

**CMST 1315: Introduction to Public Speaking
Fall 2021**

Instructor: Dr. Ashleigh M. Day

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Office Hours: Mondays & Wednesdays 4:00-5:00pm via Zoom
Zoom ID: 641 328 5741

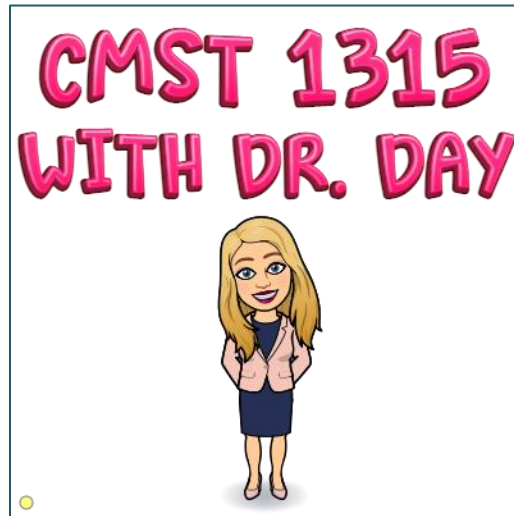
Course Meetings: Mondays & Wednesdays, 2:30pm-3:50pm

Classroom: CAS 158

Section: 10

Course Number: 82145

Welcome!



Learning is a *process*!

Increased effort + incorporating feedback & revising your work = improved performance

Required Textbook and Workbook:

Valenzano, J. M., Braden, S. W., & Broeckelman-Post, M. A. (2020). *The Speaker's Primer* (3rd ed.). Fountainhead Press. (via TopHat)

Kidd, M. A., & Scheinfeld, E. (2020). *Form and Substance: A Public Speaking Workbook*. Southlake, TX: Fountainhead Press. ISBN: 968-1-64485-325-2

Special Course Notes:

- This course requires you to use TopHat, an external website/resource to complete homework/quizzes and readings.
 - You can either purchase the ONLINE version through the bookstore or through TopHat itself. You will need the book online through TopHat, because that is where

you will be taking your chapter quizzes.

- Group work will be one of the major components in this class, to help students build their teamwork skills. See the “Team Presentation” assignment. As such, you are expected to work with your assigned group during scheduled class time *as well as outside of class time*. While you can utilize face-to-face meetings or synchronous mediated meetings (e.g., Zoom), you can also utilize asynchronous technologies to complete group work, such as Google Docs, email, texting, etc.
- Your speeches will be video recorded. Recording is necessary for you to critique your public speaking skills and to complete the self-evaluations.
- This course requires certain technology:
 - Computer with an updated operating system
 - Internet browser (Google Chrome or Firefox work best with Canvas and TopHat)
 - Internet access for Canvas, TopHat, etc.
 - Working knowledge of Canvas, Microsoft programs (e.g., PowerPoint)

Course Goals and Objectives: The major aims of this course are to make you a more effective professional communicator, analytical thinker, and critical listener. Throughout the semester you will study the theories and principles of effective communication, practice applying these principles in a variety of assignments, and critique the performances of other speakers. These assignments and exercises will work at developing your speaking abilities, organizational and preparation techniques, as well as the capacity to effectively appraise your audience and diverse backgrounds and ethically apply communication theory. By the end of the semester, you should be able to plan and prepare professional informative, persuasive, and team extemporaneous presentations. Major skills include:

1. Critical Thinking: Construct and articulate logical arguments to justify sound conclusions in a variety of speaking contexts.
2. Communication: Communicate and interpret ideas effectively through written, oral, and visual/technological means. Students will not only be able to demonstrate this skill in formal extemporaneous presentations, but also through their written evaluations of themselves and others.
3. Teamwork: Coordinate and utilize team strategies in order to accomplish a given task through effective problem solving, leadership styles, cohesive interactions, and negotiation of team roles. This requires collaboration within teams to consider differing points of view, to display personal responsibility, and to work effectively toward a shared goal.
4. Personal Responsibility: Defend a personal ethical position that incorporates: ethical decision making, proper and justified research to support the idea, compelling organization, and appropriate reasoning free of fallacies within their formal presentations. Students will also demonstrate their personal responsibility through classroom interactions and engagement/listening during others’ presentations.
5. Comprehending a basic level of understanding about public speaking theory and the foundational models of communication

6. Displaying and mastering content, structure, style, and delivery skills in the presentation of informative, persuasive, and invitational messages to effectively impact a given (and thoroughly analyzed) audience.

COVID-19 Policies: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Expectations and Course Structure: As an online student, you must be a self-starter and thus have the maturity and motivation to work independently. That means that you need to learn or have already figured out how to use time wisely, be organized, be self-directed, and be willing to use current and new modes of learning and communication. I will use Canvas as a learning tool and present new material in the video lectures that will contribute to the readings you will be expected to also do. If you do not engage with the lectures, activities, and readings, you will not grasp the material in a way that will help you be successful in your assignments for this class or in your future endeavors of public speaking or communication.

As this is a college course with an online component (e.g., TopHat), you are responsible for your learning. You need to develop some self-discipline and motivation in order to get through the material and learn. You will also need to be flexible both if there are changes in the syllabus, or if the instructor is not adapting you personally (there are other students they must also receive help). If you need content help, ask. If you need tech support, go to the right people that would know those answers (i.e., not the instructor). If you are unsure about due dates, check the syllabus, Canvas, or TopHat. You will be expected at this stage in your academic career to check communication frequently, get all assignments in on time, and discuss your concerns and questions with your instructor. You are also expected to have regular access to a computer and Wi-Fi, have basic computer skills, be able to navigate the internet, know how to decipher credible and unbiased information, and reach out to appropriate support offices for help as needed.

Course Website: We will be using Canvas and TopHat for this course. I will upload necessary texts that are not part of your book, as well as any other course documents that may be of use to you throughout the semester. I will also use Canvas as a communication tool in order to contact you. All assignments must be uploaded into Canvas.

Requirements: A computer with internet capabilities is a must, TopHat account, workbook, and working knowledge of required technologies, such as those needed for visual aids. You must also have some type of webcam. This can be built into the computer, or an external one that you have purchased separately. Make sure the webcam works before the beginning of class. You must also be willing to use the web cam during the course. You are responsible for being available to your

team (for the Team Presentation), for completing assignments on time, and for communicating in a timely manner. It is recommended that you use Google Chrome or Mozilla Firefox for Canvas and TopHat. If you do not have those browsers, you will need to download one or both onto your computer.

Textbook Requirements: *The Speaker's Primer* is the digital text that is required for this course. You will use **TopHat** to access Chapter quizzes throughout the semester. TopHat gives you many options for your textbook including an interactive eBook, an audio book, and there is an app that you can download to access your book even offline.

We will be using the custom-built interactive TopHat Textbook and the *Form and Substance Workbook* for this class. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. [I recommend you purchase the workbook from TopHat, as the price will likely be lower than at the bookstore. But if you need to purchase from the bookstore for financial aid reasons, they have received the information to order access codes].

CMST 1315.010: You can register by simply visiting our course

Website: <https://app.tophat.com/e/690707>

Note: our Course Join Code is 690707

TopHat Support: Should you require assistance with TopHat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of:

Email: support@tophat.com

In-app: the in-app support button

Phone: 1-888-663-5491

Course Evaluation:

Your final grade will be based on the following:

Maximum points

Team Presentation	70
Informative Presentation	100
Midterm Exam	100
Persuasive Speech	100
Impromptu Speech	50
Self-Evaluations	50
Quizzes	100
Final Exam	100
Participation	50
<i>Total points</i>	<i>720</i>

Calculating Your Grade:A \geq 648 points

B = 576–647 points

C = 504–575 points

D = 468–503 points

F \leq 467 points**Course Assessment**

(Additional information will be provided in class/on Canvas/workbook)

Quizzes: (Meets learning outcome #5)

Quizzes are due by the date listed on the calendar and are in completed via TopHat. These are to be completed on TopHat and will assess your comprehension of the reading that was also assigned for that chapter. I will likely not remind you of what is due the next day, so you must keep track of that information. Quizzes are worth varying points throughout the semester and will be *accumulated* to total 100 points of your final grade. All quizzes are timed (25 minutes each), unless noted otherwise. Clearly, purchasing the online book is necessary to complete these quizzes.

Midterm and Final Exam: (Meets learning outcome #5)

These exams will be noncumulative and includes multiple-choice questions, fill in the blank, and true/false questions. You will take a Midterm and a Final Examination. The Midterm Examination is worth 100 points; the Final Examination is worth 100 points. Concerning the text material, I will cover only a portion of the text in class. Consequently, you will need to read this material on your own and be thoroughly familiar with it. It is your responsibility to connect reading to lecture material. You will want to keep up with chapter reading assignments as they are given each week (see CLASS CALENDER at the end of this syllabus). Test format will include a combination of multiple choice, matching, short answer, and essay response items. The test **MUST** be completed the day of the exam, not before and not after. These exams will be timed, on Canvas, and you will have 90 minutes to complete it.

Speeches: (Meets learning outcomes #1, 2, 3, 4, 6)

You will construct and deliver a total of 4 significant speeches – one team project, one informative speech, one persuasive, and one alternate speech form. Speech dates (and team assignments) will be given on/around the end of the prior assignment. We will go over each speech, but for each assignment you will turn in your formal outline and visual aids in advance to your presentation. These are to be turned in on Canvas. These must be typed according to APA formatting (12size, times new roman, typical outline format, etc.). You are responsible for delivering your speech.

Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life-threatening injuries and, in any case, are wholly subject to instructor authorization.

Each presentation will be conducted in our assigned classroom. The professor will video record certain speeches so you can review them for your self-evaluations. For the **team presentation**, you will present an invention that your team creates to the class (based on the show “Shark Tank”). For your **informative presentation**, you will be giving a type of TEDTalk. Your

persuasive presentation will be an online resume where you are persuading your audience to essentially hire you. Remember to not fall into any fallacies. Your last speech is up to the discretion of the instructor and may take the format of an online interview with a panel interviewing you, impromptu toasts, or it may be a Flipgrid interaction with a 2-3 minute presentation on Flipgrid. In addition to your own speech, you must also respond to at least one other student via Peer Evaluations throughout the semester.

(Meets learning outcomes #1, 2, 3, 4): It is through your three individual (extemporaneous – do not write your entire speech or memorize it, as this can result in a failing grade) presentations and one team presentation that you will learn the most. By thoroughly researching your topic, organizing that material in an appropriate manner, and practicing your presentation, you will develop and master your oral, visual, technological, nonverbal, and written communication skills. By taking the aforementioned steps and consequently presenting in front of the class, you will put to the test your newly founded understanding of delivery skills, organizational and structure skills, and ability to create an argument in either an informative or persuasive manner. You will also build your ability to: critically think through arguments, collaborate and coordinate with your peers, and demonstrate your comprehension of theory and foundational models of communication. In addition to these course goals, it is *my* goal that by the end of the semester you feel more comfortable in front of an audience, know how to be a professional and functioning adult in our society, and be an ethical human.

Self-Evaluations: (Meets learning outcome #4)

You will also complete self-evaluations on how you did on each speech. You will watch your video and write a written critique based on your observations. The form you complete is online, and must include time stamps to show you have watched the video. These must be typed and uploaded through Canvas. Assignments uploaded through TopHat will not be accepted. You will also be responsible to be an ethical audience member, engaging with the speaker, providing peer evaluations, and to listen respectfully.

Participation: (Meets learning outcomes #1, 2, 3, 4, 5)

Throughout the semester, you will be asked to partake in discussion, discussion boards, Flipgrids, and contribute to class. Please be ready, having read the course materials for each module, with your own thoughts, questions, or insight. This type of participation is key in a small class like this; different point of views will also allow the class to understand the material better. Each of these activities on Canvas will contribute to your participation, as will your peer evaluations.

If you've taken my classes before, you know that I value dialogue; my preference to explore course concepts through discussion and activity learning, versus lecture alone. Expressing course concepts and theories is one of the best ways to learn new material, and our shared stories and insights provide a rich context for the theories and constructs discussed throughout the course. To help encourage and incentivize discussion participation among all students, I will assess your participation in class discussions several times during the semester. For this asynchronous class, participation will often be assessed through (bi)weekly discussion posts on Canvas as well as other class activities and assignments.

Regarding "Participation," I want to emphasize the importance of "quality" as much as

“quantity.” You don’t have to talk all the time to receive a “high participation” score; in fact, you are better off contributing a few high quality, topic-relevant comments that show you did the reading than many low quality, personal observations or stories that don’t illustrate your understanding of the reading. Participation may also take the form of Q&A, in-class activities/simulations, student discussion leader, micro team presentations, etc.

Distracting, inappropriate, and/or unprofessional behavior(s) will result in the student earning zero (0) points for participation each time that these behaviors occur. If this type of behavior is a pattern, the student will be asked to schedule a meeting with the professor. In more serious circumstances, other university officials will be notified.

Detailed grading rubrics for participation and discussions are in the “Files” folder on Canvas. Be sure to review the criteria. Below, a condensed overview of participation criteria is presented:

<p>High Participation (full credit)</p>	<ul style="list-style-type: none"> • Participant offers solid analysis, without prompting, to move the conversation forward. • Participant, through their comments, demonstrates a deep knowledge of the text. • Participant has come to the seminar prepared and it is clear they did the reading. • Participant, through their comments, shows that they are actively listening to others. • Participant offers clarification and/or follow-up that extends the conversation. • <u>Participant interacts with other classmates’ discussion posts (at least one) and offers comments that are of substance and are relevant to the topic at hand.</u>
<p>Some Participation (half credit)</p>	<ul style="list-style-type: none"> • Participant offers some analysis, but needs prompting from the instructor. • Through comments, participant demonstrates a general knowledge of the text. • Participant is less prepared and does not appear to have read materials closely. • Participant is actively listening to others, but does not follow-up on others’ comments • Participant relies more upon their opinion, and less on the readings or materials.
<p>No Participation (0 credit)</p>	<ul style="list-style-type: none"> • Participant is not present in class. • Participant offers little or no commentary. • Participant comes to the seminar ill-prepared with little understanding of the topic. • Participant does not listen to others, offers no commentary. • Participant distracts the group by interrupting or offering off topic questions or comments.

	<ul style="list-style-type: none"> • Participant is using technology and not engaging in the discussion.
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Subject to change. More details about assignments and requirements will be provided in class and/or uploaded on Canvas.

Course Policies

Feedback: Feedback from the professor and your peers is an essential part of this course. Feedback should be used not only to assess how well you've done, but also to help you grow; to expand your skills; to identify areas in need of improvement, and; to help you master course learning outcomes! In noting how important feedback is to this course, a few tips on how to provide and receive constructive feedback:

Providing feedback to others:

- All feedback is to be constructive, professional, and encouraging. You should identify areas in need of improvement and errors, but do so in a way that is sincere and aimed at encouraging to the receiver.
- Give feedback on others' work, not their personality, looks, etc.
- Give descriptive, **specific**, non-judgemental feedback.
- Give feedback on immediate assignment/behaviour, not on the past.
- Share your perceptions and feelings based on the evidence/actions.
- Give feedback only when asked and on the topics asked about.
- Do not give people more feedback than they can understand. KISS: Keep It Short 'n Sweet
- Focus your feedback on actions that the person can change.
- Take accountability; use "I" statements when crafting feedback.
- The Sandwich Method: Start with a positive comment, then provide the constructive feedback addressing the areas in need of improvement, and end with a positive comment.

Receiving feedback from others:

- Thoroughly read all feedback. Take some time to process the feedback.
- If you are upset by the feedback, give it a day. Think about it for a day or so. After this, ask the person for clarification. Are you upset by the feedback or something else? Did you put the effort in that was needed? Did you proofread? Did you follow the instructions and check the grading rubric before submission?
- Do not take it personal! Feedback in our class is meant to help you grow and master course-related skills. Being able to understand and respond to feedback is an important skill for your life in academia, in the professional world, and in personal relationships.

Grading: Why are grades important? Well, they serve multiple roles, including:

- evaluation of the quality of student work;
- communication of performance to the student, employers, and graduate schools;
- motivation for students to study and put effort into the course;
- a defined organization, with grades marking transitions or bringing closure to sections of a course; and
- faculty/student reflection of what students are collectively learning and how instructors might adapt their teaching

Source: Walvoord, B. E., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

“C” or Lower: All students that receive a “C” or lower on any major assignments are highly encouraged to come to office hours. Please take responsibility and accountability for your learning and improvement. Remember, learning is a process and I am here to guide you along the way! These meetings are meant to help you strategize your planning, preparation, and performance for the future so that you can achieve mastery in course concepts and skills. These meetings will be productive, supportive, and dialogic.

Grade Discussion: Wait *at least 24* hours after receiving a grade to talk with the professor about your grade (unless there was an error in calculation of the grade). I ask that you wait so that you can look back over the assignment and review your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade. After this, you are to discuss any extant concerns with the professor in a scheduled meeting or during office hours. The tone of all meetings concerning grades are to be respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will *not* discuss individual grades during class time. Nor will I entertain grade complaints during class time. I will *not* discuss grades/grading/etc. via email. Such discussions are to occur in a meeting and having a meeting does *not* imply that a grade will be altered.

After a meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (*again, only after a meeting*). I must receive the e-mail within two days of its request; include your specifications and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. You cite sources and course material to support your written appeal. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade.

Earning Your Grade: You will receive the grade that you *earn* throughout the semester; so, please start working hard early on and applying feedback you’ve received early on, too. Review feedback on your assignments through Canvas, in writing/email, and/or schedule a meeting with me to receive additional feedback. Drop by my virtual office hours! Review course policies. Thoroughly read assignment instructions and rubrics. Review your class notes and readings before AND after class. Take advantage of extra credit opportunities, which are provided to the entire class—not individual students. Remember, learning is a process—one that requires iteration, effort, feedback, and application of feedback.

Group Grades: All group members must participate and contribute *equally* for group assignments and projects. Issues with group member contributions must be communicated to the professor early on. Issues that are brought forth after an assignment submission or after the assignment is graded will not be entertained. In the event that a group member does not contribute equally, and this can be verified, that group member may be graded differently than other members or receive zero points for the entire assignment or parts of the assignment.

Elasticity Clause: I reserve the right to modify the existing course calendar and assignments. If changes must be made, I and/or my teaching assistants will notify students as soon as possible.

Diversity and Classroom Civility: People and ideas must be treated with respect in the classroom. We all bring unique, valid, and diverse experiences to the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, racist, sexist, homophobic, etc. and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the student(s) being removed from the classroom. The Department Chair and/or College Dean may be notified if the infraction is major, which may result in more serious repercussions.

Expectations for Respectful Dialogue & Behavior: We all come to the classroom with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from our differences. Rather, we should show respect for differences by seeking to understand, taking ownership for our learning and growth, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody walks away with new perspectives on the issue and respecting others with different values or beliefs.

If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what they meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

At your comfort and convenience, please let the professor (and the class, if desired) know your preferred name and preferred gender pronouns. Please note, you do not and are not required to ever share this information if you do not want to.

Everyone's diverse identities are to be respected. In the case that a student ridicules, threatens, violates, disrespects, etc. another student's gender, sexual, racial, religious, ethnic, physical, etc. identity/ies, that student will be in violation of the Classroom Civility policy and likely the Expectations for Respectful Dialogue policy (and likely other policies for our class and at the university-level, too). In these instances, the student will be asked to leave the classroom and the incident will be reported to the appropriate university personnel, such as the Office of Student Conduct and Intervention, the CAS Dean, etc.

Online Etiquette: "Netiquette" guidelines address communication behaviors that are particular

to an online environment. Below are some general netiquette guidelines for our asynchronous course.

Be inclusive. It's important to be intentional about making sure we "see" each other in an online community. You can do this by making sure that everyone has at least one response.

Tip: If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply back to people who post questions or comments to you.

Be on time. Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time.

Tip: Set calendar reminders to make sure you contribute on time.

Disagree respectfully. Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, in order for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise communication may break down.

Tip: You might start the conversation with a question to clarify or get more information before you explain your different perspective. For example, "Nathan, can you tell me more about what you meant when you said that recycling programs are a waste of public resources?"

Tip: Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by factual information. For example, instead of "Jamal, your analysis makes no sense," you can say, "Jamal, I interpreted the results of the study differently. As I see it, there was no statistically significant difference in the children's test scores, which implies that the new program is not working."

Be concise. Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise.

Tip: Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.

Stay on topic. Off-topic comments can derail our conversation. You can post off-topic comments in our open discussion forum or one of the other communication modes we are using in the course.

NO YELLING. When you write in upper case letters in online communication, it is usually interpreted as yelling.

Add some emotion :-) Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can end up being annoying to readers if you have too many (which is probably the opposite of your intention).

Use humor carefully. Sarcasm in particular does not translate well in an online environment. It's best to avoid the potential pitfalls of misunderstood messages.

Guidelines for Challenging Discussions Online

Some subjects lend themselves to more emotionally charged or challenging discussions. Be sure to address this possibility preemptively in your guidelines. Below are some guidelines that might be useful for course content that might be sensitive or personal in nature:

Demonstrate respect for differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

Respect confidentiality. While it is fine to talk about the things you are learning with your peers outside of class, please do not share what other participants post without their explicit permission.

Assume good intentions. If someone says something that bothers you for any reason, craft a response based on the assumption that they did not mean to be offensive. Ask them to clarify what they meant, then explain the impact it had on you.

If someone tells you that something you wrote bothered them, assume that they are not attacking you, but rather that they are providing an opportunity for you to learn something that could be important for you to know. For example,

“Morgan, thank you for that feedback; I can now see why my comment was concerning, and I appreciate your telling me. I will be more thoughtful in the future.”

Be generous. Your discussion board posts are not simply requirements for participation; they are your contributions to group learning. Please be generous to your peers by being thoughtful, open, and honest.

Changes to the schedule: Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

E-mail: UT-Tyler e-mail is my preferred form of contact. I try to return emails within 24 hours; however, please allow a 48-hour window for a response. I cannot guarantee that emails sent the day before or the day of an assignment due date will be answered before the due date; thus, plan ahead and begin working on assignments well before the due dates!

You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. It is in your best interest to write your course emails with professionalism in mind. Also, be sure to include the course number and specific topic of discussion in the subject line, address the email to your recipient, specify what you are referencing in as much detail as possible in the body of the email, and sign your first and last name in the email.

All students must email the professor using their UT Tyler assigned email. All other emails will not be responded to (e.g., Gmail, Yahoo, etc.). This policy is in place to protect you and your privacy.

All students are required to check their UT Tyler email as well as Canvas for course-related announcements. Please be sure to have your Canvas settings configured so that you receive the Canvas announcements in your UT Tyler email and receive Canvas notifications for our course. Failure to check course-related communications or failure to configure your email/Canvas settings to receive this information is not an excuse for missing assignments, lecture, or any other course-related information/changes/assignments/etc.

Course Communication: *You MUST read emails and announcements from me.* These will be sent through Canvas. It is your responsibility to keep up to date with how things will be carried out throughout the semester. You not reading emails/announcements from me is NOT an excuse for missed assignments, classes, or so on.

Please also remember standard Internet Etiquette: REMEMBER we are ALL humans and treat each other with the respect you wish to be treated with yourself! Be courteous (do not yell or type in all caps, do not dominate a discussion, do not attack someone). Be human (be patient, ask for clarification, avoid assumptions, forgive mistakes, and apologize for errors). Be a good colleague (Make sure you are following directions, but also be authentic, be collaborative with others. Be aware of your behavior, and how others interpret your communication). Be professional (Proofread your own writing for spelling, grammar, and punctuation. Avoid slang, sarcasm or emotionally charged writing as that is often misunderstood in low cue settings such as text. And offensive language will not be tolerated). Be a responsible citizen (remember, you can't ctrl z once things are published. Respect others' privacy. And do not share others' work without permission).

You must also communicate with me. If wifi/internet has gone out. Your computer access has changed. Your childcare situation has been disrupted. If you do not let me know of problems, issues, concerns, I cannot help.

Assignments: All papers and outlines must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA

style. You must cite ALL references used in your papers/outlines (using APA) within text and on a references page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult Purdue OWL's website about APA 7th edition.

Paper/outline headings should include the student's name, course name/number, due date, and assignment title. No other information is needed. Papers/outlines will mostly be turned in via Canvas. Word documents (no PDFs or pages) are the only type of documents accepted, unless otherwise noted. Assignments submitted in the wrong format will be given a zero. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

College-Worthy Work is Expected: Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. This means that you adhere to the above format unless otherwise noted by the professor. If you are unsure what college-worthy work means, feel free to discuss with the professor. It is also likely the professor has posted how to get an A in this course on Canvas.

College-worthy work also means your behavior in this class. The professor will not hold your hand along the way. A syllabus has been provided in order for you to know what to read when, when assignments are due, and when exams and/or quizzes will take place. It is 100% your responsibility to follow that calendar, as the professor may or may not remind you that something is due on a certain date. It is also 100% your responsibility to reach out to the professor if you are unsure about something, need additional help, would like to further understand lecture/reading material, or would like to discuss how everything connects within the course. The professor is HAPPY to help you, as we are all here to ensure that you are learning and understanding (not for the sake of a grade, however). So, please feel free to reach out and ask for what you need to help you succeed.

Attendance: Attendance is necessary in this face-to-face class. However, you will be given two (2) "FREE" days to miss with no penalty for your absence(s). If on a "free" day you miss a point-accumulating assignment you may still miss points towards your overall grade; however, it is just that you will not receive a point deduction for your absence. For each and every absence thereafter your two "free" days, -5 points will be deducted from your course point total. Five (5) total absences earn an automatic "F." For every speech day you miss, -7 additional points will be deducted. Arriving to class late or leaving class early is inconsistent with an efficient and productive class session. Students who consistently (i.e., more than twice) fail to arrive by the time designated and/or who leave class before the end of the period will receive an absence. Finally, an attendance sheet distributed at the beginning of class will record your attendance. If you do not sign in, you will be considered absent for that day. You are responsible for signing your name on this sheet. At the end of the semester all questions concerning your attendance will be answered by recourse to this sheet and/or attendance taken via Canvas.

Please note that you SHOULD NOT COME TO CLASS IF YOU FEEL ILL. In light of the current pandemic, missing class due to feeling ill will not count against your attendance grade. However, you should email your professor as soon as possible and it is the student's responsibility to catch themselves up on any missed work, notes, etc. If you miss your presentation and do not have

verifiable documentation to support your absence, a late penalty will likely accumulate. See the “Late Assignments” policy.

Please note that merely attending class does not imply an “A” in the course. The effort you put into studying, completing assignments, participating in class, coming prepared to class, analyzing course readings, and demonstrating your mastery of course materials will determine the grade you earn. Consider the following:

Think of our class as a “gym for the brain.” You can pay to be a member of the best “mind” gym in town, but unless you show up, put in the work, actually exercise your mind, and are receptive to “training” (i.e., feedback), learning will not occur. You could physically show up to the gym, goof off, play on your phone, socialize with friends, and not exercise. Such behavior would not lead to positive results as you’re not doing the work that is required to yield such results. Therefore, just because you pay to be a member of the best “mind” gym in town does not guarantee results (just as with a “regular” gym).

Late Assignments & Make-up Work: There is no such thing as late work, nor is there make-up work for unexcused, missed or failed assignments. There are not make up exams or quizzes except under serious unforeseen and/or extenuating documented circumstances about which I am notified immediately.

Exceptions: Assignment make-ups will be allowed only in extreme emergency situations with. Work-related events do not qualify as an extreme emergency. The course schedule and due dates are set well in advance and students have access to this information; thus, plan accordingly. You will also be required to let the professor know BEFORE the assignment is due that you will be missing the due date. In order to make up an assignment:

- The student must take the initiative to contact the professor for permission to do a make-up an assignment within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and will have earned zero points.
- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the speech. Zero points have been earned in this case.
- There must be sufficient class time remaining for the student to make up an assignment. If not, the student may have to make-up the assignment in the professor’s office at a set, scheduled time.

Canvas Support: It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, seek out help:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler’s Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler’s Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler’s Office of Digital Learning for Canvas at: 903.566.6200 or canvas@uttyler.edu

Financial & Tutoring Resources for Students

- On-Campus Food Pantry
 Website: <https://www.uttyler.edu/service/food-pantry.php>
 Location: Library 223
 Email: patriotpantry@uttyler.edu
 Phone: 903.565.5645 (Student Engagement)
- University Health Clinic
 Website: <https://www.uttyler.edu/clinic/>
 Location: 3310 Patriot Drive, Tyler, TX 75701
 Option for student health insurance:
<https://www.uttyler.edu/wellness/studenthealthinsurance.php>
 Phone: 903.939.7870
- Center for Student Financial Wellness
 Website: <https://www.uttyler.edu/center-for-student-financial-wellness/tools-and-resources/>
 Location: STE 381, 3900 University Blvd.
 Email: csfw@uttyler.edu
 Phone: 903.565.5978
- Student Financial Aid and Scholarships
 Website: <https://www.uttyler.edu/admissions/financialaid/>
 Email: admissions@uttyler.edu
 Phone: 903.566.7203
 Scholarship info.: <https://www.uttyler.edu/scholarships/>
 Grants info: <https://www.uttyler.edu/admissions/grants/>
- Resources for New Students
 Website: <https://www.uttyler.edu/admissions/newstudents/>
- PASS Tutoring Center
 The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.
 Website: <https://www.uttyler.edu/tutoring/>
 Phone: 903.565.5964
 Email: tutoring@uttyler.edu
- Upswing (24/7 Online Tutoring)
 Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.
 Website: <https://uttyler.upswing.io/>

Major Course Infractions

- Arguing within the class setting (on Canvas, in emails, or within TopHat) with your instructor or really with anyone, especially when you've been accused of an infraction.
 - *We can discuss your behavior later in my office, but arguing with me during class only worsens your offense.*

- *If you ever find yourself being sent out of class, gather your things and quietly leave. Be aware that, from the moment the infraction started, everything you are saying and doing will be written in a report to the Dean.*
- Disrespectful or uncivil conduct of any form, either online or in the classroom.
 - *While you have the right to your own opinion, inflammatory language, including discriminatory language based on race, appearance, class, ethnicity, gender, dis/ability, sexual orientation, or national origin, is unacceptable.*
- Religious, political, ethnic diversity must be represented in a respectful manner.
 - *Be aware that at no time will I allow you to proselytize your own religious view or bash another's religious view.*
- Science and credibility is the end all in my classroom. Please do your homework and fact check 2-3x all of your sources within your assignments or discussion posts before you submit.
 - *Debunked scientists, conspiracy theorists (unless it's about TuPac or Paul McCartney), or really any source who does not have a credible expert at the forefront of the research is not a credible source and will not be accepted*
 - *Please pay attention to biases of your sources before making any arguments*
- Academic dishonesty is prohibited in any form.

Consequences: You will be dismissed from class and sent to the Dean for disciplinary action. The Dean may determine that a note be permanently placed on your transcript, barring you from any future college plans.

Plagiarism

Academic Honesty: The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student’s name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

The “Common Knowledge” Clause: Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (E.g. Humans once painted in caves. Berlin is the capital of Germany. Etc.)

The “Textbook” Clause : Material does not have to be cited if both of these points are true:

1. If the information contained in a student's work is found in a course textbook or other assigned reading
2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word-for-word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

The "10% Rule": As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else's words, regardless of proper quotes or citation.

Intent: When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents: The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance: A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration: Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

Disciplinary Action for Plagiarism: Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g., expulsion).

University Policies

Withdrawing from Class: Students you are allowed to [withdraw \(Links to an external site.\)](#) (drop) from this course through the University's [Withdrawal Portal \(Links to an external site.\)](#). Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule \(Links to an external site.\)](#). CAUTION #2: All international students must check with the [Office of International Programs \(Links to an external site.\)](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

Final Exam Policy: Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy: If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

Grade Appeal Policy: UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the Dean of the College offering that course who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the [Registrar's Form Library](#). ([Links to an external site.](#))

Disability/Accessibility Services: The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible to explore what arrangements need to be made to ensure access. If you have a disability, you are encouraged to visit the [SAR Portal](#) ([Links to an external site.](#)) (<https://hood.accessiblelearning.com/UTTyler/> ([Links to an external site.](#))) and complete the New Student Application. For more information, please visit the [SAR webpage](#) ([Links to an external site.](#)) or call 903.566.7079.

Military Affiliated Students: UT Tyler honors the service and sacrifices of our military affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of

your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military affiliated students are in the [Military and Veterans Success Center \(MVSC \(Links to an external site.\)\)](#). The MVSC can be reached at MVSC@uttyler.edu, or via phone at 903.565.5972.

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy \(Links to an external site.\)](#) in the Student Manual Of Operating Procedures (Section 8)

FERPA: UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3 \(Links to an external site.\)](#). The course instructor will follow all requirements in protecting your confidential information.

COVID Guidance:

- **Information for Classrooms and Laboratories:** Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\) \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\) \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

- **Recording of Class Sessions:** Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Absence for Official University Events or Activities: This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 - 501 \(Links to an external site.\)](#)).

Absence for Religious Holidays: Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

Campus Carry: We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>. (Links to an external site.)

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

COURSE CALENDAR
FALL 2021

Date	Day of the Week	Topic	Assignments Due <i>All assignments are due by 2:30pm, unless noted otherwise</i>
8/23	Mon	Introduction to the Course First Day Form	Register for TopHat Review Workbook & TopHat layout
8/25	Wed	Chapter 1: Understanding Public Communication Appendix A: A Brief History of Communication Workbook Chapters 9-10	Chapter 1 Quiz (TopHat) <i>Syllabus Quiz (on Canvas)</i>
8/30	Mon	Chapter 22: Group Presentations Begin Group Contracts (Workbook) <i>--Review Team Presentation, instructions, & grading criteria</i> <i>--Examples</i> <i>--Teams assigned</i>	Chapter 22 Quiz (TopHat)
9/1	Wed	Chapter 3: Speaking Ethics Chapter 21: Practice Team worktime: <i>--Team Synopsis of Presentation due by the end of class</i> <i>--Finalize Group Contracts</i>	Chapter 3 Quiz (TopHat) (no quiz on Chapter 21)
9/6	Mon	No Class – Labor Day	Group Contracts due <u>by</u> today
9/8	Wed	Chapter 2: Speech Anxiety Workbook Chapters 2 & 6	Chapter 2 Quiz (TopHat)
9/13	Mon	Chapter 7: Topic Selection Chapter 9: Audience Analysis	Chapter 9 Quiz (TopHat) (no quiz on Chapter 7)
9/15	Wed	Workbook Chapters 7-8 Group worktime (in class)	<i>Bring Team Presentation materials to class</i>

9/20	Mon	TEAM PRESENTATIONS <i>Bring your Workbook for Peer Evaluations & Instructor Evaluation Rubric (all evaluations and rubrics must be printed out [hardcopy] for use in class)</i>	Team Presentation due (all materials submitted on Canvas)
9/22	Wed	Chapters 14: Reasoning Chapter 15: Informative Speeches <i>--Review Informative Speech instructions, grading criteria, & examples</i>	Team & Self Evaluations due Peer Evaluations due Chapters 14 & 15 Quiz (TopHat)
9/27	Mon	Wrap up Chapter 15, if needed Chapter 8: Research & Preparation Chapter 10: Supporting Materials	Chapters 8 & 10 Quiz (TopHat)
9/29	Wed	Chapters 12: Outlining Chapter 13: Introductions, Conclusions, & Connective Statements Workbook Chapters 3-5	Chapters 12 & 13 Quizzes (TopHat)
10/4	Mon	Informative Workshop (in class) Workbook Chapter 12	Review Midterm Study Guide (Canvas)
10/6	Wed	INFORMATIVE SPEECHES <i>Bring your Workbook for Peer Evaluations & Instructor Evaluation Rubric (all evaluations and rubrics must be printed out [hardcopy] for use in class)</i>	INFORMATIVE SPEECH due (all materials submitted on Canvas) --Peer evaluations
10/11	Mon	INFORMATIVE SPEECHES <i>Bring your Workbook for Peer Evaluations & Instructor Evaluation Rubric (all evaluations and rubrics must be printed out [hardcopy] for use in class)</i> Review for the Midterm	INFORMATIVE SPEECH due (all materials submitted on Canvas) --Peer evaluations
10/13	Wed	Midterm Exam (on Canvas)	
10/18	Mon	Chapter 16: Persuasive Speeches <i>--Review Persuasive Speech instructions, grading criteria, and examples</i>	Informative Self-Evaluation due Chapter 16 Quiz (TopHat)

			<i>Midterm grades due to Registrar</i>
10/20	Wed	Chapters 18: Presentation Aids Chapter 20: Delivery	Chapters 18 & 20 Quiz (TopHat)
10/25	Mon	<i>No Class Meeting: At-Home Workday for Persuasive Speech</i>	
10/27	Wed	Review Chapter 6: Culture & Diversity Workbook Chapter 11	
11/1	Mon	Persuasive Workshop (in class) Workbook Chapter 12	<i>Last Day to Withdraw from one or more 15-week courses: November 1, 2021</i>
11/3	Wed	PERSUASIVE SPEECHES <i>Bring your Workbook for Peer Evaluations & Instructor Evaluation Rubric (all evaluations and rubrics must be printed out [hardcopy] for use in class)</i>	PERSUASIVE SPEECH due (all materials submitted on Canvas) --Peer evaluations
11/8	Mon	PERSUASIVE SPEECHES <i>Bring your Workbook for Peer Evaluations & Instructor Evaluation Rubric (all evaluations and rubrics must be printed out [hardcopy] for use in class)</i>	PERSUASIVE SPEECH due (all materials submitted on Canvas) --Peer evaluations
11/10	Wed	Chapter 17: Commemorative Speeches	Chapter 17 Quiz (TopHat) Persuasive Self-Evaluation due
11/15	Mon	Impromptu Workshop (in class) <i>--Review Toast instructions, grading criteria, and examples</i>	
11/17	Wed	No Class – Workday for Toasts <i>National Communication Association Conference</i>	Workday for Toasts Review Final Exam Study Guide (on Canvas)
11/22 - 11/28		<i>No Classes this Week – Thanksgiving Break</i>	
11/29	Mon	TOAST PRESENTATIONS <i>(all evaluations and rubrics must be printed out [hardcopy] for use in class)</i>	TOAST materials due (all materials submitted on Canvas)

12/1	Wed	Review for Final Exam	
12/6	Mon	No Class – Study Day	
12/8	Wed	Final Exam (on Canvas)	Based on the University's Final Exam Schedule