



**SPCM 1315 – Fundamentals of Public Speaking
Course Syllabus**

SPCM 1315 003 MWF 10:10am-11:05am BEP 213

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Office Hours: By Appointment

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Welcome! Public speaking is such an important skill to hone. However, so many of us are fearful at the thought of giving a speech! Please know that this course is designed to help you grow. We will be working on techniques to control the nervousness, develop and organize strong content, and practice proven delivery strategies. I am here to help!

Teaching Philosophy: The ideas represented in the following quotes guide the expectations of this course:

“The final forming of a person's character lies in their own hands.” - Anne Frank

“Facts don't care about your feelings.” – Ben Shapiro

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 master content, structure, style, and delivery skills in the presentation of informative, persuasive, and invitational messages to effectively impact a given audience.
- Constructing and articulate logical arguments to justify sound conclusions.
- Communicating and interpreting ideas effectively through written, oral, and visual means.
- Working within teams to consider differing points of view, to display personal responsibility, and to work effectively toward a shared goal.

Required text and materials:

BOTH of the following texts are required. The Kidd text was developed specifically for UTTyler students and is exclusively sold in the UTTyler bookstore.

Grice, G.L., Skinner, J.F., & Mansson, D.H. (2016). *Mastering Public Speaking*. 9th ed. Boston: Pearson.

- ISBN: 9780133753837
- REVEL for Mastering Public Speaking, 9/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 email laurel.roenbrook@pearson.com. For tech support help call 855-875-1801.

Kidd, M., and Scheinfeld, E. (2017). *Form and Substance: A Speech Communication Workbook*. 2nd ed. Southlake, TX: Fountainhead Press.

- ISBN: 978680365894

Students will need a binder or spiral notebook to use daily for in-class assignments.

Course Policies

Due dates will be enforced. Late homework will be accepted within 48 hours of the due date and time, but 10 points will be taken off the assignment grade. Any work turned in after this 48 hour period will be given a zero. Students who are not prepared or who miss their assigned speech day will be allowed to complete their speech the following class day, but 20 points will be taken off their grade. Exams and the team presentation will not be accepted late. Students who miss the due date and time of these assignments will be given a zero.

Regular attendance is expected. You are a vital part of this class. Attendance will be taken in Canvas every day, so every student earns an attendance grade each day. Tardy students will earn 80% of the attendance score on the day they are tardy. If you know you will miss class due to a school-related activity, let me know before the day you miss. These are excused with proper notice, but course work is still expected to be turned in on time.

Be aware as you enter the classroom. On days when students are giving speeches, please do not enter the classroom while a classmate is presenting. If you happen to be late to class on speech days, wait outside the classroom until the speaker is finished and then enter. Students who interrupt another student speaker by walking in to class late will have 10 points taken off their speech grade.

Professional behavior is expected. From employing good manners and a respectful demeanor to participating in class, students are expected to be appropriate. Unless otherwise directed, students should not be on cell phones during class. Concerning laptops and tablets, I have found that most students who say they need to take notes on their laptops are actually surfing the web or doing work for another class. A study published in 2014 in the scholarly journal, *Psychological Science*, found that students learn more when taking notes by hand compared to typing notes during class. Having said that, students are allowed to use laptops/tablets for notetaking, but must get instructor permission and be ready to show their notes at any point during or after class. If a student has to be told to get off their phone or is using any other device inappropriately, their grade on the next assignment will be lowered by 10 points.

Appropriate attire is expected. The classroom is a professional environment. Students should dress appropriately when coming to class. The professor defines “appropriate”. On days which students are scheduled to deliver a speech, they are expected to dress professionally.

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. All papers should be typed, double-spaced and in 12 point font with one-inch margins. Paper headings should include the student name and assignment title. No other information is needed. Papers will mostly be turned in via Canvas. Word documents and PDFs are the only type of documents accepted. Papers submitted in any other format will be given a zero. Spelling, grammar, and neatness count.

Ethics

It is unethical to use as your own, a speech or speech outline prepared, in whole or part, by someone other than yourself. It is unethical to abstract a speech primarily or completely from a magazine article -- or any other source -- and pass it off as your own work. Sources used should be credited in the outline and in the speech. The best speeches do not rely heavily upon a single source, but instead represent ideas formulated from several sources.

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.

Students 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://www.uttyler.edu/wellness/rightsresponsibilities.php>

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>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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

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.

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 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 due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

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.

Student Standards of Academic Conduct

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

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.

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)

Method of Evaluation

Speeches 50%

- Quote Speech
- Primary Source Speech on American History
- Persuasive Group Speech: Teamwork
- Persuasive Group Speech: Individual
- Persuasive Speech/ Outline

Exams 20%

- Exam 1
- Exam 2

Homework/Daily Work 20 %

- Leading Discussion
- Annotated Bibliography for Primary Source Speech
- Listening Assignment
- Self Evaluation for Quote Speech
- Self Evaluation for Primary Source Speech on American History
- Self Evaluation for Persuasive Speech
- Workbook Activities
- In-Class Activities

Participation 10%

- Persuasive Group Speech: Peer Evaluations
- Daily Journal
- Canvas Attendance Grade
- Participation

Total 100%

Grading Scale

A: 90%-100% (Excellent)

B: 80%-89% (Good)

C: 70%-79% (Average)

D: 60%-69% (Below Average)

F: 0% - 59% (Poor)

The professor does not round grades up unless the student is within .5 points or higher. For example, a student earning an

89.1 has earned a B. A student who earns an 89.7 has earned an A. Extra credit will not be given in this class. Students are responsible for tracking their grades.

ASSIGNMENT DESCRIPTIONS

Daily Journal

A stronger vocabulary makes for a stronger speaker. On Mondays and Wednesdays, students will enter class to a Word of the Day on the board. Students will copy the word and definition in a binder or spiral notebook. Then, students will craft a sentence using that word. This can be done in pairs, but each student must keep their own written journal. If a student uses the Word of the Day during class discussion, they will earn 1 bonus point toward the final exam. A student can only earn a point per day. On Fridays, students will enter the class to a Quote of the Week on the board. In the same daily journal, students must copy the quote and then offer a few sentences of reflection on that quote. Each journal entry must include the date. If a student is late to class, it is their responsibility to complete these activities on their own time and get the Word or Quote from a classmate. The journals will be graded at the end of the semester and checked throughout the semester.

Leading Discussion

According to an article in *American Public Media*, traditional class lectures are not effective as a means to increase student learning (Hanford, 2016). Research has shown students who can teach concepts and discuss them among their peers are more likely to retain the concepts in their memory (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). A Power Point or Prezi is required and should be posted after the student presentation. Students needing more direction should contact the instructor for guidance at least two days before leading discussion.

Quote Speech

2-4 minutes Students will choose a quote from a list provided by the instructor. Students will develop an organized speech with an introduction, body, and conclusion that focuses on the background of the quote, the meaning or philosophy promoted by the quote, and how the quote speaks to or influences the student's life. There is no visual aid requirement. Speakers do need to develop prepared speaker notes that can be used to refer to during the presentation, but students should not read from these notes (no full sentences on notes). The student will be graded on timing, content, organization, delivery, and use of notes.

Annotated Bibliography for Primary Source Speech

Students will complete an annotated bibliography of two primary sources and two secondary sources the student plans to use for the Primary Source Speech on American History. The bibliography should be in APA style. For an example of an annotated bibliography in APA style see <https://www.bethel.edu/library/research/apa-annobib-sixth.pdf>.

Primary Source Speech on American History

Rationale: One of the goals in education is to promote critical thinking. Students should be able to identify primary sources, assess them in context, and communicate source content in a truthful, clear manner.

Assignment: Each student will choose an event or a person in American history that occurred /existed before the 1940s. Topics should be approved by the instructor. Students are required to search out two primary sources and two secondary sources for their speech. For a basic explanation and list of examples of primary sources, see <http://lib1.bmcc.cuny.edu/help/sources/>. Your assignment is to present an INFORMATIVE speech on your subject. There should be no interpretation, opinion, or inference included in your presentation. It is important to NOT put a historical event or person in our current context of today. Your speech should help explain the context of your subject.

The requirements include:

1. A preparation and a speaking outline with defined introduction, conclusion and connectives.
2. Clear organization with accurate information.
3. A Power Point or Prezi as a visual aide which will help clarify the speech content.

4. Notecards used effectively during delivery.

Grading: Each speech can earn a total of 100 points:

Content , Accuracy	40 points
Outline	10 points
Delivery	40 points
Visual Aide	<u>10 points</u>
	100 points

The time limit is **4-6 minutes**. For this speech, each student will be given 5 seconds of grace if they go below the time limit and 15 seconds above the time limit. After that points will be deducted for each second below or above the limit.

Persuasive Group Speech

This speech will be presented by a team consisting of three students. One team will present the PRO and another team the CON of one of the topics listed below. The PRO team will present and when completed the CON team will present. The team presentations are not structured to be presented in a debate with point-counterpoint. Each member of the team has a time limit of **3-5 minutes**. The teams will be assigned a date to present.

The following are the points for each team member

- Speech with consistently designed Power Point as visual aide-100 points
- Outline with Works Cited-100 points
- Peer Evaluation - 100
- Team - 100 points (each member of the team receives the same grade)

Topics for Persuasive Speeches for both PRO and CON

- Corporate Punishment for Children
- Guns on Campus
- Seatbelts
- Homeschooling
- Standardized Tests
- Child Protective Services
- Drug Testing Welfare
- Social Networking
- Jobs during College
- Laptops in the Classrooms
- Community Service Mandatory
- Athlete Salary
- Red light Cameras
- Leash Laws

Persuasive Speeches

(COMMUNICATION: ORAL, WRITTEN; CRITICAL THINKING)

Rationale: Persuasive speaking is a constant in our lives. Commercials. Salespeople. Presentations. All involve persuasive speaking. Learning how to build an effective argument that is geared for a specific audience is an important life skill.

(Total Time: 4 minutes)

Prepare a **2 minute** speech in which you defend a specific side of an issue. Your issue needs to have an opposition. Do not pick an issue that is difficult to speak against. (i.e. Don't text and drive.)

Within your speech cite at least 5 credible sources. Turn in a full-sentence preparation outline with bibliography. Prepare abbreviated speaker notes. No visual aids will be used in this speech.

Deliver your speech with abbreviated speaker notes. After you speak, turn in your speaker notes. Notes with full sentences will result in a lower grade.

After your speech, you will hold a **2 minute Q&A session** in which you accept questions from the audience. You will be graded on how effectively you manage the Q&A and how effectively you answer the questions posed.

For ten points of your grade, you will also be expected to ask at least three people questions during their Q&As. Grading:

Speech	50
Preparation Outline	10
Speaking Outline	10
Managing Q&A	20
<u>Asking 3 Questions for other Presenters</u>	<u>10</u>
Total	100

Listening Assignment

(COMMUNICATION: WRITTEN, AURAL)

Rationale: Listening is one of the most overlooked aspects of communication, but one of the most powerful. Effective listening, not just hearing, skills are essential in both personal and workplace relationships and settings.

Assignment: Choose one of the two podcasts below and listen to the one you chose.

- Option 1: Listen to the first 21 minutes of Ben Shapiro's Podcast - Episode 292 – Should We Train Three-Year-Olds to be Boys and Girls? (<http://podbay.fm/show/1047335260/e/1493230895>).
- Option 2: Listen to Meg Meeker's Podcast – Search for Episode 26 – Raising Great Boys (<https://megmeekermid.com/podcasts/>).

Listen to your chosen podcast, paying particular attention to the five types of distractions discussed in Chapter 4 of your textbook. Was this podcast difficult or easy to listen to? Give examples of distractions you encountered. Note: a podcast must have commercials to support the broadcasting of it. Though you may think the commercials were disruptive, that is not something the hosts can eliminate. What could you or the speaker have done to minimize these interferences? What could you have done to minimize these interferences? Discuss how your personal beliefs on the topics discussed influenced your listening. This paper should be 2-3 pages. Upload this assignment to Canvas. See writing requirements in the Course Policies section of this syllabus.

Self-Evaluations

Students will record their three major speeches (Quote Speech, Primary Source Speech on American History, and Persuasive Speech). Students will watch their recordings and write a 1-2 page self-evaluation on their performance. Within each evaluation, the student is to provide a brief (couple of sentences) summary of their speech, detail three things they did well, detail three things they could improve, and include how they will use this experience to prepare differently (or not) the next time they give a speech. In this last section I want to know specific things you plan on doing differently in your preparation. See the guidelines for writing a paper in this class under the Course Policies section of this syllabus. Each of these Self-Evaluations will be uploaded to Canvas electronically. Handwritten or hard copies will not be accepted.

COURSE SCHEDULE

<u>Date</u>		<u>Course Schedule</u>	<u>Assignments Due</u>
1/17	W	Introduction to Course	
1/19	F	The Speech Environment	
1/22	M	A Study of the First Amendment	Syllabus Contract
1/24	W	Professionalism and Public Speaking	
1/26	F	Styles of Public Speaking	
1/29	M	Ch. 1 An Introduction to Public Speaking	WB PRCA pp. 9-10
1/31	W	Ch. 2 Ethics of Public Speaking	
2/2	F	Ch. 3 Speaking with Confidence	
2/5	M	Ch. 4: Listening	
2/7	W	Ch. 5 Analyzing Your Audience	Listening Assignment due to Canvas;

2/9	F	Quote Speeches	Quote Speeches
2/12	M	Quote Speeches	Quote Speeches
2/14	W	Reflection	
2/16	F	Ch. 6 Selecting Your Speech Topic	Self-Evaluations for Quote Speech due to Canvas; Peer Evaluations Due (WB pp. 107-108)
2/19	M	Ch. 7 Researching Your Speech Topic	In Class WB p. 25
2/21	W	Ch. 8 Organizing the Body of Your Speech	
2/23	F	Library Orientation	
2/26	M	Ch. 9 Supporting Your Speech	Exam 1 (Ch. 1-8; Take online in Canvas)
2/28	W	Ch. 10 Introducing and Concluding Your Speech	
3/2	F	Ch. 11 Outlining Your Speech	In Class WB pp. 19-20
3/5	M	Ch. 12 Wording Your Speech	Annotated Bibliography due to Canvas
3/7	W	Ch. 13 Delivering Your Speech	
3/9	F	Ch. 14 Using Presentation Aids	
3/12	M	<i>Spring Break</i>	
3/14	W	<i>Spring Break</i>	
3/16	F	<i>Spring Break</i>	
3/19	M	Ch. 15 Speaking to Inform	Outlines for Primary Source Speech due to Canvas
3/21	W	Primary Source Speech on American History	Primary Source Speech on American History
3/23	F	Primary Source Speech on American History	Primary Source Speech on American History
3/26	M	Primary Source Speech on American History	Primary Source Speech on American History
3/28	W	Primary Source Speech on American History	Peer Evaluations Due (WB pp. 111-112)
3/30	F	Good Friday – No Class	Self-Evaluations for PS Speech due to Canvas
4/2	M	Ch. 16 The Strategy of Persuasion; Ch. 17 Speaking to Persuade	
4/4	W	Appendix C: Team Presentations; Handling Mistakes in Public Speeches	
4/6	F	Group Work	
4/9	M	Group Work	
4/11	W	Group Presentations	Outlines for Group Presentations Due to Canvas ; Group Presentations
4/13	F	Group Presentations	Group Presentations
4/16	M	Group Presentations	Peer Evaluation for Team Presentation (WB pp. 91-97)
4/18	W	Prep for Persuasive Speeches	

4/20	F	Persuasive Speeches	Outlines for Persuasive Speeches Due to Canvas; Persuasive Speeches
4/23	M	Persuasive Speeches	Persuasive Speeches
4/25	W	Persuasive Speeches	Persuasive Speeches
4/27	F	Check Daily Journals, Course Review	Self-Evaluations for Per. Speech due to Canvas; Peer Evaluations Due (WB pp. 129-130)
		Final Exam (Chapters 9-17, Appendix C)	Take Online in Canvas; Due May 2

This schedule is subject to change.

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>
- Mueller, P. A., & Oppenheimer, D. M. (2014). The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25(6), 1159-1168. doi:10.1177/0956797614524581
- Paul, A. M. (2011, November 30). The Protégé Effect. Retrieved August 28, 2016, from <http://ideas.time.com/2011/11/30/the-protege-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>