Fall 2015 Public Speaking

Course Description
This class is designed to teach you the principles of research, organization, composition and effective delivery of speeches for various purposes and occasions. Focus will be on speaking to audiences in face-to-face as well as from a distance through the use of computer-mediated technology. There is also a teamwork component built into the course; therefore, you will be assigned to a group for the purpose of developing a group presentation.

Student Learning Objectives
1. Generate and communicate ideas by combining, changing, or reapplying existing information.
2. Develop, interpret, and express ideas through written communication.
3. Develop, interpret, and express ideas through oral communication.
4. Develop, interpret, and express ideas through visual communication.
5. Integrate different viewpoints as a member of a team.
6. Work with others to support and accomplish a shared goal.
7. Evaluate choices and actions, and relate consequences to decision making.

Major Course Requirements

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Note: if a student does not turn in an annotated bibliography with the informative AND/OR group persuasive speech, he/she will receive a zero on the assignment. Lack of an annotated bibliography = plagiarism.

There are 1000 points possible, broken down as follows:
A = 89.5% - 100 %
B = 79.5% - 89.4%
C = 69.5% - 79.4%
D = 59.5% - 69.4%
F = 59.4% or fewer


Blackboard: Password protected web site that students use for communication as it relates to this course. If you have ANY Blackboard problems, please call the Blackboard helpdesk, first (before contacting your instructor).

IT Help Desk (361)825-2825

Policy for Late Assignments: Speeches/Assignments presented and/or handed in late will be lowered one letter grade per day that it is late.

Timing. Learning to complete a speech in an allotted amount of time is an important skill for all public speakers to develop. The only way to know the length of your speech is to rehearse it. So rehearse, rehearse, rehearse – for the sake of timing and a polished delivery. Note also that a speech which falls short of the lower limit does not fully meet the assignment. Going over your time limit reflects a poorly developed specific purpose.

Time Limit on Speeches:
For every minute that the student goes over the allotted time, it will be 1 point off his/her speech grade. For example, if the time limit is 5 to 10 minutes and the speaker speaks for 12 minutes and receives a grade of 80% on the performance, then his/her actual grade would be a =78% (2 min. over = 2 points off).

For every minute that the speech is under time, it is 5 points off the final speech grade (lack of speech development and/or practice)

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in 0.

Academic Advising.
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the
Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Grade Appeals*
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504

CRITERIA FOR GRADING SPEECHES
(adapted from National Communication Association standards, www.natcom.org)

To earn a C on your speeches you must meet the following standards:
1. The speech must be original.
2. The type of speech presented must be appropriate to the assignment.
3. The topic must be sufficiently focused and appropriate for the audience.
4. The speech must fit the time requirements of the assignment.
5. The speech must be presented on the day assigned.
6. Main ideas must be supported with facts, figures, appropriate testimony, examples, or narratives.
7. The speech must have a clear sense of purpose.
8. The speech must have a clearly identifiable & appropriate design/organizational pattern, with an introduction and a conclusion.
9. The speech must be delivered extemporaneously (NO reading speeches!)
10. The speech must satisfy at least the minimum requirements of the assignment, such as number of sources (minimum = TWO CREDIBLE sources!), formal outline, and/or use of visual aids.
11. The speaker must use language correctly.

To earn a B on your speeches you must meet the following standards:
1. Satisfy requirements for a C speech.
2. Select a challenging topic and adapt it appropriately to your audience.
3. Reflect a greater depth of research (at least FOUR CREDIBLE sources/TWO from peer-reviewed scholarly journals).
4. Clearly identify sources of information and ideas.
5. Create and sustain attention throughout the speech.
6. Make effective use of transitions, previews, and summaries.
7. Use good oral style.
8. Present your speech with poise.

To earn A on your speeches you must meet the following standards:
1. Satisfy all requirements of a B speech.
2. Demonstrate superior critical thinking skills in topic selection & speech development.
3. Develop & sustain strong bonds of identification among speaker, audience, & topic.
4. Consistently adapt information & supporting material to the world of your audience.
5. Reflect an even greater depth of research (at least SIX CREDIBLE sources/THREE from peer-reviewed, scholarly journals).
6. Demonstrate artful use of language & stylistic techniques.
7. Make a polished presentation that artfully integrates verbal and nonverbal communication skills.

A D speech does not meet two or three of the standards for a C speech or
1. Topic not relevant and/or applicable to intended audience.
2. It includes information and/or persuasive arguments that are common knowledge to most people.
3. It is based entirely on biased information or unsupported opinions.
4. Minimum number of sources not cited (TWO) and/or sources not credible
5. It does not even hit the minimum time requirement (seriously underdeveloped)
6. It is obviously unrehearsed.

A F speech does not meet three or more of the standards of a C speech, reflects either of the problems associated with a D speech, or
1. It uses fabricated supporting material.
2. It deliberately distorts evidence.
3. It is plagiarized.
4. It does not even hit the minimum time requirement (seriously underdeveloped)

ASSIGNMENTS

A. MINI SPEECHES

1. Intro with Object/PowerPoint or Prezi
Choose an object and tell at least two ways you are similar to the object and at least two ways you are different.
Remember that the point is to help your classmates to get to know you better, so please don’t state the obvious. The point of this speech, too, is to provide experience in basic speech development (introduction, body, conclusion).

Proper use of PowerPoint and/or Prezi can enhance an effective presentation. Improper use can ruin an otherwise effective speech. Therefore, it is important to learn how to use visuals properly. For this assignment you will present a mini speech that includes between 1 to 3 slides while also giving your classmates an opportunity to know you better. **The speech should last 3 to 5 minutes.**

**WARNING:** Only students that meet all criteria above will receive full credit. Delivery and visuals will be included during the assessment process.

**Template: (Intro with Object)**

Attention Step  
Thesis  
Preview of main points

I. Two ways you are similar to ________________

Transition statement

II. Two ways you are different from ________________

Review  
Memorable ending

**2. Birthday Citation**

Providing **credible information** is the basis of any well-designed public message. Therefore, you must learn to properly cite sources during your presentation. It is vital that you articulate, during your speech, where you obtained your information. This not only adds to your credibility, as a speaker, but it also ensures that you are not plagiarizing others’ material (which could cause you to fail the course). Remember, failing to articulate sources when using ideas, facts, etc., that are not your own counts as plagiarism.

Advanced speakers will not just use examples and statistics to support their points. They will include a variety in verbal support (analogies, human interest stories, quotations, statistics, etc). The purpose of this mini speech is to allow you the opportunity to practice the process of finding effective supporting material, as well as practicing the process of effectively articulating sources during the presentation.

Your topic for this assignment is the **day/date you were born.** You must articulate at least THREE sources informing on this topic. You must have one story, one statistic, one direct quotation, as well as information you have paraphrased (put into your own words). You must also include visuals in which you have applied what you have learned from your textbook and/or in-class discussions. Time frame: 3 to 5 minutes. **NOTE:** you do not have to apply what you learned during the Intro/Object speech (basic speech development). Just focus on the supporting material mentioned above and articulating sources.

Per your textbook and the in-class discussions—remember to use vivid, illustrative language so that the audience can actually 'see' or imagine what occurred as you are telling your story. Remember the importance of the delivery, too. Practice using effective vocal variety, changing the rate where necessary and incorporating pauses for dramatic effect. The story can be serious or humorous and it can be about anything as long as it is not offensive to anyone (Rated PG:) and in some way relates to your topic.
Be sure to also follow the guidelines in your textbook on when to paraphrase and when to use a direct quotation (keep quotations short). Finally, be sure to follow the guidelines on the best way to present statistics as well (cite source, round off, etc).

Note: you will not have to turn in a bibliography. We will base this one on the honor code, but you MUST turn one in for the Group Informative AND persuasive speech. Also, per student request, you can provide information from ANY year… as long as it happened on your birth date.

3. The 'Ah' Game
Students will pull a topic out of an envelope and speak for 1 min on that topic without saying 'ah' -- or any other type of vocalized pause. For example: 'like,' and 'you know'

Sample Topics:
Movies/ Fashion/ TAMUCC/ Music/ Partying

To prepare for this speech, be sure to get a good night's rest and eat a little something before class. If you have taken care of yourself physically, it will be easier to think quickly on your feet!

Also, remember, that learning to control the communication anxiety (versus it controlling you) in high-risk communicative situations is a skill that can only be developed with time and practice. Those that are effective in the art and skill of communication will, like a professional athlete, make it look easy; however, doing it well is difficult, even for professional speakers. Just like in athletics, too, the way to become more effective is to practice! So, for this situation, you could also practice speaking on a word or concept for one minute without any vocalized pauses.

B. PREPARATION MATERIALS

1. Annotated Bibliography Assignment – Must turn in an annotated bibliography on the day of the speech. Must be Typed! Group Informative and Persuasive Speeches!
Students MUST use APA Style in order to get credit for the bibliography. Sources MUST be cited in the speech to meet the requirements (6 for an A, 4 for a B and 2 for a C).

If a student fails to turn in a type-written bibliography, in the APA format, he/she WILL NOT receive credit on his/her speech.

2. Outline Assignment – Must be Typed! Must be turned in on the speech day. (Group Informative AND Persuasive Speeches)

Main points and Subpoints are fine, but the outline should include complete sentences in a APA style.

Sample:

Topic:
Attn Step:
Central Idea/Thesis:
I. Main Point
   A.
   B.
   C.
II. Main Point
   A. 
   B. 
   C. 

Memorable Ending:

3. Survey Assignment -- Survey could be either online using the online tool, (example: SurveyMonkey), or in class. Note: the purpose of the survey is for the student to find out as much about his/her audience as it relates to his/her topic as possible and then apply to speech preparation process. The grade will be determined based on how well the student followed through with this process. Remember: audiences pay closest attention to information that is directly related to or relevant to them. We will discuss various ways to appeal to your audience during classroom discussions.

This is an example – please see text for additional examples and types of questions to ask on a survey -- 
1. What genre of music do you prefer to listen to? 
2. How often do you go to the movies? 
3. Is there a certain soundtrack to a certain movie that you like? Yes, No
4. If so, what movie was it? 
5. Do you ever listen to classical music? Yes, No 
6. Can you name any composers of classical music (ex Wolfgang A. Mozart)?

To decide on the questions to be asked of your classmates, keep your long-term goal in mind—find out as much about your audience as possible in order to better relate the material to them.

C. GRADED SPEECHES

1 Group Informative Speech

Project Time: 15 – 20 min
5 points off for every minute under time -- 1 percentage point off for every minute over

Students will be assigned to a group. Each group must decide on a culture or co-culture in which to research, develop and deliver a group speech on the chosen topic.

Choice of Subject/Audience Analysis: effectively chose a topic and developed it in such a way that it was interesting and suitable to the Target Audience.
Delivery of each group member: 
- Physical Appearance was attractive and suitable 
- Language/style of language was suitable and effective for the target audience 
- Student was articulate and easy to hear 
- There were no serious errors in grammar, pronunciation and/or word usage 
- Body movements, eye contact and facial expressions added to the overall effectiveness and interest-level of the speech 
- Used extemporaneous delivery effectively

INTRODUCTION: 
Attention step: relates to subject in some way; creatively and effectively gains the audience’s attention.
**States the importance of the topic:** in a sentence or two… explains the significance of the subject and/or why the audience should be interested. Also includes survey results in the introduction.

**Thesis Statement or Central Idea:** Conversationally, but clearly stated in the Introduction.

**Establish Credibility** (on time and appears prepared)

**Preview Main Points:** Conversationally tells the audience the main points to be covered in the presentation.

**Transition Statement:** Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the first main point.

**BODY:**
- ALL group members appear prepared and aware of the group’s goals
- ALL requested information regarding the group project is contained in the speech
- Students teach the majority of the class something new, different, unusual, unique or obscure during the presentation.
- Main points are clearly stated and developed equally
- Regardless of the length, it is best not to include more than 5 main points in a speech. Two to Three is recommended for most situations.
- Main points and subpoints effectively relate to the thesis statement or central idea of the speech
- Subpoints include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speaker.
- Visuals are effectively displayed and large enough for everyone in the class to see.
- Speaker included effective verbal cues (transitions, signposts, etc.) that assisted the audience in the process of moving to each main point and subpoint in the body of the presentation (remember… use key words and phrases in preview, main points, transition statements and in the review). Repetition aids in retention!
- The speech seemed logical, clear, relevant and interesting to the target audience (classmates).
- Students conversationally cite sources during the speech –
  - A = **minimum of SIX CREDIBLE sources cited** (at least THREE peer-reviewed, scholarly sources)! Every group member will cite at least two credible sources.
  - B = **minimum of FOUR CREDIBLE sources cited** (at least TWO peer-reviewed, scholarly sources)! Every group member will cite at least one credible source.
  - C = **minimum of TWO CREDIBLE sources cited**! The majority of group members will cite at least one credible source.
  - D = **ONE CREDIBLE source cited**! The majority of group members do not cite any credible sources.
  - F = NO SOURCES CITED!

**CONCLUSION:**

**Review:** Clearly restated main points with the same key words and phrases used in the preview and main points.

**Memorable Ending:** relates to subject in some way; creatively and effectively concludes presentation. Speaker DOESN’T END by saying… —That’s it! OR —Any Questions?

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**Teamwork -- Group Informative Speech**

Since this is a group project, there will be an individual grade and a group grade assigned.

**Individual Grade (50 points):**
- Ability to work well within the group utilizing the skills learned in class.
- Contributions to the group. Note: everyone will fill out a peer evaluation.

**Group Grade (50 points):**
- Group is cohesive (win win attitude!), but avoids groupthink
• Has constructive conflict using skills learned in the classroom (not destructive… name calling, demeaning/harsh comments, etc.)
• Group work is hard and most people do not have the skills necessary to be successful; therefore, we do expect you to come to us for help. Not doing so could actually hurt your overall group grade.

Things that could impact the individual AND group performances:
• Cohesiveness (presentation flows smoothly)
• Reminder: individual parts impact the other group members’ grades.
• Recommendation: practice together and help each other to be the very best possible!
• Speaking time equally weighted.
• Meetings: Each group should meet at least once a week (more for summer classes/short term classes). Times, places, days should be decided as a group. Note: Groups striving for the above average (B grade) and/or the superior grade (A grade) will meet at least twice a week (more for summer/short term classes).
• Note: obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s credibility.
• Prep materials should be turned in on the day of the group presentation.

2. Individual Persuasive Speech:

Project Time: 5 – 10 min
5 points off for every minute under time -- 1 percentage point off for every minute over

Students are to choose a topic from their professional field of study and/or interest and attempt to persuade his/her classmates on something related to it.

Delivery (Individual Speakers):
• Physical Appearance was attractive and suitable
• Language/style of language was suitable and effective for the target audience
• Student was articulate and easy to hear
• There were no serious errors in grammar, pronunciation and/or word usage
• Body movements, eye contact and facial expressions added to the overall Effectiveness and interest-level of the speech
• Used extemporaneous delivery effectively

INTRODUCTION:
Attention step: relates to subject in some way; creatively and effectively gains the audience’s attention.
Thesis Statement or Central Idea: Conversationally, but clearly stated in the introduction.
Establish Credibility/appears prepared
Preview Main Points: Conversationally tells the audience the main points to be covered in the presentation.
Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that the speaker is moving to the first main point.

BODY:
• Clearly persuasive
• Persuasive methods, strategies and appeals that effectively related to the target audience: (Ethos/Logos/Pathos)
• Appealed to the needs of the specified audience members:
• Transition Statement: Includes a simple, yet effective transition statement that lets the audience know that they are moving to the conclusion.
• Main points are clearly stated and developed equally
• Appropriate number of main points covered given the time constraints
• Subpoints include a variety of effective and suitable supporting materials that lend credibility and interest to the speech and speakers.
• Visuals are effectively displayed and large enough for everyone in the class to see.
• Speaker clearly and effectively move from the introduction to the body and from the body to the conclusion (transition statements).
• Student conversationally cites sources
• A = minimum of SIX CREDIBLE sources cited (at least THREE peer-reviewed, scholarly sources)!
• B = minimum of FOUR CREDIBLE sources cited (at least TWO peer-reviewed, scholarly sources)!
• C = minimum of TWO CREDIBLE sources cited!
• D = ONE CREDIBLE source cited!
• F = NO SOURCES CITED!

CONCLUSION:
**Review:** Clearly restated main points with the same key words and phrases used in the preview and main points.
**Memorable Ending:** relates to subject in some way; creatively and effectively concludes presentation.
**Action Step:** what should the audience do to move them toward what you are trying to persuade them to do.

*Public Spring 2015 Tentative course outline*

**Wednesday, August 26** -- Meet a Friend Activity

**Friday, Aug. 28**
Quiz 1
Communication Model
Communication Anxiety

**Monday, Aug. 31**
Communication Climate

**Wednesday, September 2**
Communication Climate Activities
Nonverbal Communication/Emotional Contagion
*A* *Ah Game Mini Overview*

**Friday, Sep. 4**
- *Ah Game Mini*

**Monday, Sep. 7**
- *Ah Game Mini*

**Wednesday, Sep. 9**
Communication Climate Activities
Clear message format/perception checking activities/discussion
How to respond to an unskilled communicator

**Friday, Sep. 11**
Quiz 2
Small Group Communication
Listening
Monday, Sep. 14
Small Group Communication Activity (prior to being mindful of group roles)
Eliminate people and things necessary activity
Two key elements: task and social
Group roles discussion and analysis
Avoid role fixation!
Synergy versus groupthink
Asch Experiment—don’t be a sheep!

Wednesday, Sep. 16
Small Group Communication Activity (after being mindful of group roles)
Organizing communication within a group

Friday, Sep. 18
Quiz 3
Basic Speech Development
Visual Aspects of Delivery
Visual Aids

Monday, Sep. 21
- Object/Intro/PPT

Wednesday, Sep. 23
- Object/Intro/PPT

Friday, Sep. 25
- Object/Intro/PPT

Monday, Sep. 28
Verbal/Vocal Aspects of Delivery
Audience Analysis and Topic Selection
Speaking to Inform

Wednesday, Sep. 30
Meet assigned group members.
Follow initial steps to success posted in Blackboard
Take time to get to know your group members
Develop and sign the group contract (upload to Blog area in BB)
Have someone take minutes (upload into Blog area in BB)
Decide on a topic
Begin development of timeline
Begin researching

Friday, October 2 (NO CLASS)

Monday, Oct. 5
Quiz 4
Organizing the Speech
Variety in Verbal Support

Wednesday, Oct. 7
Birthday Speech Minis in class

Friday, Oct. 9
- Birthday Speech Minis in class

Monday, Oct. 12
- Birthday Speech Minis in class

Wednesday, Oct. 14
Watch/analyze an informative speech
Narrow/focus topic and begin the outlining process

Friday, Oct. 16
Persuasion
New organizational patterns
New methods and strategies.

Monday, Oct. 19
Quiz 5
Finish the outline in preparation for the speech
Develop speaking outlines
Practice together!

Wednesday, Oct. 21
- Group 1: Informative Speech
  (Brainstorm/work on persuasive speeches with time remaining)

Friday, Oct. 23
- Group 2: Informative Speech
  (Brainstorm/work on persuasive speeches with time remaining)

Monday, Oct. 26
- Group 3: Informative Speech
  (Brainstorm/work on persuasive speeches with time remaining)

Wednesday, Oct. 28
- Group 4: Informative Speech
  (Brainstorm/work on persuasive speeches with time remaining)

Friday, Oct. 30
- Group 5: Informative Speech
  (Brainstorm/work on persuasive speeches with time remaining)

Monday, November 2
- Group 6: Informative Speech
  (Brainstorm/work on persuasive speeches with time remaining)

Wednesday, Nov. 4
Persuasion (MLK Speech)

Friday, Nov. 6
Quarter Game

Monday, Nov. 9
Quiz 6
Persuasion (Kony 2012)

Wednesday, Nov. 11
Persuasive Speech Assistance

Friday, Nov. 13
➢ Day 1: Persuasive Speeches

Monday, Nov. 16
➢ Day 2: Persuasive Speeches

Wednesday, Nov. 18
➢ Day 3: Persuasive Speeches

Friday, Nov. 20
➢ Day 4: Persuasive Speeches

Monday, Nov. 23
➢ Day 5: Persuasive Speeches

Wednesday, Nov. 25
➢ Day 6: Persuasive Speeches

Friday, Nov. 27 (NO CLASS) Thanksgiving Holidays

Monday, Nov. 30
Quiz 7
Review

Tuesday, December 1 (Last day of all classes)

Wednesday, December 9 8:00-10:30 a.m.
Final Exam