



SPCM 1315: Fundamentals of Speech
SPCH 1315. 006 T/R 8:00-9:20am HPR 252

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Office Hours: By appointment

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. By the end of the semester, you should be able to plan and prepare professional presentations. Major topics covered include:

- Comprehending a basic level of understanding about public speaking theory
- Displaying and mastering content, structure, style, and delivery skills in the presentation of informative, persuasive, and invitational messages to effectively impact a given audience.
- Critical Thinking: Constructing and articulating logical arguments to justify sound conclusions.
- Communication: Communicating and interpreting ideas effectively through written, oral, and visual means.
- Teamwork: Working within teams to consider differing points of view, to display personal responsibility, and to work effectively toward a shared goal.
- Ethical Reasoning: Students will be able to connect choices, actions, and consequences to ethical decision making.

Expectations and Course Structure: I will conduct this course in an interactive lecture format. That is, I will present notes and information during each class meeting, and I will count on your contributions. I expect you come to class ready to participate in our creation of our collective knowledge. I invite you to ask questions, answer questions, share insights, and engage in the material during activities. Lectures will not duplicate readings. You should stay atop of the

weekly readings and complete them before coming to class, and be prepared for activities that assess your understanding of ideas in each chapter or article.

Course Website: We will be using Canvas, Revel, and MediaShare 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.

Required Texts:

REVEL for Mastering Public Speaking, 10/e is the **digital text** that is required for this course. You will use Revel to access assignments throughout the semester. Revel gives you many options for your text book including an interactive eBook, an audio book, and there is an app that you can download to access your book even offline. Students will get registered for Revel through Canvas. An access code that was purchased in the bookstore is needed, or access to Revel can be bought with registering directly from Pearson for \$69. There is an option to add on a loose leaf text book for an additional \$19.95. 14 day temporary access is also available.

Google Chrome is the preferred browser to use for Canvas and Revel. Once a student has registered into Revel through Canvas they can download the Pearson Revel app to access the book and assignments from their phone.

For questions while registering, visit Canvas to see **instruction card** in the Start Here module. For tech support help call 855-875-1801.

Grice, Skinner, & Mansson. (2018). *Mastering Public Speaking*. New York: NY. Pearson.

Kidd, M. A., & Scheinfeld, E. (2017). *Form and Substance: A Speech Communication Workbook*. Southlake, TX: Fountainhead Press.

Course Evaluation:

The final grade will be based on the following criteria:	Maximum
1. Introductory Speech	5 pts.
2. Informative Presentation	100 pts.
3. Group Presentation	70 pts.
4. Group Presentation (Peer Review)	30 pts.
5. Persuasive Speech 1 (Q &A)	100 pts.
6. Persuasive Speech 2 (Value Speech)	100 pts.
7. Listening Assignment	25 pts.
8. Outlines (3 speeches)	65 pts.
9. Self-Evaluations (@ 10 pts. each)	50 pts.
10. Engagement Points (Workbook Activities)	100 pts.
11. Student Led Discussion	50 pts.
12. Revel Quizzes (@ 30 pts. each)	multiple
13. 2 Exams (@ 100 pts. each)	200 pts.
14. Attendance & Participation	50 pts.

Calculating your grade:A \geq 90.0-100.0

B = 80.0-89.9

C = 70.0-79.9

D = 60.0-69.9

F \leq 59.9

*Watch grading carefully, there will be no rounding on final course average.

Course Weight:

Engagement Points=5%

Quizzes= 10%

Weekly Assignments= 15%

Exams=20%

Speeches=50%

Grade Grievance Policy:

If you wish to appeal a grade, please follow this procedure:

- Wait 24 hours before contacting me about a 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 or exam and 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.
- Submit the appeal in writing. E-mail me **within one week of your receipt of the grade**; include your specific appeal and which grade you believe you deserve. E-mail me again only if I do not acknowledge your first appeal.
- Disputes will not be entertained after 7 days after the assignment was returned to you. If any grade is to be reevaluated, the new earned grade may be lower than the previous grade. If I reevaluate an assignment, I may find something that I did not find before that should actually lower the grade.
- I will not entertain conversations in the last week of class or after final grades have been posted about being only a few points away from earning a particular letter grade. As you can see, points have already been rounded up. You will receive the grade that you earn throughout the semester, so please start working hard early on.

Final Grade Policy:

1. There is no rounding on grades. The only rounding occurs from the computer, if the student has a .5 or higher on his/her average. *For example, if a student has an 89.5, he/she will receive a letter grade of an "A," as rounded by the computer.* **However, if a student has an 89.1, he/she will receive a letter grade of a B. Asking for points or make up of assignments will not be tolerated nor accepted.**
2. **I do not round up for final grade averages, so please do not ask.** I grade speedily so you will be aware of your average weekly. Speech presentation grades may take longer than one

week due to content and group date grading. In the event that this situation does occur, your professor will notify the class via Canvas announcement.

3. Regularly checking Canvas will be most significant into helping your grade and also reviewing the course schedule. If a student has a smartphone, he/she is advised to the add Canvas app on their smartphone.

Course Assessment: (Additional information will be provided in class and Canvas)

Quizzes: Quizzes are due by the assigned date in Revel, as listed on the course schedule in Canvas. There are no reopening of a quizzes once the quiz date has been closed. These are to be completed in Pearson Revel and will assess your comprehension of the reading that was also assigned for that day. The format of the quizzes are multiple choice. You will have two attempts to get the right answer, losing points for each attempt. For example, if you get the answer correct on the first try, the question is worth 2 points. If you get it right on the second try, you will receive 1 point. Quizzes are worth 30 points each. Therefore, purchasing the online book is necessary to complete these quizzes. Furthermore, quizzes helpful in preparing for exams.

Midterm and Final Exam: These exams will be noncumulative and will be multi-format, e.g.) multiple choice, T/F, etc. You will take a Midterm and a Final examination. Both of your exams will be taken online in Canvas. The Midterm Examination is worth 100 points; the Final Examination is worth 100 points. The midterm test will cover the material from the assigned chapters listed in Canvas. The final test will cover the material from the remaining chapters assigned. To prepare for exams, students will use the “review feature in Quizzes. The remaining parts of each test will cover lecture material. Concerning the text material, student led discussions will help provide a reference of thought for each chapter. Consequently, you will need to read all chapter material on your own and be thoroughly familiar with it. You will want to keep up with chapter reading assignments as they are given each week (see COURSE CALENDER in Canvas).

Speech Presentations: You will construct and deliver a total of 4 significant speeches – 1 group panel speech, one informative speech, and two persuasive speeches. Speech dates (and group assignments) will be posted in Canvas after week three of the course. We will go over each speech when your speech day is assigned, but for each assignment you will turn in your outline and visual aids in advance to Canvas for your presentation. These must be typed and printed according to APA formatting (12size, times new roman, typical outline format, etc). You are responsible for delivering your speech on the day(s) assigned to you. Students who fail to deliver speeches on their assigned day(s) will not have the opportunity to give them at a later date unless arranged prior to the speech day and the absence is considered excused. **Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life threatening injuries to yourself only and, in any case, are wholly subject to the professor’s approval.** Unfortunately, a student is not excused from speech presentations due to a family illness or emergency. You will also complete self-evaluations on how you did in each speech. Finally, students are **required** to wear **business casual** for all speech presentations. Students also have the option to wear business professional attire but not required. For more information and the difference between these distinctions, read instructions in first module of course in Canvas.

Leading Discussion: Research has shown students who can teach concepts and discuss them among their peers are more likely to retain the concepts in their memory (Hanford, 2016; Paul,

2011; Sparks, 2013). Students will be expected to present an overview of one of the chapters in the textbook. Choose five concepts from your assigned chapter and be ready to explain those concepts. Present your own example for each concept. Feel free to be creative. Then, create a discussion question or activity for the class that highlights one of the concepts. The discussion question or activity will be done in small groups. The professor will review and expound upon chapter content. Students will be graded on following the assignment instructions, clarity/accuracy of concepts, and appropriateness of discussion/activity (should be college-level). Visual aids can be used but are not required. Students needing more direction should contact the instructor for guidance at least two days before leading discussion. Each chapter discussion should last no more than 10-12 minutes.

Engagement Points: Throughout the semester, you will be asked to partake in discussion and contribute to class. Please be ready, having read the course materials for that class period, 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.

Course Policies:

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

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

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: E-mail is my preferred form of contact (note the address above). I cannot guarantee a response to e-mails sent to other addresses, including blackboard. Allow a 48-hour window for a response. If an e-mail is after 4 p.m. on any given day, I cannot guarantee a response before 9 a.m. the following business day. Emails about assignments will not be responded to after 9 p.m. and are not guaranteed after 2 p.m. the night before the assignment is due. 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. So it is in your best interests to write your course emails with intelligence and respect. Also, be sure to include your course number and first and last name in either the body text or subject of your email (Messages sent through Canvas will already have this information).

Laptop and Technology Policy: I will ask you to not use your computer in class, unless requested by me. Of course, if you need or strongly prefer a laptop for taking notes, accessing readings in class for any reason, please come speak with me. I am happy to do what is best for you. I'll just ask you to commit to using the laptop only for class-related work. I also do not mind a cell phone on the desk, however please step outside to text or talk in the case of an emergency. Please refer to an article written by Ann Curzan from The Chronicle as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im->

[asking-you-not-to-use-laptops/](#). If given permission per class period, you may use your computer or iPad during class to take notes and to participate in media-related exercises.

Attendance: Much of the learning will take place inside the class and labs through discussions, presentations, and interactions. Attendance and participation are counted toward your final grade in class. **All assignments must be turned in on time.** If you know you will be missing class due to religious observance, athletics, or competitions, you must inform me no later than the second week of classes. If you are going to miss class or be late, especially on an assignment day, you must let me know via email BEFORE the class begins to be considered for an assignment extension (which is an *extremely rare* occurrence).

-Daily attendance: An attendance sheet will be distributed at the beginning of class and on this sheet, your attendance will be documented. If you do not sign in, you will be considered absent for that day. Emails will not be accepted asking to sign in a student, even if student participated in class. Your professor will input attendance within 24-48 hours and your attendance will automatically be calculated through the “Roll Call” tool in Canvas. **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 these daily sign-in sheets.**

-Absences: Attendance is necessary in this class. However, you will be given THREE (3) “FREE” days to miss with no penalty for your absence(s). For each and every absence thereafter, 4 points will be deducted from your course point total. Eight (8) total absences earn an automatic "F." For every speech day you miss, 5 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.**

-Tardiness: Arriving late to class twice will count as one unexcused absence. Leaving the class early is not permitted without prior permission and will count as an unexcused absence. If you need to leave the class for an emergency, please do so with minimal distraction to others—this needs to be a rare and extraordinary occurrence. Permission will not be given to leave early or arrive late on a regular basis (e.g. because of work, classes, etc.). Arriving to class late or leaving class early is inconsistent with an efficient and productive class session. Students who arrive late by 7 minutes or greater, will be marked tardy in Canvas and it will be reflected in the Attendance tab (grade) in this class. 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.

-Missed assignments: Much of the learning will take place inside the class and labs through discussions, presentations, and interactions. Attendance and engagement (participation) points are counted toward your final grade in class. **All assignments must be turned in on time.** If you know you will be missing class due to religious observance, athletics, or competitions, you must inform me no later than the second week of classes.

If you are absent from class, it is *your* responsibility to determine what was missed and to hand in any work or to do any readings that were announced during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), contact me before the missed class. This goes for any personal related absences as well. It is always better to communicate with me when there is a problem than not.

If you have an unexcused absence, you will not be allowed to submit your workbook pages through email. Students can always submit work early if they anticipate an excused absence.

Assignments: All papers 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 bibliographic sources used in your papers (using APA) within text and in a references page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online.

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. I do not give make up exams or quizzes except under serious unforeseen and/or extenuating documented circumstances about which I am notified immediately.

General Classroom Infractions

- All electronic devices must be silenced or turned off before class begins.
 - *If I can hear it vibrating, it must be turned off. If I hear a device again in the semester, it stays home for good.*
- Cell phone use, ear buds, headphones and other electronic devices are not welcome in the classroom.
- Working on unrelated material, copying, or writing on someone else's notes during class is prohibited.
 - *If you need a pen, paper, etc., then raise your hand and wait for the professor to acknowledge you.*
 - *A lack of preparedness on your part does not give you the right to interrupt a lecture.*
- Private comments, jokes, nudges, pokes, texts, or written notes between students are a major disruption.
 - *If your attention is not exclusively on the board, your notes, or me, then you will be told to leave.*
 - *Laptops and tablets are not allowed in the classroom (see laptop policy). Also keep tablets, phones, and smartwatches put away!*
- Inattention, sleeping, or the appearance of sleeping (as decided solely by the professor) is prohibited.
- Disruptions such as closing books, zipping bags, or packing up before being dismissed are not welcome.

Consequences: Attendance/Participation grade dropped. Further infractions will result in your permanent dismissal from class. Also, I reserve the right to permanently assign seats to counter disruptive behavior.

Major Course Infractions

- Arguing during class time with your instructor, 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 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.*
- 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.

University Policies:

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

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.

Classroom Diversity: It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

Tobacco-Free: All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

Campus Carry: We respect the right and privacy of students 21 and over 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>

State-Mandated Course Drop Policy: Texas law prohibits a student 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 another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

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)

Tentative Schedule of Topics, Assignments, & Readings

**To see a daily course calendar for the semester, view the tentative course schedule published in Canvas.*

References

Hanford, E. (2016) Rethinking the Way College Students Are Taught. Retrieved August 28, 2016, from <http://americanradioworks.publicradio.org/features/tomorrows-college/lectures/rethinking-teaching.html>

Paul, A.M. (2011, November 30). The Protégé Effect. Retrieved August 28, 2016, from <http://ideas.time.com/2011/11/30-the-protégé-effect/>

Sparks, S. D. (2013, May 31). Students Can Learn by Explaining, Studies Say. Retrieved August 28, 2016, from <http://www.edweek.org/ew/articles/2013/05/31/33aps.h32.html>