Welcome to Speaking & Listening! In this course you will develop the tools necessary to compose audience-centered speeches individually and as a group, to speak confidently, to design visual aids effectively, and to listen to others intelligently. Through speaking and analysis, you will learn how to brainstorm, compose, develop, organize, revise, and deliver speeches for various purposes as well as discover techniques for critically listening to and analyzing the speeches of others.

**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 visual presentation aids to enhance speeches, using appropriate software.
- Demonstrate speaking strategies appropriate to topic, purpose, and audience.
- Critically and rhetorically analyze your own and the speeches of others.
- Locate, evaluate, and ethically use research sources, applying appropriate documentation.
Course Materials

Required Materials

- Additional assigned readings.
- Spiral notebook for Self-Critique Journal
- Access to Schoology, our free site for Workshopping speeches.
  - Web Address: https://www.schoology.com/login
  - Access Code: QNJS6-T5RQS
- Reliable access to eSwede, ePortfolio, and You Tube via Internet.
- Paper and writing utensil for regular in-class work and reading quizzes.
- Regular access to your Bethany email account—I will contact you frequently using your campus email address. Check this often! You are responsible for missed messages.

Optional Materials

- Earbuds with Microphone similar to this. If you don’t have a device capable of doing an audio recording, you can do your 1st Rough Draft in the lab with Audacity and earbuds with a mic.
- Mobile Devise Stand similar to this. When you video record your speech with a mobile devise, you may like to use a stand to hold your devise 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.
- Audacity Free sound recording software, if you don’t have a mobile device or laptop for Audio Workshop.
- Freemake Free media converter—just in case your file format isn’t supported by Schoology.

Instructional Methods

The methods and activities engaged to meet our objectives are as follows: lecture, reading, class discussion, group work, oral presentations, quizzes, written papers, digital workshopping, and research.

Grading

Grade Breakdown

10% Quizzes/Homework/In-Class Activities
15% Self-Critique Journal (3 checkpoints @ 5%)
15% Rhetorical Responses (3 @ 5%)
60% Speeches (3 @ 20%)
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>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
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<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D</td>
<td>67-69%</td>
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<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>59% &amp; less</td>
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<td>D+</td>
<td>67-69%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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</table>

**Assignment Descriptions**

**Demonstration Speech (20%)** As your first speech, the Demonstration Speech is likely to be the hardest if you have speaking anxiety. To ease into it, you will present a speech for which you will select a specialized activity that you know a lot about and that you feel comfortable teaching to an unknowing audience. This type of presentation is very common in multiple fields, including business, education, religion, and athletics, so having experience composing and delivering it will benefit you in the future. More information in the assignment sheet.

**Informative Group Presentation (20%)** As a student and as a career professional, you will have many opportunities to deliver group presentations. Although many of the same concepts you use to deliver an individual speech are used in a group speech, group presentations require many special considerations. Using research, your group’s objective will be to inform your audience something about an object, a procedure, a person/people, an idea, or an event. Everyone must participate in all aspects of preparing and delivering this speech. Part of your grade is earned individually and part is earned as a group. More information in the assignment sheet.

**Persuasive Speech (20%)** A Persuasive Speech works to change an audience’s opinions, values, beliefs, or behaviors, which makes this speech the most difficult speech you will construct this semester. Bringing together the concepts you learned for the inspirational and informative speeches, you will craft a speech delivered during our final exam time that ethically uses logic, emotion, and research that works to persuade your audience. More information in the assignment sheet.

**Note about speeches:** The performance of all formal speeches will be video-taped for evaluative and reflective purposes.

**Self-Critique Journal (15%)** Development as a successful speaker requires time for reflection. Your journal serves two purposes. First, throughout the semester, it will be a place for you to reflect on your composing process, your workshop feedback, your goals, and your delivery-related feelings. You can explore new ideas, ponder questions, examine class activities, and make connections both in and outside of class. Second, I will upload your video recorded speech to a private account on You Tube and send you the link in eSwede. You will watch your delivery and, using the prompt and grading rubric as your guide, write a short reflection/critique of your performance. Reflecting on your speech in this way provides you the opportunity to “see what your audience sees,” helping you recognize what can be improved for the next speech. This assignment is informal and does not require standard English or formal writing practices. You will submit your Journal three times for a grade. Bring your Journal to every class period. More information in the assignment sheet.

**Rhetorical Responses (15%)** For each speech project, you’ll produce a rhetorical response. The purpose of rhetorical responses is threefold: 1) to prepare you for class discussion; 2) to generate ideas for your own speeches by analyzing similar speeches; and 3) to practice writing brief analysis papers.
common in academic writing you’ll do in college. You can submit written or spoken Rhetorical Responses (RR). You’ll turn in either type through eSwede. RRs are due at the beginning of class. More information in the assignment sheet.

**Quizzes/Homework/In-Class Activities (10%) Quizzes** In the first 5 minutes of every class in which a reading/watching assignment is due, you will be quizzed on the assigned texts. These quizzes allow me to judge (a) whether you are doing the assigned reading/watching and (b) how well you understand the information. Quizzes will be comprised of main points and distinctive ideas. **Homework/In-Class Activities** Throughout the semester, you will be asked to complete activities both in and outside of class. These activities develop skills and knowledge needed for the formal speeches. I will drop your two lowest grades from this category.

**Speech Composing Process**
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 public speaking abilities, but it is also to improve your speech writing abilities. The Writing Center can help you with your speech at any step of the process.

**Workshops & Feedback:** Public speaking needs a public; therefore, you and your group will work together through the compose-deliver-revise process. Each speech will be workshopped in small groups three times. This process hones your composing process, but it also works to reduce your public speaking anxiety. Part of your speaking anxiety stems from the fear of the unknown (Will they like the speech? Do I sound silly?), and part of it stems from your seemingly reduced control over how your body and mind respond to being in front of a group.

- To help you focus on the words, organization, and vocal delivery (and away from your nerves), your 1st Rough Draft is an audio recording of your speech uploaded to Schoology.
- Because you present a speech with your whole body, the 2nd Rough Draft is a video recording of your speech uploaded to Schoology.
- By now your group knows your speech well; it is time to experience delivering your speech to a live audience. For the 3rd Rough Draft, you will come to class prepared to stand up and deliver your speech to your group.

For each workshop, you will present your speech as well as provide useful feedback to the members of group. Your feedback provides the speaker with information on ways to revise his/her speech to improve it for the next draft.

For the Audio Workshop and the Video Workshop, instead of regular class, you will participate in an online workshopping of your group’s speeches. On these days, you will not come to the classroom but will instead access Schoology from a computer. The folders have the same time limits as our traditional class. You may begin uploading your audio or video at 9:10a and you must complete your commenting by 10:25a. You will receive two grades for each workshop: a rough draft completion grade and a feedback grade. We’ll talk about this more in class.

**Revision:** As the semester progresses my hope is that you will build on your knowledge of speech crafting and delivery, so that by the end of the semester, you can easily see how earlier speeches may be improved. Because improving your individual speech crafting process is one of our major goals this semester, during our final exam time, you will have the opportunity to revise and re-deliver one of your previous speeches. The grade on the revised performance will take the place of the original grade. Because this is a chance for revision (and not a make-up assignment), you cannot present a speech that was not previously delivered. In other words, if you did not present a speech earlier in the semester, you are not allowed to present it during our final exam time as a way to make-up the grade. Public speaking needs a public; therefore, whether or not you present at our final exam time, your attendance is required. Failure to attend our final exam time will result in a 5% penalty of your final grade.
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 speech you believe to be an example of your best work this semester.

Readiness By readiness I mean being prepared by the start-time of the class period with course materials and all outside-of-class work. All homework must be completed before class starts. For instance, printing of assignments or uploading of files after the class period has begun will result in a delay of class, which will negatively impact your grade. This policy also refers to workshop participation and group work participation in that if you do not have a draft ready on workshop day, you are unwilling/unable to perform the responsibilities of your group work, or you are unprepared to provide feedback to your workshop peers, your grade will suffer.

Thoughtfulness Thoughtfulness translates to respect for your classmates’ comments and ideas as well as critical awareness during and participation in all class activities. These activities may include having useful, productive questions or discussion items based on homework (readings, assignments, or peer-review work), staying on-task during in-class activities, using your in-class work days productively, or thoughtful work demonstrated in the major assignments themselves. Thoughtfulness also applies to your respectful behavior during your classmates’ speech delivery. In addition (a note for those of you who like to talk a lot), thoughtfulness means that if you constantly need to share in class, but your sharing is largely off-topic, disruptive, or unhelpful, your participation may be more distracting than useful.

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.
- Failure to participate in an Audio or Video Workshop counts as one absence.
- 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.

Late Work Speeches by their very nature are public presentations that require a watching audience. With that said, absences do happen. 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. Final decisions are at the discretion of the instructor.

- I will accept the following assignments one class period beyond the due date, after which time, I will no longer accept your late work: Homework assignments, Self-Critique Reflections, and Rhetorical Responses. Keep in mind, however, late work will be penalized 10% (one letter grade).
- I will not accept the following assignments late: Quizzes and In-class Activities (must be present to participate), and formal speeches.
- Exceptions to this policy: The only exceptions to this policy are for an unavoidable emergency and 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 you miss class.
SPEECH DATES (How to switch dates if you need to)
Public speaking by its very nature requires a watching audience. For each speech, you will have the chance to sign-up for your day on eSwede. 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 delivering, 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.

24-HOUR REFLECTION PERIOD I am always happy to discuss grades with you, but when addressing specific assignment grades, I ask that you wait 24 hours after I return your grade before contacting me. This waiting period gives you time to read my comments and reflect on them rather than just react to the grade. I only discuss grades in person, so after 24 hours, please contact me to schedule an appointment.

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 phone or computer means: you are distracting yourself and your neighbors, you and anyone else distracted are not engaged in the daily activities of our course, and you are showing profound disrespect.

To show the utmost respect and support, during formal speeches, you may not use any electronic device. Doing so will result in your early dismissal from class. If you are using your electronics during class when not instructed to do so or conducting activities unrelated to class work, I will ask you to put the device away or logout and I will note it as one violation. Two violations will equal an absence for the course; thus, failure to adhere to the technology policy can impact your final grade.

Bethany Information & Resources

WRITING CENTER Students from all areas of study are welcome and encouraged to use the Writing Center, located in Wallerstedt Library. The Writing Center will assist you at any stage in the writing process, but it is not a proofreading service. Students are expected to be present during the session and engage with the tutor. You can call extension 8122 to make a 30 minute appointment or stop by; however, those who make an appointment have priority.

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. Visit Dan Callihan in the Academic Center for Excellence (ACE) office, located in Wallerstedt Learning Center, Rm. 132, or contact him by email (callihan@bethanylb.edu) or by phone (785-227-8456) preferably within the first week of classes.

ACADEMIC HONESTY (from the Student Handbook) Students of Bethany College, as members of an academic community dedicated to the achievement of excellence, are expected to meet the highest possible standards of personal, ethical, and moral conduct. The discovery, advancement, and communication of knowledge are best achieved through commitment to these standards. Furthermore, without the trust that these standards are observed, an academic community cannot exist. The principle of academic honesty, therefore, applies to the integrity of every project, presentation, examination, or assignment presented by every student, and any departure from high standards of personal, ethical, and moral conduct shall be considered as academic dishonesty.

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;
• Theft of or unauthorized access to an examination;
• Use of alternate, stand-in, or proxy during an examination;
• 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 of 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.
**SP15 WEEKLY SCHEDULE**

Handbook = *Public Speaking Handbook*, By Beebe & Beebe  
eSwede = Reading located on eSwede  
RR = Rhetorical Response  
HW = Homework due on the day listed

**This schedule is tentative because I like to draw on the needs and interests of each class when making assignments. You may receive updated course schedules with detailed assignments periodically, so be prepared.**

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<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>IN-CLASS ACTIVITIES/TOPICS</th>
<th>HOMEWORK DUE BEFORE CLASS</th>
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</table>
| 1  | Tues 1/27 | *Syllabus  
*eSwede/Schoology  
*Expectations | **Watch:** Clemson English dept’s “In Defense of Rhetoric” (online)  
**Watch:** “Why You Should Take Public Speaking” (online)  
**Watch:** Schoology’s “How to Join a Course with an Access Code” (online) |
|    | Thurs 1/29 | *What are rhetorical strategies in speaking?  
*Assign Demonstration Speech  
+Sign-Up for Group One or Group Two  
*Assign Rhetorical Response  
*Individual Brainstorm | **Watch:** Stedman’s “What is Rhetorical Analysis” (online)  
**Read:** Introduction p. 1-34 (Handbook)  
**HW:** Do the above reading first. Then, choose a speech that interests you from either *Ted Talks* or *American Rhetoric*. Listen to the speech and print the transcript (believe me, having the speech in front of you makes this easier). Using what you’ve learned about rhetorical analysis and rhetorical devices, write a short rhetorical response (150-300 words): (1) Explain why this speech is of interest to you? What did you like about it? (2) Explain what is the speech’s rhetorical situation (the context, audience, purpose, and genre)? (3) Part of the reason you liked the speech is because you as an audience member fit within the speech’s rhetorical situation. Describe some of the choices the speaker made to reach you. (4) What effects did the speaker’s choices have on you, the audience? |
| 2  | Tues 2/3 | *Group Brainstorm  
*Organization of Speech Parts  
*Demonstration Speech Characteristics | **Read:** Dlugan’s “How to Master the Demonstration Speech” (online)  
**Read:** Crafting a Speech p. 97-138 (Handbook)  
**Read:** “Sample demonstration speech about interviewing” (eSwede) |
|    | Thurs 2/5 | *Audio & Video Workshops Explained  
*Audience-Centered  
*Practice Workshopping  
In Nelson Rm #__________ | **Watch:** Schoology’s “How to Participate in a Discussion” (online)  
**Read:** “Analyzing Your Audience” p. 48-65 (Handbook)  
**DUE:** RR of Demonstration Speech  
For your RR, choose one of the following videos to analyze.  
- Harrell’s “How to Make a Beautiful Gift Basket” (online)  
- Michael Dickinson’s “How a Fly Flies” (online) |
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| 3  | Tues 2/10| *The Two Outlines: Preparation & Speaking  
*Verbal Communicators  
Avena’s “How Sugar Affects the Brain”—e.g. demonstration speech | **“Death Metal Vocal Demonstration” (online)**          
Read: Lucas’ “The Preparation Outline” p. 206-213 (eSwede)  
Read: “Verbal Communication” p. 154-163 (Handbook)  
Watch: Schiefelbein’s “How to Organize Presentations” (online)  
Watch: Schiefelbein’s “How to write an Introduction and Conclusion” (online)  
DUE: Post your Demonstration Speech idea in the eSwede Discussion Forum. Questions to be answered can be found on the discussion thread. |
|    | Thurs 2/12| No Class—Audio Workshop                                                                  | **DUE: 1st Rough Draft of Demonstration Speech (submit Audio to Schoology)**  
DUE: Preparation Outline for Demonstration Speech (submit to Schoology discussion thread)** |
| 4  | Tues 2/17| *From Reading to Speaking: The Speaking Outline  
In Nelson Rm # __________  
**We will be meeting in the Nelson Computer Lab, but you are welcome to bring your own laptop or mobile device if you prefer. Bring your earbuds for music (if you choose) and to re-listen to your rough draft. Also bring all of your work gathered thus far. We’ll be working in class and I’ll be there to answer questions.** | **Read: Lucas’ “The Speaking Outline” p. 213-219 (eSwede)**  
Watch: “Stating the Thesis and Previewing the Main Points” (online)  
Watch: “Connecting the Thesis to the Listener” (online) |
|    | Thurs 2/19| No Class—Video Workshop                                                                  | **DUE: 2nd Rough Draft of Demonstration Speech (submit Video to Schoology)**  
DUE: Speaking Outline of Demo Speech (submit to Schoology discussion thread) |
| 5  | Tues 2/24| Live Workshop                                                                             | **DUE: 3rd Rough Draft of Demonstration Speech**  
Bring copies of your revised Speaking Outline for each of your group members. Be prepared to stand in front of your group and deliver your speech. |
|    | Thurs 2/26| *Assign Self-Critique Reflection                                                           | **DUE: Demonstration Speech (Group One)** |
| 6  | Tues 3/3 | *Assign Informative Group Presentation  
*Brainstorming  
+Sign-up for Speaking Groups  
*Informative characteristics | **DUE: Demonstration Speech (Group Two)** |
|    | Thurs 3/5| *Research Databases  
*Oral Citation                                                                             | **DUE: Self-Critique Journal (with Demonstration Speech reflection)**  
Read: Engleberg’s “Research and Supporting Material” p. 125-139 (eSwede)  
Read: “Supporting Your Speech: p. 88-96 (Handbook)  
Watch: “Citing Sources” (online)** |

7 | Tues 3/10 | *Research Databases  
*Oral Citation |
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<tr>
<td>8</td>
<td>Tues 3/17</td>
<td>No Class—Spring Break</td>
<td>No Class—Spring Break</td>
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<tr>
<td>9</td>
<td>Tues 3/24</td>
<td>*Transitions</td>
<td>Watch: Carl Kwan’s “How to Introduce the next Speaker in a Group Presentation” (online)</td>
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<td>*In-Class Work Day: Bring all the work you’ve gathered so far. You’ll have time to work in your groups.</td>
<td>DUE: RR of Informative Group Presentation</td>
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<td>In Nelson Rm #________________</td>
<td>For your RR, choose one of the following videos to analyze.</td>
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<td>Thurs 3/26</td>
<td>No Class—Audio Workshop</td>
<td>• College of Marin Student Assignment: “Nonverbal Communication” (online)</td>
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<td>• Irvine’s group “Case Study Presentation” (online)</td>
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<td>• JFK Assassination &amp; Conspiracies (online)</td>
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<td>10</td>
<td>Tues 3/31</td>
<td>No Class—Video Workshop</td>
<td>DUE: 2nd Rough Draft of Informative Speech (submit Video to Schoology)</td>
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<td>Thurs 4/2</td>
<td>Live Workshop</td>
<td>DUE: Speaking Outline of Demo Informative (submit to Schoology discussion thread)</td>
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<td>DUE: 3rd Rough Draft of Informative Speech</td>
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<td>DUE: Visual Aids for Informative Speech (submit to eSwede)</td>
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<td>Bring copies of your revised Speaking Outline for each of your group members. Be</td>
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<td>prepared to stand in front of your group and deliver your speech.</td>
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<td>Tues 4/7</td>
<td>Last Day to Drop</td>
<td>DUE: Informative Group Presentation</td>
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<td>Thurs 4/9</td>
<td>*Assign Persuasive Speech</td>
<td>Watch: “An Introduction to Ethos, Logos, and Pathos” (online)</td>
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<td>+Sign-Up for Group One or Group Two</td>
<td>Watch: Jamie Oliver’s “Teach Every Child About Food” (online)</td>
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<td>*Individual Brainstorm</td>
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<td>*Rhetorical Appeals</td>
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<tr>
<td>12</td>
<td>Tues 4/14</td>
<td>*Persuasive Speaking Strategies</td>
<td>DUE: Self-Critique Journal (with Informative Group Presentation reflection)</td>
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<td>Read: “Understanding Principles of Persuasive Speaking” p. 201-211 (Handbook)</td>
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<td>Thurs 4/16</td>
<td>*In-Class Work Day: Bring all the work you’ve gathered so far. You’ll have time to work in your groups.</td>
<td>DUE: Post your Persuasive Speech idea in the eSwede Discussion Forum. Questions you should answer are located on the discussion thread.</td>
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<td>DUE: RR of Persuasive Speech</td>
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<td>In Nelson Rm #___________</td>
<td>For your RR, choose one of the following videos to analyze.</td>
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<td>• Quercia’s “Benefits of Organic Milk” (online)</td>
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<td>• Emmanuel Jal’s “The music of a war child” (online)</td>
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<td>• Garcia’s “Tuition at Bethany” (online)</td>
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<tr>
<td>13</td>
<td>Tues 4/21</td>
<td>No Class—Audio Workshop</td>
<td>DUE: 1st Rough Draft of Persuasive Speech (submit Audio to Schoology)</td>
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<tr>
<td></td>
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<td>DUE: Preparation Outline for Persuasive Speech (submit to Schoology discussion thread)</td>
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<tr>
<td></td>
<td>Thurs 4/23</td>
<td>*In-Class Work Day: Bring all the work you’ve gathered so far. You’ll have time to work in your groups.</td>
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<td>In Nelson Rm #___________</td>
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<tr>
<td>14</td>
<td>Tues 4/28</td>
<td>No Class—Video Workshop</td>
<td>DUE: 2nd Rough Draft of Persuasive Speech (submit Video to Schoology)</td>
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<td>DUE: Speaking Outline (submit to Schoology discussion thread)</td>
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<tr>
<td></td>
<td>Thurs 4/30</td>
<td>Live Workshop</td>
<td>DUE: 3rd Rough Draft of Persuasive Speech</td>
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<td>Bring copies of your revised Speaking Outline for each of your group members. Be prepared to stand in front of your group and deliver your speech.</td>
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<tr>
<td>15</td>
<td>Tues 5/5</td>
<td></td>
<td>DUE: Persuasive Speech (Group One)</td>
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<td>Thurs 5/7</td>
<td></td>
<td>DUE: Persuasive Speech (Group Two)</td>
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<td></td>
<td>Final Exam</td>
<td></td>
<td>DUE: Speech Revisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DUE: Self-Critique Reflection for Persuasive Speech (all groups)</td>
</tr>
</tbody>
</table>

*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.*