Welcome to Speaking & Listening! This course is an active learning workshop focused on developing the skills necessary to prepare audience-centered speeches. As an active learning workshop, during our class time, you’ll be expected to utilize what you’ve gained from your homework assignments; hence, I rarely lecture, but rather in-class you’ll practice working with what you’ve learned to develop your speaking and listening skills.

Delivering an effective speech requires extensive work “behind the scenes;” therefore, you’ll engage in rhetorical analysis of your own and others’ speeches as well as in processes of invention, drafting, revision, and rehearsal of your own speeches. As an audience member, you’ll learn about focus, critical listening, and note taking skills in order to closely evaluate the validity and sincerity of a speech. To do this, you’ll compose short and long speeches, work in groups and individually, tackle speaking anxiety, design effective visual aids, integrate and orally cite outside research, and intelligently listen to other speakers.

**CATALOG COURSE DESCRIPTION**

This course is an introduction to speech communication with an emphasis upon preparing and delivering speeches. The course also includes segments on developing listening and critical thinking skills. Prerequisite: 2.50 grade point average in the high school arts courses and an English Usage Score of 18 on the Enhanced ACT (English score on the older version of the ACT).

**COURSE LEARNING OUTCOMES**

At the conclusion of this course, you will be able to:

- Compose audience-centered speeches that address a specific topic and purpose.
- Employ speech organizational strategies appropriate to the topic, purpose, and audience.
- Create and effectively use presentation aids to enhance speeches, using appropriate software.
- Demonstrate verbal and non-verbal speaking strategies appropriate to topic, purpose, and audience.
- Rhetorically analyze your own and the speeches of others.
- Demonstrate developing critical listening skills through self-critiques and peer evaluations.
- Locate, evaluate, and ethically use research sources, applying appropriate oral documentation.

**COURSE MATERIALS**

**Required Materials**

- RAFTER: GoREACT—our online program for recording, analyzing, and critique speeches.
- Video recording device*—such as smart phone, tablet, laptop, or web cam—that can video your speeches for online workshopping and self-critique.
- Earbuds or headphones.
- Paper and writing utensil for regular in-class work.
- Inexpensive two-pocket folder for process materials.
- One package of Index Cards (4x6 is best, but 3x5 will work)
- Additional assigned readings found on eSwede.
• Reliable access to the Internet and to eSwede.
• Regular access to your Bethany email account—I will contact you frequently using your campus email address. Check this often! You are responsible for information in missed messages.

*Recording Device Options (optional depending on your needs)*

• Earbuds with a Microphone similar to this.
• Mobile Device Stand similar to this. When you video record your speech with a mobile device, you may like to use a stand to hold your device upright and steady.
• Webcam with Microphone similar to this. A laptop should have a built-in camera and mic for both audio and video recordings, but if you are using a computer tower, you may need a webcam with a mic.

**INSTRUCTIONAL METHODS**

The methods and activities used to meet our objectives are as follows: reading, writing, class discussion, group work, oral presentations, digital workshopping, research, conferences, video recording, and lecture.

**GRADING**

**Assignment Grade Breakdown**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Course Activities</td>
</tr>
<tr>
<td>20%</td>
<td>Semi-Formal Speeches (2 @ 10%)</td>
</tr>
<tr>
<td>40%</td>
<td>Formal Speeches (2 @ 20%)</td>
</tr>
<tr>
<td>20%</td>
<td>Speech Writing Process</td>
</tr>
</tbody>
</table>

I will use the eSwede Gradebook function to record your grades; this enables you to instantly check your current standing in the course. I determine letter grades in the following way:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; less</td>
</tr>
</tbody>
</table>

**Assignment Descriptions** All assignment sheets and rubrics can be found on eSwede under Handouts.

*Note about speeches:* Most speeches will be video-taped and uploaded to the GoREACT online program for evaluative and reflective purposes.

**Course Activities** Course activities are where the magic happens! Throughout the semester, you will create and deliver many shorter speeches, each aimed at developing specific speaking skills. These speeches will be created and delivered all in one class period, so the objective isn’t to perform a flawless speech but to demonstrate comprehension of specific skills. Practice Speeches are graded pass-fail. As we develop these speeches, practice the textbook’s content, and examine our critical listening skills, you'll also engage in course activities. Activities can include: group work, individual work, analysis, quizzes, reflection, assessment, outlining, etc. Course Activities are graded using a 5 point scale. We’ll talk more about this as the semester progresses.

**Semi-Formal Speeches** You will deliver two semi-formal speeches that are shorter and less weighty than the formal speeches, but are more formal than the practice speeches. Your first semi-formal speech will be a self-introduction, and your second semi-formal speech will be a demonstration speech where you teach the class how to do something. These speeches are graded using a rubric. More information provided in the assignment sheet.

**Formal Speeches** You will develop, rehearse, and present two formal speeches: an informative speech and a persuasive speech. Most of your speeches in your academic and professional life will be of some variation of these, so understanding their unique characteristics is important. The final delivery of these two speeches may be open to the public. These speeches are graded using a rubric. More information provided in the assignment sheet.
SPEECH WRITING PROCESS These activities will be some of the most important work you do to improve as a speaker. While impromptu speaking skills are important, this course focuses on the process of creating a speech; therefore, there will be a lot of “behind the scenes” stuff happening for each speech.

ROUGH DRAFTS Thought-provoking writing—whether a paper or a speech—is recursive, which means it isn’t a linear process from start to finish. Writing is messy and often frustrating because it is a recursive process, meaning you often move back and forth between multiple steps. How much you move between these steps is different for each person and different for each project. The goal of this course is not just to improve your speaking abilities, but it is also to improve your speechwriting abilities. For this reason, I don’t want to just see your final speech; I also want to know how you created it. Therefore, you’ll be submitting rough drafts of your speeches so I can see how they are developing and improving from draft to draft. This process hones your composing process, but it also works to reduce your public speaking anxiety. For Semi-Formal and Formal Speeches, creation activities completed in-class and on your own must be submitted when the final speech is due using a two-pocket folder. Rough Drafts are graded on a 10 point scale. For each rough draft, you will upload a recording of your speech to GoREACT as well as upload a copy of your outline to eSwede. Evidence of your revision is necessary to receive full credit for the 2nd rough draft.

WORKSHOPPING Speaking needs an audience; therefore, you will work in small groups through the compose-deliver-revise process for the semi-formal and formal speeches. For each workshop, using GoREACT you will listen closely and provide useful feedback to the members of your group. Your active engagement with the speech improves your close listening skills, and your feedback provides the speaker with information on ways to revise his/her speech to improve it for the next draft. Simply telling them “good job” or “work on this” will not be sufficient as it demonstrates you weren’t listening and fails to help the speaker improve. Instead, you must also explain why they did or didn’t do a good job. Workshopping is graded on a 10 point scale. We’ll talk about this more in class.

SELF-CRITIQUES Speaking is temporal, meaning once the words are out of your mouth, they are gone. You can’t easily return to your speech to see what you did well and how you can improve unless the speech is recorded. For each speech uploaded to GoREACT, you will watch your speech, listen to it as an audience member, and critique your performance. This assignment provides you the opportunity to “see what your audience sees,” helping you recognize what can be improved for the next speech. Self-Critiques are graded pass-fail.

**COURSE POLICIES Final decisions are at the discretion of the instructor.**

ePORTFOLIO ARTIFACT If your program requires it, the artifact for this course is whichever semi-formal or formal speech you believe to be an example of your best work this semester. If you are a Communication major, you are required to upload one of your formal speeches to the Sophomore Oral Communication folder in ePortfolio. Recorded speeches are stored on GoREACT’s private Amazon cloud storage for 3 years or you can download them for a permanent copy.

CONFERENCES For your first semi-formal speech, you will sign-up for a one-on-one conference with me during class time. This conference is required. If you need to reschedule, contact me ahead of time. If you miss without contacting me, it will count as one unexcused absence. Feel free to use my office hours to conference about future speeches as well!

ATTENDANCE Students who attend consistently, come prepared, and participate meaningfully and regularly tend to do better in the course. You are allowed three absences in this class with no questions asked. Absences beyond three (except in the case of official college absences) will result in lowering of your overall grade; 6 or more absences (at least 3 full weeks of class) will result in failure of the course. I highly recommend that you reserve your allowed absences for sickness or unavoidable emergencies because nearly every semester contains one or both at some point.

- If you are absent, I appreciate hearing from you, and in return, I’ll explain the work you missed. Work that is due during absences must still be submitted by the due date and time.
- Students representing Bethany College in an official activity that requires missing class should provide official documentation and alert me via email of your absence before leaving. Additionally, you must submit work in advance of
an absence in order to be considered excused. I am happy to work with you, but it’s your responsibility to contact me early.

**LATE WORK** All work will be due on the day specified in the schedule and will be considered late thereafter. You are responsible for keeping track of due dates and times.

- I will accept the following assignments one class period beyond the due date, after which time, I will no longer accept your late work: Course Activities completed as homework (not in-class) and Rough Drafts. Keep in mind, however, late work will be penalized 10% (one letter grade).
- I will not accept the following assignments late: Semi-Formal and Formal Speeches, Course Activities completed in-class (not homework), Practice Speeches, Self-Critiques, and Workshopping.
- Exceptions to this policy: The only exception to this policy is for an unavoidable emergency or an illness. If you believe your absence meets the exception, you must present some form of documentation before I will accept your late work. For example, if you cannot present your speech due to illness, I will ask for documentation from the campus nurse or your doctor recommending that you miss class.

**SPEECH DATES** (How to switch speaking dates if you need to) Public speaking by its very nature requires a watching audience. For each Formal speech, you will have the chance to sign-up for your day on eSwede (look for a link to the sign-up sheet under Bookmarks). You may change your mind and switch spots with another student, but you must follow this procedure:

- Make arrangements to switch with another student.
- Notify me before class time that you’ve switched and who switched with you.
- I must have email confirmation from the person who switched with you to ensure everyone knows when they are performing.

We have many students and few days set aside for delivery, so we cannot at the last minute add students who were not originally signed up for that day. **Hence, if you do not follow the above procedure for switching dates, you will receive an F for that assignment.**

**ELECTRONIC TECHNOLOGIES** Throughout the semester, we will be in a computer lab and/or using electronics in class, and while this allows us additional opportunities, it also can bring great distraction. Texting, checking Facebook, etc. from your device means: you are distracting yourself and your neighbors, you and anyone distracted are not engaged in the daily activities of our course, and you are showing whomever is speaking profound disrespect. You are adults, these rules aren’t difficult, and a little digital detox is actually good for you! Here are the rules:

- IMMEDIATE DISMISSAL FROM CLASS To show speakers the utmost respect and support, you may not use any electronic device at any time the entire class period in which students are delivering a speech. Doing so will result in your early dismissal from class once the current speech is completed.
- 1st OFFENSE If you are using your electronics during class when not instructed to do so or conducting activities unrelated to class work, you will be counted absent for the day. I won’t ask you to leave, so you can participate and earn in-class points, but you will be counted absent. You should put the device away or logout and resist the technology until class ends.
- 2nd OFFENSE If you are unable to resist and use electronics a second time when not instructed to do so, you will be dismissed from class and you forfeit all in-class points earned for that day.

**ACADEMIC DISHONESTY POLICY** Disciplinary action for academic dishonesty in this course can range from receiving a zero for the assignment to being withdrawn from the course depending on the student’s intention, the severity of the incident, and the number of offences. In some instances, record of the offence may also be entered into the student's academic file.

From the **Student Handbook**: Examples of academic dishonesty include, but are not limited to:

- Plagiarism (see definition below);
- Submission of work that is not the student’s own, but is the work of another person;
- Submission or use of falsified data;
- Use of unauthorized material, including books, notes, computer programs, or any electronic device in the preparation of an assignment or during an examination;
• Supplying or communicating any unauthorized information to another student in preparation of an assignment or during an examination;
• Collaboration in the process of an assignment unless specifically permitted or required by the instructor;
• Submission of the same work for credit in two courses without prior approval of all instructors involved.

**Plagiarism** is defined as the wrongful act or theft of the research, work, and/or intellectual or creative product of another person by presenting that other person’s intellectual or creative product as one’s own. In an institution of higher learning, plagiarism includes the presentation, without proper attribution, of intellectual work of some person other than the student who expects to receive credit for the work. “Intellectual work” is defined as ideas, writings, analysis, conclusions, discoveries, compilation of facts, opinions, compilation of data, interpretations, phrasing, and/or words.

---

**Bethany Resources**

**Writing Center** Whatever your assignment or writing need, peer tutors in the Writing Center, Wallerstedt 118, can help. Each 30-minute session is directed by your needs – brainstorming what to write, organizing your thoughts or paragraphs, sharpening your thesis, citing your research, and more. Bring the assignment you received from your professor and your paper or notes with you. Drop-in appointments are usually available, or you can email writinghelp@bethanylb.edu to set up a time. Phone: 785-227-3380 ext 8122.

**Students with Learning Differences, Special Needs, or Disabilities** In order to be provided with appropriate accommodations, you must identify yourself to the Director of Student Accessibility and Disability Services, Dan Callihan, in the Academic Center for Excellence (ACE) office, located in Wallerstedt Learning Center, lower level, room #055. Or contact him by email (callihandp@bethanylb.edu) or by phone (785-227-3380 Ext. 8456).

**The Academic Center for Excellence** The Academic Center for Excellence (ACE) is a great place for students to study, use computers, and get assistance should they need it. The ACE is for all students and is where to go to stay on course with classes and life goals. Services available include: study space, computer use, printing, tutoring, study skills, success strategies, student advocacy, career services, and disability support services. The ACE is located in Wallerstedt Learning Center lower level room 055. Contact Dan Callihan by phone (785-227-3380 Ext. 8456) or by email (callihandp@bethanylb.edu).
**F15 WEEKLY SCHEDULE**

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>IN-CLASS ACTIVITIES/TOPICS</th>
<th>HOMEWORK DUE BEFORE CLASS</th>
</tr>
</thead>
</table>
| 1  | Thurs 8/20 | *Introductions  
*Syllabus  
*eSwede, GoREACT                                                                                   | Read: “Why Is Public Speaking Important? 11 Solid Reasons Why Public Speaking Is Important In Your Life” (HW-Readings)  
| 2  | Tues 8/25  | *Basic Outline  
*Practice Speech #1: Careers & Speaking                                              | Read: “How to Self-Critique on GoREACT” (HW-Handouts)  
Read: Ballenger’s “Making the Most of Peer Review” p. 637-48 (HW-Handouts)  
Read: “Speaking Workshop Guidelines” (HW-Handouts) |
|    | Thurs 8/27 | *GoREACT: self-critique, workshop, and uploading  
*Assign Self-Introduction Speech MEET IN________________________               | DUE: Self-Critique Practice Speech #2  
DUE: 1st Rough Draft for Self-Introduction Type and bring to your conference answers to the following questions:  
- What’s your name and does it have any special significance? (culture, family, etc.)  
- Where you are from? What’s it like?  
- What do you enjoy doing and why?  
- Why did you choose BC?  
- What is your major (or if you don’t have one, what subjects interest you)?  
- What one object represents who you are: past, present and future, and why?  
| 3  | Tues 9/1   | *Practice Speech #2: Audience-Centered  
*Sign-up for Conferences                                                                 | Read: “Analyzing Your Audience” p. 48-65 (Handbook)  
Read: Lunsford’s “Appealing to Audiences” p. 33-35 (HW-Handouts) |
|    | Thurs 9/3  | Required Conferences. No Regular Class—Meet me in my office at your scheduled time.  
- Where is my office? Look at my contact info at the top of our syllabus.  
- What time did I sign-up for again? There is a schedule posted in eSwede and on my office door.  
- What if I can’t make it? Review the Conferences policy in the syllabus to find out what you should do.  
| 4  | Tues 9/8   | *In-Class Work Day  
Read: “Organizing your Speech” p. 97-108 (Handbook)  
Read: “Presenting Your First Speech” p. 16-26 (Handbook) |
|    | Thurs 9/10 | *Workshopping Self-Introduction Speech  
*Day of Final Delivery MEET IN________________________                  | DUE: 2nd Rough Draft of Self-Introduction Speech  
Bring your headphones or earbuds! |
| 5  | Tues 9/15  | *Course Activity: Listening vs. Hearing  
*Assign Demonstration Speech                                                                 | DUE: Self-Introduction Speech (process materials folder) |
|    | Thurs 9/17 |                                                                                         | DUE: Self-Critique of Self-Introduction Speech  
Read: “Listening” p. 35-47 (Handbook) |
<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>IN-CLASS ACTIVITIES/TOPICS</th>
<th>HOMEWORK DUE BEFORE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Read:</strong> Horowitz’s “The Science &amp; Art of Listening” (HW-Readings)</td>
</tr>
<tr>
<td>6</td>
<td>Tues 9/22</td>
<td>*Course Activity: Listening for the Verbal &amp; Nonverbal (CM215 11/13 activity)</td>
<td><strong>Read:</strong> “Verbal Communication” p. 154-163 (Handbook) <strong>Read:</strong> “Nonverbal Communication” p. 145-153 (Handbook) <strong>Watch:</strong> Martin Luther King, Jr.’s “I Have a Dream” (HW-Readings) and follow along in the printed transcript.</td>
</tr>
<tr>
<td></td>
<td>Thurs 9/24</td>
<td>*Practice Speech #3: Intro &amp; Conclusion *Brainstorming the Demo Speech</td>
<td><strong>Read:</strong> Dlugan’s “How to Master the Demonstration Speech” (HW-Readings) <strong>Read:</strong> “Developing an Introduction” and “Developing a Conclusion” p. 109-21 (Handbook) <strong>Watch:</strong> Student Demonstration Speech (HW-Readings)</td>
</tr>
<tr>
<td>7</td>
<td>Tues 9/29</td>
<td>Course Activity: Preparation vs. Speaking Outline</td>
<td><strong>DUE:</strong> Self-Critique of Practice Speech #3 <strong>Read:</strong> Lucas’ “Outlining the Speech” (HW-Handouts) <strong>Read:</strong> Example of Preparation &amp; Speaking Outline (HW-Handouts)</td>
</tr>
<tr>
<td></td>
<td>Thurs 10/1</td>
<td>*Workshopping Demonstration Speech</td>
<td><strong>DUE:</strong> 1st Rough Draft of Demonstration Speech (GoREACT) <strong>DUE:</strong> Preparation Outline for Demonstration Speech (eSwede) <strong>Bring your headphones or earbuds!</strong></td>
</tr>
<tr>
<td>8</td>
<td>Tues 10/6</td>
<td>*Workshopping Demonstration Speech *Day of Final Delivery</td>
<td><strong>DUE:</strong> 2nd Rough Draft of Demonstration Speech (GoREACT) <strong>DUE:</strong> Speaking Outline (eSwede) <strong>Bring your headphones or earbuds!</strong></td>
</tr>
<tr>
<td></td>
<td>Thurs 10/8</td>
<td></td>
<td><strong>DUE:</strong> Demonstration Speech (process materials folder)</td>
</tr>
<tr>
<td>9</td>
<td>Tues 10/13</td>
<td>*Assign Informative Speech *Visual Aids *Brainstorm Informative Speech</td>
<td><strong>DUE:</strong> Self-Critique of Demonstration Speech <strong>Read:</strong> “Informative Speaking” p. 187-200 (Handbook) <strong>Read:</strong> Reynolds’ “Top Ten Slide Tips” (HW-Readings)</td>
</tr>
<tr>
<td></td>
<td>Thurs 10/15</td>
<td>*How to Avoid Plagiarism! *Practice Speech #4: Oral Citation</td>
<td><strong>Read:</strong> Engleberg’s “Research and Supporting Material” p. 125-139 (HW-Handouts) <strong>Read:</strong> “Supporting Your Speech” p. 88-96 (Handbook) <strong>Watch:</strong> “Citing Sources” (HW-Readings)</td>
</tr>
<tr>
<td>10</td>
<td>Tues 10/20</td>
<td>*Researching &amp; Databases *Sign-up for Speaking Group *In-Class Work Day</td>
<td><strong>DUE:</strong> Self-Critique of Practice Speech #4 <strong>Watch:</strong> Student Informative Speech (HW-Readings) Bring all of your Informative Speech materials.</td>
</tr>
<tr>
<td></td>
<td>Thurs 10/22</td>
<td>No Class—Fall Break</td>
<td><strong>DUE:</strong> 1st Rough Draft of Informative Speech (GoREACT) <strong>DUE:</strong> Preparation Outline (eSwede) <strong>Bring your headphones or earbuds!</strong></td>
</tr>
<tr>
<td>11</td>
<td>Tues 10/27</td>
<td>*Workshopping Informative Speech</td>
<td><strong>DUE:</strong> 2nd Rough Draft of Informative Speech (GoREACT) <strong>DUE:</strong> Revised Outline (eSwede) <strong>Bring your headphones or earbuds!</strong></td>
</tr>
<tr>
<td></td>
<td>Thurs 10/29</td>
<td>*Workshopping Informative Speech</td>
<td><strong>DUE:</strong> Informative Speech—Group One (process materials folder)</td>
</tr>
<tr>
<td>12</td>
<td>Tues 11/3</td>
<td></td>
<td><strong>DUE:</strong> Informative Speech—Group Two (process materials folder)</td>
</tr>
<tr>
<td></td>
<td>Thurs 11/5</td>
<td></td>
<td><strong>DUE:</strong> Self-Critique of Informative Speech</td>
</tr>
<tr>
<td>13</td>
<td>Tues 11/10</td>
<td>*Assign Persuasive Speech *Brainstorm Persuasive Speech</td>
<td></td>
</tr>
<tr>
<td>WK</td>
<td>DATE</td>
<td>IN-CLASS ACTIVITIES/TOPICS</td>
<td>HOMEWORK DUE BEFORE CLASS</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>----------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
|    |          | *Watch: Student Persuasive Speech | **Read:** “Understanding Principles of Persuasive Speaking” p. 201-211 (Handbook)  
**Read:** Graff’s “As He Himself Puts It” p. 42-51 (HW-Handouts) |
| 14 | Tues 11/17 | *Practice Speech #5: They Say, I Say | **Read:** Graff’s “Yes/ No/ Okay, But” p. 55-67 (HW-Handouts)  
**Read:** Graff’s “Skeptics May Object” p. 78-91 (HW-Handouts) |
| 14 | Thurs 11/19 | *In-Class Work Day  
**MEET IN________________** | **DUE:** Self-Critique of Practice Speech #5  
Bring all of your Persuasive Speech materials. |
| 14 | Thurs 11/19 | *Workshopping Persuasive Speech  
**MEET IN________________** | **DUE:** 1st Rough Draft of Persuasive Speech (GoREACT)  
**DUE:** Preparation Outline for Informative Speech (eSwede)  
**Bring your headphones or earbuds!** |
| 15 | Tues 11/24 | No Class—Thanksgiving Holiday | |
| 15 | Thurs 11/26 | No Class—Thanksgiving Holiday | |
| 16 | Tues 12/1 | *In-Class Workday  
**MEET IN________________** | Bring all of your the Persuasive Speech materials. |
| 16 | Thurs 12/3 | *Workshopping Persuasive Speech  
**MEET IN________________** | **DUE:** 2nd Rough Draft of Persuasive Speech (GoREACT)  
**DUE:** Revised Outline for Informative Speech (eSwede)  
**Bring your headphones or earbuds!** |
|    |          |                            | **DUE:** Persuasive Speech (process materials folder) |

---

Please Note: The date and time for the Final Exam are unchangeable. You may not take the exam at an earlier or later date and/or time. If you have a scheduling conflict with another final exam, please let me know as soon as possible; otherwise, if you are not in class, you will receive an F for this assignment.