type: none"> Ch. 8- Delivery Ch. 10- Practice Ch. 11- Speech Anxiety Speech Day Expectations Giving quality feedback In-class peer workshop for Cultural Artifact Speech Outlines 	<ul style="list-style-type: none"> OLM 8, 10, & 11 Draft CA outline in discussion board for feedback before class; give feedback on assigned outlines during class Practice CA speech video in discussion board for feedback by Thursday at midnight; give feedback on assigned video by Saturday at midnight
5		CULTURAL ARTIFACT SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final CA outline
6		CULTURAL ARTIFACT SPEECHES & peer evaluations, cont. <ul style="list-style-type: none"> Ch. 12- Informative Speeches Explanatory Speech Assignment Annotated Bibliography Assignment 	<ul style="list-style-type: none"> OLM 12
7		<ul style="list-style-type: none"> Ch. 13- Research & Preparation Ch. 14- Speaking & Ethics 	<ul style="list-style-type: none"> OLM 13-14 CA self-eval and video upload Explanatory Speech Plan
8		<ul style="list-style-type: none"> Ch. 15- Supporting Materials Ch. 16- Context & the Speech Situation 	<ul style="list-style-type: none"> OLM 15-16 Draft Explanatory outline in discussion board for feedback before class; give feedback on assigned outline by Friday at midnight Annotated Bibliography due
9		<ul style="list-style-type: none"> Ch. 17- Audience Analysis Ch. 18- Presentation Aids 	<ul style="list-style-type: none"> OLM 17-18 Practice Explanatory speech video in discussion board for feedback before class; give feedback on assigned video by Friday at midnight

10		EXPLANATORY SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Explanatory outline and PPT
11		EXPLANATORY SPEECHES & peer evaluations, cont. <ul style="list-style-type: none"> Ch. 19- Persuasive Speaking Persuasive Speech Assignment 	<ul style="list-style-type: none"> Persuasive Speech Plan OLM 19
12		<ul style="list-style-type: none"> Persuasive Speaking, Cont. Ch. 20- Reasoning 	<ul style="list-style-type: none"> OLM 20 Explanatory self-eval and video upload Draft Persuasive outline in discussion board for feedback by Monday at midnight; give feedback on assigned outline by Wednesday at midnight Practice Persuasive speech video in discussion board for feedback by Thursday at midnight; give feedback on assigned video by Saturday at midnight
13		PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Persuasive Outline and PPT Course post-survey due by Friday, December 7 at 5pm Research credit options due by Friday, December 7 at 5pm
14		PERSUASIVE SPEECHES & peer evaluations Teaching evaluations & end of semester wrap-up	<ul style="list-style-type: none"> Persuasive self-eval and video upload due by Friday, December 7 at 5pm
15		ADJUST WEEK OFF FOR HOLIDAY	
<p>FINAL EXAM: The Final Exam for this course will be delivered during a Block Exam timeframe from 7:30am-10:15am on Thursday, December 13, 2018. A link to the exam will appear in the Final Exam tab in Blackboard from 7:30am through 5:00pm to accommodate those already with 7:30am exams on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. You must take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.</p>			

Spring 2019 Tuesday/Thursday Tentative Schedule			
Week	Day	Topic & Reading Due	Assignment due online before class unless otherwise noted
1	1/22	<ul style="list-style-type: none"> Syllabus Ch. 1- Introduction to the Course Introductory Speech 	<ul style="list-style-type: none"> Pre-Course Survey due by 5pm on Friday, February 1
	1/24	<ul style="list-style-type: none"> Ch. 2- Speaking in and to Different Disciplines Ch. 3- Understanding Public Communication 	<ul style="list-style-type: none"> OLM 1: Syllabus Quiz (uses Respondus- must have webcam) OLM 2-3
2	1/29	<ul style="list-style-type: none"> Ch. 4- Topic Selection Cultural Artifact Speech Assignment <i>Add Deadline is January 29</i>	<ul style="list-style-type: none"> OLM 4 Introductory Speech Video
	1/31	<ul style="list-style-type: none"> Ch. 5- Outlining Ch. 6- Introductions, Conclusions, & Connective Statements 	<ul style="list-style-type: none"> OLM 5-6 Introductory Speech Responses
3	2/5	<ul style="list-style-type: none"> Ch. 7- Culture & Diversity 	<ul style="list-style-type: none"> OLM 7 Cultural Artifact Speech Plan
	2/7	<ul style="list-style-type: none"> Ch. 8- Delivery Ch. 9- Language 	<ul style="list-style-type: none"> OLM 8-9
4	2/12	<ul style="list-style-type: none"> Ch. 10- Practice Giving quality feedback In-class peer workshop for Cultural Artifact Speech Outlines 	<ul style="list-style-type: none"> OLM 10 Draft CA outline in discussion board for feedback before class; give feedback on assigned outlines during class
	2/14	<ul style="list-style-type: none"> Ch. 11- Speech Anxiety Speech Day Expectations 	<ul style="list-style-type: none"> OLM 11 Practice CA speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
5	2/19	CULTURAL ARTIFACT SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final CA outline
	2/21	CULTURAL ARTIFACT SPEECHES & peer evaluations	
6	2/26	CULTURAL ARTIFACT SPEECHES & peer evaluations	
	2/28	<ul style="list-style-type: none"> Ch. 12- Informative Speeches Explanatory Speech Assignment Annotated Bibliography Assignment 	<ul style="list-style-type: none"> OLM 12 CA self-eval and video upload
7	3/5	<ul style="list-style-type: none"> Ch. 13- Research & Preparation 	<ul style="list-style-type: none"> OLM 13 Explanatory Speech Plan
	3/7	<ul style="list-style-type: none"> Ch. 14- Speaking & Ethics 	<ul style="list-style-type: none"> OLM 14
8	3/12	SPRING BREAK- NO CLASS	
	3/14	SPRING BREAK- NO CLASS	

9	3/19	<ul style="list-style-type: none"> Ch. 15- Supporting Materials 	<ul style="list-style-type: none"> OLM 15 Annotated Bibliography due
	3/21	<ul style="list-style-type: none"> Ch. 16- Context & the Speech Situation Ch. 17- Audience Analysis 	<ul style="list-style-type: none"> OLM 16-17 Draft Explanatory outline in discussion board for feedback before class; give feedback on assigned outline by midnight on Friday
10	3/26	<ul style="list-style-type: none"> Ch. 18- Presentation Aids 	<ul style="list-style-type: none"> OLM 18 Practice Explanatory speech video in discussion board for feedback; give feedback on assigned video by midnight
	3/28	EXPLANATORY SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Explanatory outline and PPT
11	4/2	EXPLANATORY SPEECHES & peer evaluations	
	4/4	EXPLANATORY SPEECHES & peer evaluations	
12	4/9	<ul style="list-style-type: none"> Ch. 19- Persuasive Speaking Persuasive Speech Assignment 	<ul style="list-style-type: none"> OLM 19 Explanatory self-eval and video upload
	4/11	<ul style="list-style-type: none"> Persuasive Speaking, Cont. 	<ul style="list-style-type: none"> Persuasive Speech Plan
13	4/16	<ul style="list-style-type: none"> Ch. 20- Reasoning 	<ul style="list-style-type: none"> OLM 20 Draft Persuasive outline in discussion board for feedback before class; give feedback on assigned outline by midnight
	4/18	<ul style="list-style-type: none"> Reasoning, cont. 	<ul style="list-style-type: none"> Practice Persuasive speech video in discussion board for feedback; give feedback on assigned video by Saturday at midnight
14	4/23	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Persuasive Outline and PPT
	4/25	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Course post-survey due by Tuesday, May 7 at 5pm Research credit options due by Tuesday, May 7 at 5pm
15	4/30	PERSUASIVE SPEECHES & peer evaluations	
	5/2	PERSUASIVE SPEECHES & peer evaluations Teaching evaluations & end of semester wrap-up	<ul style="list-style-type: none"> Persuasive self-eval and video upload due by Tuesday, May 7 at 5pm
<p>FINAL EXAM: The Final Exam for this course will be delivered during a Block Exam timeframe from 7:30am-10:15am on Thursday, May 9, 2019. A link to the exam will appear in the Final Exam tab in Blackboard from 7:30am through 5:00pm to accommodate those already with 7:30am exams on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. You must take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.</p>			

Spring 2019 Once a Week Tentative Schedule			
Week	Day	Topic & Reading Due	Assignment due online before class unless otherwise noted
1		<ul style="list-style-type: none"> Syllabus Ch. 1- Introduction to the Course Introductory Speech Ch. 2- Speaking in and to Different Disciplines Ch. 3- Understanding Public Communication 	<ul style="list-style-type: none"> Pre-Course Survey due by 5pm on Friday, February 1
2		<ul style="list-style-type: none"> Ch. 4- Topic Selection Ch. 5- Outlining Ch. 6- Introductions, Conclusions, & Connective Statements Cultural Artifact Speech Assignment <p><i>Add Deadline is January 29</i></p>	<ul style="list-style-type: none"> OLM 1: Syllabus Quiz (uses Respondus- must have webcam) OLM 2-6 Introductory Speech Video
3		<ul style="list-style-type: none"> Ch. 7- Culture & Diversity Ch. 9- Language 	<ul style="list-style-type: none"> OLM 7 & 9 Introductory Speech Responses Cultural Artifact Speech Plan
4		<ul style="list-style-type: none"> Ch. 8- Delivery Ch. 10- Practice Ch. 11- Speech Anxiety Speech Day Expectations Giving quality feedback In-class peer workshop for Cultural Artifact Speech Outlines 	<ul style="list-style-type: none"> OLM 8, 10, & 11 Draft CA outline in discussion board for feedback before class; give feedback on assigned outlines during class Practice CA speech video in discussion board for feedback by Thursday at midnight; give feedback on assigned video by Saturday at midnight
5		CULTURAL ARTIFACT SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final CA outline
6		<p>CULTURAL ARTIFACT SPEECHES & peer evaluations, cont.</p> <ul style="list-style-type: none"> Ch. 12- Informative Speeches Explanatory Speech Assignment Annotated Bibliography Assignment 	<ul style="list-style-type: none"> OLM 12
7		<ul style="list-style-type: none"> Ch. 13- Research & Preparation Ch. 14- Speaking & Ethics 	<ul style="list-style-type: none"> OLM 13-14 CA self-eval and video upload Explanatory Speech Plan
8		SPRING BREAK- NO CLASS	
9		<ul style="list-style-type: none"> Ch. 15- Supporting Materials Ch. 16- Context & the Speech Situation 	<ul style="list-style-type: none"> OLM 15-16 Draft Explanatory outline in discussion board for feedback before class; give feedback on assigned outline by Friday at midnight Annotated Bibliography due

10	<ul style="list-style-type: none"> Ch. 17- Audience Analysis Ch. 18- Presentation Aids 	<ul style="list-style-type: none"> OLM 17-18 Practice Explanatory speech video in discussion board for feedback before class; give feedback on assigned video by Friday at midnight
11	EXPLANATORY SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Explanatory outline and PPT
12	EXPLANATORY SPEECHES & peer evaluations, cont. <ul style="list-style-type: none"> Ch. 19- Persuasive Speaking Persuasive Speech Assignment 	<ul style="list-style-type: none"> Persuasive Speech Plan OLM 19
13	<ul style="list-style-type: none"> Persuasive Speaking, Cont. Ch. 20- Reasoning 	<ul style="list-style-type: none"> OLM 20 Explanatory self-eval and video upload Draft Persuasive outline in discussion board for feedback by Monday at midnight; give feedback on assigned outline by Wednesday at midnight Practice Persuasive speech video in discussion board for feedback by Thursday at midnight; give feedback on assigned video by Saturday at midnight
14	PERSUASIVE SPEECHES & peer evaluations	<ul style="list-style-type: none"> Final Persuasive Outline and PPT Course post-survey due by Tuesday, May 7 at 5pm Research credit options due by Tuesday, May 7 at 5pm
15	PERSUASIVE SPEECHES & peer evaluations Teaching evaluations & end of semester wrap-up	<ul style="list-style-type: none"> Persuasive self-eval and video upload due by Tuesday, May 7 at 5pm
<p>FINAL EXAM: The Final Exam for this course will be delivered during a Block Exam timeframe from 7:30am-10:15am on Thursday, May 9, 2019. A link to the exam will appear in the Final Exam tab in Blackboard from 7:30am through 5:00pm to accommodate those already with 7:30am exams on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. The exam will be given using Respondus, which will lock your browser so that you cannot go to other programs or websites and will use your webcam to record you taking the exam to ensure that you are not using your textbook or notes. You must take this exam on a computer or device that is equipped with a webcam. If you don't have a webcam on your computer or device it is your responsibility to resolve the situation before the day of the exam. Your instructor will not resolve this situation for you and failure to take or complete the exam will result in a "0" score for the exam.</p>		