

## Syllabus for CMST 2060–Public Speaking Fall 2018

**Instructor:** Dr. Joni M. Butcher

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**Office:** 131 Coates Hall

**Office Hours:** MWF 8:30-9:15 & W 2:30-4:00 or by appointment

### **Important Note on the Syllabus:**

This document contains all of your assignments and due dates along with all the rules and regulations for this class. I will go over the syllabus with you on the first day of class, but it is your responsibility to familiarize yourself with its content. Most everything you need to know about the class is included here. Please consult this syllabus for assignment guidelines, late penalties, and makeup assignments BEFORE e-mailing me with questions. If your question is not answered in the document below (or on the additional Moodle postings) please feel free to ask for clarification.

### **Required Text:**

Valenzano, et. al. The Speaker's Primer : LSU Custom Edition. Fountainhead Press, 2018.

### **Course Description/Goals:**

CMST 2060 is a General Education Humanities Course designed to familiarize students with the study of public speaking. The act of public speaking is the culmination (and often the beginning) of a long process of critical dialogue between oneself, language, and the imagined responses of the audience. In other words, it takes being confident in who you are, what you want to say, how you are going to say it, who you want to say it to, and why you should say anything at all. Throughout the semester, students will be introduced to the fundamental concepts of rhetorical public speaking.

As a General Education Humanities Course, CMST 2060 will enable students to demonstrate an understanding of historical, cultural, and philosophical complexity that supports sophisticated discourse.

As a result of this course, students should:

1. Understand the principles of rhetoric and effectively utilize them in crafting well researched, reasoned, and appealing speeches.
2. Choose topics for public speaking that are timely, relevant, and adaptable given varying situations in which the message may be delivered, and for different audiences.
3. Effectively and critically evaluate message/speech content and delivery, both when examining one's own work as well as that of others.
4. Understand and utilize the verbal and nonverbal elements essential for exemplary speech delivery.
5. Analyze and discuss speeches of historical, political and social significance.

**Considering a Major or Minor in Communication Studies?**

A degree in communication studies will provide you with practical skills that are useful for a wide range of career choices. We do not narrowly train students for one specific job, instead we help students develop creative and critical ways to organize, build relationships, and solve a variety of communication problems. Business leaders and other professionals recognize the importance of developing communication skills and many times a degree in communication studies will give you an edge over other job applicants in fields such as business, government, social and public services, sales, marketing, and the arts.

A major in Communication Studies requires 36 hours including 12 hours of core classes and 12 hours at the 3000 or 4000 level. A minor requires 15 hours with one core class and 6 hours at the 3000 level or above.

More information is available at [www.lsu.edu/cmst](http://www.lsu.edu/cmst). Or, you may consult our undergraduate advisor, Kent Filbel (135 Coates Hall).

**The Americans with Disabilities Act and Rehabilitation Act of 1973:**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me at some time during the first two weeks of class to discuss the provisions of those accommodations.

**Plagiarism:**

Any student found to have turned in material not their own (either downloaded from the internet or written by another student) will immediately be reported to the Dean of Students. The internet has made plagiarism very easy and very tempting. Hundreds of sites offer papers, research, writing, and editing. The ease with which such material is available does not lessen the seriousness of claiming material from the internet as your own. See the policies on plagiarism here: <http://www.lib.lsu.edu/instruction/plagiarism2.html>. Your paper would be considered as plagiarized in part or entirely if you do any of the following:

1. Submit a paper or speech that was written by someone other than you.
2. Submit a paper or speech in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references. Simply rewording a sentence does not make the work your own.
3. Submit a paper or speech in which you “cut and paste” or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, quote that source within your speech, and place the source in your list of references.

**Course Content:**

This course consists of 4 in-class speeches, 2 workshop days, 12 in-class participation activities, 4 peer critiques, 4 self-critiques, a self-inventory topic brainstorming sheet, a speech analysis activity assignment, a midterm exam, a final exam, and a research participation requirement.

**Grading**

Please be aware that you are graded according to three components in this class:

1. How well you **understand** the terms and concepts that comprise public speaking. This knowledge is tested in your midterm and final exams.
2. How well you can actually **apply** or use the concepts of public speaking. This application is tested in your in-class speeches. Think of your in-class speeches as oral exams. Please be aware that they are graded much more stringently than the speeches you deliver for the in-class activities. The in-class impromptu speeches are meant to serve as practice speeches and learning exercises.
3. How well you **recognize** the terms and concepts of public speaking in the speeches of others. This recognition aspect is tested in the completion of your peer critiques, but more thoroughly in the speech analysis activity assignment.

**24/7 Rule:**

Please wait 24 hours after receiving a grade before disputing it. This will allow you time to read and process any comments. If you do have a dispute after this time, please let me know within 7 days of receiving the grade.

**Moodle:**

Please check Moodle on a daily basis for announcements and assignments. Remember, you syllabus, critique forms, paper assignment, additional lecture notes, and other information will be posted here. It is your responsibility to access this information.

Also, please keep a check on your posted grades throughout the semester and let me know **immediately** if there has been an error in grading. **You MUST notify me of a grading error within 2 weeks of the grade being posted to Moodle. Otherwise, the grade in question will remain as it appears. (This includes grades on speeches, exams, in-class activities, peer critiques, etc.)**

## **Course Assignments and Point Values (Total Points for Class = 1000 points)**

### **In-Class Speeches (500 points)**

Self-Introduction Speech = 50 points

Informative Speech = 150 points

Persuasive Speech = 200 points

Ceremonial= 100 points

### **In-Class Participation Activities (120 points)**

12 In-Class Activities at 10 points each

### **Self-Inventory Topic Brainstorming Sheet (10 points)**

### **Workshop Days (20 points)**

2 Workshop Days at 10 points each

### **Peer and Self-Critiques (80 points)**

2 peer critiques for the informative round (10 points each)

2 peer critiques for the persuasive round (10 points each)

4 self-critiques (10 points each)

### **Speech Analysis Activity Assignment (50 points)**

### **Midterm Exam (100 points)**

### **Final Exam (100 points)**

### **Research Participation Requirement (20 points)**

2 Research Credits at 10 points each

### **Course Total and Projected Final Grade:**

The **Course Total** score on Moodle will NOT be accurate until ALL of your grades have been posted. This class is on a strict 1000 points scale. Each assignment makes up a portion of that 1000 points. However, Moodle chooses to convert every grade into a percentage. This makes the Course Total score inaccurate. If you want to know the grade you have at any given point in time, add up all the points you have on Moodle and divide that number by the total points possible at that time. This will be your accurate grade.

**DO NOT LOOK at the PROJECTED FINAL GRADE on Moodle to determine what grade you may be getting in the class. Again, this will NOT BE ACCURATE. Don't do it. Just don't.**

**Course Grading Scale:**

A+ = 1000-970  
A = 969-930  
A - = 929-900  
B+ = 899-870  
B = 869-830  
B - = 829-800  
C+ = 799-770  
C = 769-730  
C - = 729-700  
D+ = 699-670  
D = 669-630  
D - = 629-600  
F = 599-000

**Final Grade**

Your final grade is based **solely** on the completion of the course requirements. **Extra credit work (including additional speeches, papers, activities, etc.) to raise a grade will not be given under any circumstance.** A final course grade will be changed **only** in the case of a calculation error. **No late assignments will be accepted after the last day of class. No exceptions.**

**Note:** Due to the nature of the course this semester (implementation of The Posse research), you may receive up to 20 points of extra credit if you participate in **BOTH** The Posse and the Research Participation Requirement.

## **In-Class Speeches:**

### **Speech I: Self-Introduction Speech**

A 1-2 minute speech in which you will highlight some aspect of yourself by choosing to elaborate on a given prompt. The speech should be concise and polished and should include a specific brief story or example that shows how this aspect applies to you. The time limit will be strictly enforced. More details will be provided during class and on Moodle.

### **Speech II: Informative Speech**

A 4-5 minute speech in which you present information in a pleasing and interesting way that speaks directly to the needs of the audience. The subject matter can center on an object, process, event, or concept.

### **Speech III: Persuasive Speech**

A 5-6 minute speech designed to make the audience act, think, or feel in a very specific way. Topics are centered on questions of fact, value, or policy. You will be asked to argue your particular side of the issue as convincingly as possible.

### **Speech IV: Ceremonial Speech**

A 1:30-2 minute ceremonial speech of your choosing: presentation, acceptance, farewell, welcome, dedication, introduction, or nomination. The goal is to identify key values inherent in the topic and to help the audience celebrate these values.

### **Assigned Speaking Days:**

You will be assigned to a specific group (A, B, C, D) for the Informative and Persuasive speeches. All students will speak on the same day for the Introductory speech. You will be allowed to sign up for the day of your choice for the ceremonial speech. Once your speech day has been officially assigned, you are required to speak on that assigned day. If you know ahead of time that you will not be able to speak on that day (for reasons such as university travel), please inform me **PRIOR** to that time so that I can make arrangements for you to speak on an alternate day. I will change your speaking day **ONLY** for a recognized university excused absence (not simply because you have other assignments due in other classes on that day). You may, however, find a classmate who is willing to swap speaking days with you for that round. It is your responsibility to notify me of this switch **PRIOR** to the assigned speaking day.

### **Make-up Speeches:**

Missed speeches may be made-up **ONLY** for a university excused absence **accompanied by valid written documentation (See PS-22)**. All other missed speeches will receive a '0' for that assignment. All valid make-up speeches will be worked in during the last round of speeches for the semester (the Ceremonial speeches).

**Under special circumstances, missed speeches without an accompanied university excused absence may be made up during this time period with a 25 point deduction.**

**Critique Forms for In-Class Speeches:**

You must turn in the appropriate critique form before delivering your speech. This is the form I will use to grade your presentation. Critique forms for each speech can be found on Moodle. **If you do not turn in the critique form, you will be penalized 10 points on that speech.**

**Outlines:**

An outline will be required for all in-class speeches except the self-introduction speech. Outlines must be **TYPED** and presented to me along with the appropriate critique form from Moodle at the time of your speech. **Outlines given to me at any time after the class period in which you deliver your speech will be penalized 10 points for being turned in late.** If you need to speak from your outline, you need to have 2 copies of the outline – one for me and one for you. Otherwise, a 5 point penalty applies for the outline being submitted late.

**Prohibited Speaking Materials:**

University regulations prohibit the use of firearms, illegal drugs, alcohol, and live animals in your presentations. Do not bring to class any object that might be perceived by your classmates or instructor as dangerous or threatening. Other topics and visual aids may be prohibited by your instructor for various reasons (usually because the topic could be considered unethical or it is an overworked, overused topic). It is your responsibility to discuss the appropriateness of any topic or visual aid with me prior to preparing and delivering your presentation.

**Technical Difficulties:**

Always come prepared with a backup plan (Plan B). You **must be prepared** to work around any technical difficulties that arise. You will not be permitted to deliver your speech on another day because there are problems with your visual aids.

**Listener Ethics:**

Be a considerate audience member. Do not walk in on a classmate who is speaking. If you are late getting to class on a speech day, please remain outside to door until you hear the applause that signals you the speech is over. Also, make sure to turn off cell phones before speeches begin. Finally, refrain from reading the Daily Reveille, doing homework for other classes, texting your friends, checking facebook, shopping on ebay, etsy, amazon, etc. while your classmates are speaking.

**In-Class Participation Activities:**

At various times throughout the semester, fun and exciting in-class participation activities will be assigned. These activities will be completed in small groups during class time. These participation activities are designed to help you more fully understand and practice some of the concepts we are discussing in class. This is a time of learning, so it is okay to make mistakes. Each in-class participation activity is worth 10 points. You do not have to have all of the answers correct to receive your participation points, however, you do have to be present and participating

in order to receive your points. In-class participation means just that – in class. These activities may not be made up outside of class if you are not present on the day the activity is assigned.

If you miss an in-class activity for a university excused absence (see PS-22) and provide valid written documentation, you may complete an alternative assignment for those participation points.

Be aware that alternate assignments will be graded for correctness. You will NOT automatically receive the 10 points simply for doing the assignment.

This alternative assignment must be requested and completed within one week of the missed activity. **NO EXCEPTIONS**. It is your responsibility to request this assignment. It will not be automatically assigned to you. The alternative assignment will **NOT** be an option if more than one week has passed since this missed in-class activity.

Please note if you arrive considerably late for an activity (after the group has been working for an extended period of time) or leave before your group has presented, you will receive only **partial credit** for that activity.

### **Self-Inventory Topic Brainstorming Sheet:**

This brainstorming sheet is designed to better help you develop topics for your informative and persuasive speeches. The best speech topics arise from things you know about and things you care about, not from Google searches on “Good topics for class speeches.” The brainstorming sheet and directions for completing can be found on Moodle early in the semester.

### **Self-Critiques:**

You will be assigned a total of 4 written self-critiques at various points of the semester (beginning, end, and after your informative and persuasive speeches). These critiques must be completed fully and accurately in order to receive the full points. These critiques can be found on Moodle.

### **Peer Critiques**

Please be sure to print out these critiques and bring them to class with you on the days you plan to use them.

### **Rules for Peer Critiques:**

1. You cannot complete a peer critique on the day YOU are speaking.
2. You may complete 1 peer critique per day.
3. The critiques must be turned in **before** leaving class on the day they are completed. **Late peer critiques will not be accepted.**



**Speech Analysis Activity Assignment:**

For this assignment, you will select a written speech from the website americanrhetoric.com. The speech may be of any length and be on any topic. No two students should have the same speech. Therefore, you will be asked to submit a list of your top 3 choices (ranked 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>) by the deadline specified in the **Calendar of Assignments**. I will try to assign your 1<sup>st</sup> choice. But if 2 or more students turn in the same selection, you may be assigned your 2<sup>nd</sup> or 3<sup>rd</sup> choice. Please make your selections carefully. Choose a speech you like because you will be working with it in-depth. **If you do not submit your selections by this deadline, I will assign a speech for you to use.** Once you have been assigned your written speech, you must use that speech for your paper. **Failure to do so will result in a 25 point penalty.** You will be given a list of 5 questions to answer about your chosen speech. These questions will be posted to Moodle early on in the semester.

**NOTE: This written speech will be used ONLY for your analysis activity assignment. It will not be used as one of your speeches delivered for the class.**

**Exams:**

There will be a midterm and a final exam for this class. Exams will cover the readings from the textbook, in-class lecture notes, and any additional notes posted to Moodle. The midterm will cover information from the first half of the semester, including introductory and informative speaking, and assigned readings from the text. The final will cover information from the last half of the semester, including information on persuasive and special occasion speaking, and assigned readings from the text.

**\*\*If you miss the midterm or final exam, you must provide valid written documentation of a university excused absence in order to make up the missed exam. (See PS-22) Otherwise, a grade of '0' will be assigned for that exam.**

**Research Participation Requirement:**

The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by:

1. **Participating in research studies conducted in the Department of Communication Studies.** All studies that last between 0 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.
2. **Participating in an organized departmental function such as debate or public speaking competition.** Only departmental sanctioned events will count toward a student's research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.
3. : The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student.

The research learning requirement is worth 2% of your total grade; you will receive your 2% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by Tuesday of the LAST WEEK of class at 11:55 PM (the Tuesday of dead week). Your instructor will receive and upload your credit to Moodle once this deadline has passed.

ALL available options to earn credit are posted on an electronic bulletin board located at <http://lsuhumanresearch.sona-systems.com/>. When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses. All students will need to request a new account as of Fall 2018, as old accounts have been deleted.

Please note that various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester. You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule. ONLY opportunities with CMST at the beginning will count toward your CMST classes.

When you create your account, it will be important to designate the CMST course you want to the credits assigned to. Make sure you choose the correct Course, Section and Instructor.

Failure to do this will keep the instructor from receiving your credits. For each CMST course participating in the RPS system, you will need to earn 2 credits for each course. For example, if you are enrolled in CMST 2010 and CMST 2060, you will need to earn 4 total credits.

It is very important when you sign-up for a credit option that you attend that option or cancel your sign up. Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement. Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31.

Detailed instructions on how to request an account and to navigate the system once logged in can be found on the homepage of the Department of Communication Studies. Go to <http://www.lsu.edu/cmst>. Then click on RESEARCH and STUDIES. Scroll down to find the document titled “RPS – Instructions for Students.”

You are encouraged to create an account during the first week of classes so that any problems that arise can be remedied before it is too late. If you have questions about this requirement or the online system that keeps track of credits, please email [researchadmin@lsu.edu](mailto:researchadmin@lsu.edu).

**Attendance:**

A large number of “unexcused” absences can have an impact your final grade in the course. If you are not in class, you will miss important information about completing assignments and you will miss much needed participation points. I also take notice of students who come to class on a regular basis and those who do not. Your attendance (or lack thereof) can have an impact on your final grade if you are on the border (1-2 points) of a higher letter grade at the end of the semester. PS-44 states: “While it is appropriate (and indeed inevitable) that the instructor should exercise subjective judgment in determining grades, particularly in "borderline" cases, the judgment should be based solely on academic considerations. Because class absences are likely to affect a student’s mastery of course content, they may be considered among these “academic considerations” in determining the final course grade. Therefore, instructors, at their discretion, may also include “unexcused” absences as component of the course grade, as long as attendance policies are spelled out clearly in the course syllabus at the beginning of the semester.”

**E-Mail:**

If you e-mail me with a question about an assignment or any other question concerning the class, please allow at least 24 hours for a reply. If you e-mail me the night before an assignment is due, there is no guarantee I will read and respond to your e-mail before class time. Also, **I will NOT be responding to emails over the weekend**, so if you have a speech or other assignment due on Monday, please do not wait until Saturday or Sunday to e-mail me with questions.

**Assigned Readings**

Please take note of the assigned readings from your text listed on the Calendar of Assignments. It will be helpful to have completed those readings before the scheduled class period. I may not lecture on all of the information contained in the assigned readings, however, it is your responsibility to be familiar with that information. If you have any questions on information contained in the assigned readings that I do not address in class, please feel free to ask me those questions during class time. Questions on these assigned readings will be included in the midterm and final exams.

In addition to the assigned textbook readings, I will be posting extra information for you on Moodle. Please be sure to read that information as well. The Moodle notes will give you information that is not included in the text or may elaborate on the information included in the assigned chapters. Every once in a great while, the information that I give you may **contradict** the information in the text. **In those few instances I expect you to follow my instructions** – They are simply differences of opinions or theories from those of the author. I will let you know when those instances occur.

### **LSU Commitment to Community:**

The LSU Commitment to Community provides a guiding ethos to the University community. Students are encouraged to exemplify the Commitment to Community in their daily lives.

Louisiana State University is an interactive community in which students, faculty, and staff together strive to pursue truth, advance learning, and uphold the highest standards of performance in an academic and social environment.

It is a community that fosters individual development and the creation of bonds that transcend the time spent within its gates.

To demonstrate my pride in LSU, as a member of its community, I will:

- Accept responsibility for my actions
- Hold myself and others to the highest standards of academic, personal, and social integrity
- Practice justice, equality, and compassion in human relations
- Respect the dignity of all persons and accept individual differences
- Respect the environment and the rights and property of others and the university
- Contribute positively to the life of the campus and surrounding community
- Use my LSU experience to be an active citizen in an international and interdependent world

The continued success of LSU depends on the faithful commitment by each community member to these, our basic principles. (Adopted May 1995)

### **Title IX & Sexual Misconduct Policy:**

Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance.

In accordance with Title IX and other applicable law, LSU is committed to providing a learning, working, and living environment that promotes integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex and sexual misconduct which includes sex discrimination, sexual harassment, dating violence, domestic violence, sexual assault, stalking and retaliation. LSU prohibits sex discrimination and sexual misconduct. This policy applies to all persons without regard to sexual orientation, gender identity and/or gender expression. Sex discrimination and sexual misconduct violate an individual's fundamental rights and personal dignity. LSU considers sex discrimination and sexual misconduct in all of its forms to be serious offenses. This policy has been developed to reaffirm these principles and to provide recourse for individuals whose rights have been violated. This policy establishes a mechanism for determining when rights have been violated in employment, student life, campus support services, LSU programs and/or an academic environment.

If you have concerns, you can contact:

#### University Contacts

Jennie Stewart

Campus Title IX Coordinator Title IX Deputy Coordinator for Students

[jstewart@lsu.edu](mailto:jstewart@lsu.edu)

LSU Office of Human Resource Management LSU Dean of Students

110 Thomas Boyd

225-578-8200

## Calendar of Assignments

M	8/20	Syllabus
W	8/22	5 Canons and Basic Principles of Public Speaking [ <i>Read Ch. 22: Public Speaking, A Long Tradition, p. 215-216</i> ]
F	8/24	Basic Principles and Genres of Speech [ <i>Read Ch. 1: Understanding Public Communication</i> ]; <b>Self-Critique #1 Due</b>
M	8/27	Listening and Speaking Apprehension [ <i>Read Ch. 3: Speaking and Ethics, p. 29-32; Ch. 2: Speech Anxiety; Ch. 12: Practice</i> ]
W	8/29	Introductory Speaking
F	8/31	Delivery [ <i>Read Ch. 18: Language; Ch. 19: Delivery</i> ]
M	9/3	<b>No Class: Labor Day</b>
W	9/5	<b>Speech I: Self-Introduction</b>
F	9/7	Audience and Occasion [ <i>Read Ch. 4: Speaking in and to Different Disciplines, Ch. 5: Culture and Diversity, Ch. 8: Audience Analysis, Ch. 10: Context and the Speech Situation</i> ]
M	9/10	Informative Speaking [ <i>Read Ch. 3 (Ethics), p. 21-27, Ch. 14: Informative Speeches</i> ]
W	9/12	Continued [ <i>Read Ch. 7: Research and Preparation</i> ]
F	9/14	Organization and Outlining [ <i>Read: Ch. 11: Outlining, Ch. 12: Introductions, Conclusions, and Connective Statements</i> ]
M	9/17	Continued; <b>Self-Inventory Topic Brainstorming Sheet Due</b>
W	9/19	Continued
F	9/21	Visual Aids [ <i>Read Ch. 17: Presentation Aids</i> ]
M	9/24	Workshop Day
W	9/26	<b>Speech II: Informative (List A)</b>
F	9/28	<b>Speech II: Informative (List B)</b>
M	10/1	<b>Speech II: Informative (List C)</b>
W	10/3	<b>Speech II: Informative (List D)</b>
F	10/5	<b>No Class: Fall Holiday</b>
M	10/8	<b>Evaluation Activity; Self-Evaluation #2 Due</b>
W	10/10	<b>Midterm Exam</b>
F	10/12	Persuasive Speaking [ <i>Read Ch. 15: Persuasive Speeches</i> ]
M	10/15	Continued [ <i>Read Ch. 9: Supporting Materials, Ch. 13: Reasoning</i> ]
W	10/17	Continued
F	10/19	Continued
M	10/22	Continued

W	10/24	Continued
F	10/26	Workshop Day
M	10/29	<b>Speech III: Persuasive (List C)</b>
W	10/31	<b>Speech III: Persuasive (List D)</b>
F	11/2	<b>Speech III: Persuasive (List B)</b>
M	11/5	<b>Speech III: Persuasive (List A)</b>
W	11/7	Ceremonial Speaking (and sign up for speaking days); <b>Self-Critique #3 Due</b>
F	11/9	<b>Speech Analysis Activity Assignment—Activity</b> (The completed assignment is not due until 11/26); <b>Selections from americanrhetoric.com due</b>
M	11/12	<b>Speech IV (TBA)</b>
W	11/14	<b>Speech IV (TBA)</b>
F	11/16	<b>Speech IV (TBA)</b>
M	11/19	<b>Speech IV (TBA)</b>
W	11/21	<b>No Class: Thanksgiving</b>
F	11/23	<b>No Class: Thanksgiving</b>
M	11/26	<b>Self-Critique #4 Due</b>
W	11/28	<b>Speech Analysis Activity Assignment Due</b>
F	11/30	TBA

**Final Exam:****Sec. 2 (7:30-8:20 MWF) – Saturday, Dec 8: 10:00am-Noon****Sec. 27 (1:30-2:20 MWF) – Saturday, Dec 8: 3:00pm-5:00pm**