

SPE 1330: EFFECTIVE SPEAKING
New York City College of Technology

Instructor: _____

Office: _____ Mailbox: _____

Office Phone: _____ Dept. phone/messages: _____

Office Hours: _____

E-mail Address: _____

Course Overview

SPE 1330 (Effective Speaking) is designed to achieve two broad aims. First, we seek to advance your knowledge of the public speaking process. We will accomplish this aim through a combination of written assignments that are designed to prepare you for public speaking situations. Second, the course is designed to strengthen your skills as a speaker. Your skills will be advanced through the active participation in a series of speaking assignments.

Your skills and knowledge will grow as the semester unfolds. As a part of this process, you should begin to develop a positive attitude toward public speaking and your skills as a speaker. Following the completion of the course, we encourage you to build on your understanding of the public speaking process so that you can continue to develop as a speaker.

Course Objectives

After completing this course, students should:

1. Possess an understanding of the communication process;
2. Possess an understanding of how to prepare, deliver, and evaluate speeches;
3. Demonstrate an understanding of the ethical responsibilities associated with public speaking; and
4. Demonstrate the skillful use of communication in public speaking contexts.

Course Requirements and Policies

Required Text

Public Speaking in the Information Age, 4th Edition
John William Haas and Laura Arnett Smith

(Text available at the University Bookstore)

Web page Resources

- NYCCT OPEN LAB: <http://openlab.citytech.cuny.edu/spe1330fall2011/>
- Ursula C. Schwerin Library: <http://library.citytech.cuny.edu>

Student Responsibilities

In order to achieve the course objectives, the following policies will be followed:

- A. SPE 1330 is NOT a lecture course. There will be numerous classroom exercises that require your active participation. Most of your time will be spent interacting with others. You are responsible for reading the material assigned for each class. **In order to participate effectively, you must read the assigned material!**
- B. Class attendance is mandatory. Absences will affect your final grade:
 1. **City Tech policies permit a total of three (3) absences in a bi-weekly class. The third absence results in a 10% reduction in your final grade. Over 3 absences in a bi-weekly class will result in a WU final grade (which becomes an F on your transcript).**
 2. Each lateness counts as a half absence.
 3. All assignments must be submitted on time. Since major assignments such as speeches and exams are announced well in advance, a make-up will only be allowed in the case of both a documented illness or family crisis and by the consent of your instructor.
 4. It is your responsibility to contact the instructor concerning illnesses or other circumstances that prevent attendance, **before** the next scheduled class meeting or, if possible, before the absence occurs.
- C. Four (4) broad guidelines have been established for the presentation of your speeches:
 1. Presentations must be original and must reflect careful preparation. Standards of originality and thorough preparation require that the viewpoint, structure, and style of the presentation be your own, except where specific indebtedness is acknowledged by oral and written citation. The University policy concerning academic integrity will be applied in this course. You will be asked by your instructor to read, sign, and submit the following page regarding your commitment to academic honesty through the work you submit.
 2. All speeches must be within the boundaries of good judgment and taste. If you are in doubt about what is appropriate, check with your instructor **before** the speech is delivered.
 3. You must adhere to all legal statutes governing the community and university. Illegal or hazardous articles or materials (drugs, firearms, alcohol, or other weapons, live animals, explosives, and so on) and potentially disruptive or dangerous activities

- (tuning motorcycle engines, extracting snake venom, cleaning fish, and so on) are NOT permissible in the classroom under the guise of visual aids or demonstrations.
4. You may not jeopardize the safety of any audience member.

Late Work Policy

No late work will be accepted in this course. All assignments are due in class the day listed on the schedule above. Some assignments will be taken up at the beginning of class and others will be taken up sometime during class. If you do not turn work when it is collected, you will not receive credit for the assignment.

***If you do not present on the day on which you are assigned, you will not receive credit for the speech as well as any cursory assignment related to the presentation.

***If you anticipate missing a particular day of class then you may turn in work early and receive full credit on that assignment. If you wish to take advantage of this policy, please contact me ahead of time. While you may always turn in work early for full credit consideration, work turned in late will receive a Zero.

Tardy Policy

***Every two tardies (arriving after class begins) will count as one absence. Also, if you arrive after an assignment is collected, that assignment will be considered to be late and you will not receive credit for the assignment.

Description of Assignments

Self-Introduction Speech—25 points

The purpose of this assignment is to introduce yourself to the class by condensing the most important information about yourself into a short one to two (1-2) minute speech. The speech length may be shortened to one minute and 20 seconds for shorter classes in order to allow all students to speak on the same day. This assignment enables class members to learn more about each other, and to create a supportive speaking environment. This assignment may also help you learn more about yourself and what is most important to you. Ultimately, it will give you more experience in front of the group before major speeches. This speech should be prepared in advance, (therefore extemporaneous—see Ch. 3). It is not an impromptu presentation.

Impromptu Speeches—25 points each

Many speaking situations you encounter in life will be impromptu. That is, you will be required to speak with little or no preparation. Because of this, you will have two (2) opportunities to deliver this type of speech. One of the primary goals of this class is for you to organize your thoughts and present them clearly. The impromptu speeches will give you the best opportunity to think on your feet and recognize the importance of a well-organized message. They will also give you the opportunity to become more comfortable speaking in front of your peers, while practicing your skills in adapting to audience feedback. You will be given approximately one minute and 20-30 seconds to deliver each impromptu speech. The time limit will one minute and twenty seconds.

The requirements for both impromptu speeches are provided in your textbook. Your instructor will give you a few minutes to gather your thoughts and jot down a few notes to use during the speech. Remember that organization is the key to communicating a message and enhancing your credibility with the audience. The audience will not expect the kind of polished speech that they would for a prepared assignment. However, it is important to deliver the message effectively and to avoid distracting vocal and physical mannerisms that interfere with your message.

Informative Speech—170 points (4-6 minutes)

The purpose of this speech is to teach your specific audience about an object, process, event, or concept. Informative speeches are also designed to bring **new** information to the audience. Consider your own interests and abilities, but also decide which topic would be most interesting for your audience.

You will need to use **at least three (3) credible and current and sources** for this speech. **Speakers who fail to include at least three (3) sources will be penalized two full letter grades. Thus, a speech lacking the required number of citations will not receive a grade higher than “C.”** At least one (1) source must be considered scholarly for your topic (see Chapter 6). At least two (2) sources must be a non-Web source. That is, if you only have three sources, only one may be a Website.

You must turn in a complete preparation **outline** with a reference page (the sources included in your speech) on the first day of speeches. The outline will be evaluated by your instructor and be part of your informative speech grade. Your outline must follow the format provided in the textbook. A copy of your complete preparation outline will be due to your instructor on the first day of speeches no matter what day you speak. You will also give your evaluation form to your instructor on the day you speak.

You must complete the speech in the time allotted. Speeches under or over the allotted time will incur a loss of points from the final grade. Speakers who exceed the allotted time may be stopped by the instructor.

Reading the speech is not permitted. A speaker who reads his/her presentation will not receive above a “C.” When you deliver your presentation, we expect you to be organized, make use of a speaking outline as an extemporaneous speaker, and maintain eye contact with the audience. In addition, we expect you to make appropriate use of visual aids if your information calls for them.

Your instructor will offer the option of using a visual aid in your informative speech if its information calls for one. Therefore, if your speech lends itself to the use of a visual aid, you will be penalized if you elect not to use one. When you do use a visual aid you will be graded on how well you choose the correct type of visual aid for the information you have, how well you prepare the visual aid, and how well you present it. If you do not use a visual aid for your persuasive speech you will be graded on whether or not your speech information called for one.

Persuasive Speech—200 points (5-7 minutes)

The goal of this assignment is to prepare and deliver a speech designed to change or reinforce the attitudes, beliefs, and/or behaviors of the audience. You are encouraged to follow Monroe's Motivated Sequence as an organizational pattern for a persuasive speech of question of policy, and a topical pattern for speeches of question of fact or value, discussed in Chapter 9.

You must use **at least five (5) credible and current sources** in this speech that support your point of view and supply sound reasoning. At least two (2) sources must be considered scholarly for your topic (see Chapter 6). At least three (3) sources must be something other than a Website. Remember from Chapter 6 that a database is not a Website. **Speakers who fail to cite at least five (5) sources in this speech will be penalized two full letter grades. Thus, a speech lacking the required number of citations will not receive a grade higher than a "C."** A copy of your complete preparation **outline** with references will be due the first day of speeches. The evaluation form and visual aid evaluation form must be turned in to your instructor at the beginning of class on your speech date.

A visual aid is required and must meet the criteria on the visual aid evaluation form. We expect you to present sound evidence and logical reasoning to the audience. We expect you to make appropriate use of note cards and to maintain appropriate eye contact. You must conform to the allotted time for the speech.

Visual Aid—25 Points

You will be required to include a visual aid (worth 25 points) for your persuasive speech (see Visual Aid Evaluation Form). You will be graded on how well you choose the visual aid for the information you have, how well you prepare it and how well you present it during your speech. If you do not use a visual aid for your persuasive speech you will forfeit the 25 points.

Special Occasion Speech—100 points

Special occasions include a variety of different kinds of activities such as commencement, dedications, or nominations. Speeches are often a key part of this special kind of event. For this assignment, you will select a specific event or occasion that will guide you in the selection of the type of speech, pattern of organization, supporting material, and so on.

Since this is not a scholarly speech like the informative and persuasive speeches, you are not required to cite a specific number of sources for this presentation. However, if the speech calls for supporting material that involves the use of outside sources, you must cite your sources.

The goal of this speech will be determined by the type of special occasion speech you plan to present (see Chapter 11). While you may choose to present a speech of introduction, commemorative speech, or after-dinner speech, you may **not** choose to deliver a speech of acceptance or presentation. Keep in mind as you prepare the presentation that the purpose and occasion should be made clear to the audience. It is especially important in special occasion speeches to make effective use of vivid language, examples and descriptions, and vocal and visual delivery techniques.

You must make this event/occasion as realistic as possible. In order to make the occasion realistic, it may be necessary for you to dress the way you would at the event and bring props to create a realistic setting for your audience.

No outline is required for this speech. A copy of your evaluation form must be turned in to your instructor at the beginning of class on the day that you are scheduled to deliver the speech. You must display appropriate use of note cards. Since this is a special occasion speech, you are expected to maintain appropriate eye contact. For this speech, it would be appropriate to maintain eye contact with the audience approximately 80 percent of the time devoted to the speech. Ask yourself if notes would be appropriate for the occasion you have chosen.

You will be expected to adhere to the assigned time for the speech. The time limit of two to five (2-5) minutes will depend on the type of special occasion speech that you deliver. A speech of introduction should be two to three (2-3) minutes, a commemorative speech should be three to four (3-4) minutes, and an after-dinner speech should be three to five (3-5) minutes.

Examinations—200 Points

All students enrolled in SPE 1330 will be required to take a midterm and final exam (100 points each). These are departmental examinations and will be comprised of recognition and application questions in multiple choice and true/false format. The midterm exam will cover Chapters 1-6 and the final exam will cover Chapters 7-11. In order to help you prepare, **a study guide for each exam is included at the end of the syllabus in the textbook.** After the exams are scored, the instructor will provide you with your grade.

Peer Evaluations—30 Points

During the informative and persuasive speeches, you will be asked to complete evaluations of several speakers. The peer evaluation forms are located in the back of the Activities, Assignments, and Evaluation Forms section of your text. You will be assigned to evaluate several speakers by your instructor. Please note: Your name will be removed from the top of each evaluation form by the instructor. Thus, the speaker will not know the identity of the evaluators, so you may be honest with your comments.

It is our hope that by evaluating others you will become a more active listener, gain a better understanding of the concepts and skills associated with public speaking, and reflect on your own speaking skills. You are in this class to become not only a competent speaker but also an effective evaluator of messages.

In order to prepare your peer evaluations, you should do the following:

1. Review the specific speech requirements of the informative speech from the syllabus and the Informative Speech Evaluation Form;
2. Review the Peer Evaluation Form to become familiar with the location of all components;
3. Have the Peer Evaluation Form out on your desk when observing the speaker;
4. Record your observations on the form while listening to the assigned speaker; and
5. Rate the speaker in every applicable category, and include comments regarding both strengths and weaknesses.

Each set of peer evaluations is worth 15 points. Since you will be completing peer evaluations during both informative and persuasive speeches (two separate occasions), the total worth of the assignment is 30 points. If you are absent on the day you have been assigned by your instructor to conduct the peer evaluation, you will not be permitted to make up the assignment.

The grade a speaker receives for his/her speech will not be impacted by the peer evaluations. However, it is useful for the speaker to receive comments from peers to supplement the instructor's comments.

Self Evaluations—30 Points

Each student will be expected to complete a self-evaluation following both the informative and persuasive speeches. The two (2) evaluation forms are located in the Activities, Assignments, and Evaluation Forms section of the text. Because you will be videotaped for these two speeches, you should take your video/disk home and watch before you begin. Your comments should reflect an honest evaluation of your presentation. You need to respond in essay form; you may use the back of the form if necessary. Make certain you answer the entire question that is being asked. **Simply turning in the form does not guarantee that you will receive the 15 points possible for each self-evaluation.**

Library Assignment—40 Points

Your class will be visiting a Schwerin Library computer lab prior to informative speeches. The library session will allow you to learn how to use search engines and databases to locate helpful sources of information for speech assignments. You will be expected to complete Part I of this assignment prior to the visit, Part II during the visit, and Part III after the visit. The Library Assignment (found in your course packet) must be submitted at a date assigned by your instructor. This assignment will be worth a total of 40 points.

Research Participation Credits—30 Points

The content you learn in your classes is the culmination of years of research conducted by faculty at universities like City Tech. This fact applies to the field of Communication as much as it does Chemistry. The only difference is that people are the subject of observation in Communication whereas elements are the subject of observation in Chemistry. Consequently, you serve an essential role in the generation of Communication knowledge through your participation in research conducted by the School of Communication Studies. Furthermore, your participation allows you to gain first-hand insight into how Communication knowledge is generated. As a student in this course, you are therefore required to participate in two (2) units of Communication research, totaling 30 points. You will be given a website by your course director through e-mail that you will log in to in order to see your options and to sign up for your two units during the semester. Opportunities will consist of a combination of 30 minute-1 hour focus groups, interviews, and online surveys. If you miss a research participation credit, there is no guarantee that you will be able to make it up or that additional opportunities will be offered.

Activities—70 Points

Activities and exercises are considered a critical component of this class. It is important to read the material and to be prepared for all assignments. Effectively completing the activities assigned to you is one indicator of your understanding of the assigned readings. Your total activities/exercises grade will be worth 70 points. These activities are listed on a form in the back of this syllabus. Completing them will help you study for your exams, and help you prepare for your speeches.

Speech Contest Evaluation—30 Points

On the last official day of class, before finals, you will be completing this assignment in class. You will be responsible for printing out the assignment from the department website, listed on page 3, and bring it to class. You will not be able to make up the assignment without bringing

your own to class. You will watch five student speakers on video from a previous semester's speech contest. The assignment will require you to evaluate them and answer some questions requiring your textbook; so do not forget to bring this to class.

Public Speaking Contest

All SPE 1330 students are encouraged to participate in the Public Speaking Contest sponsored by the Department of Humanities. The contest is held toward the end of the semester in order to allow students the opportunity to experience both the informative and persuasive speaking assignments. As you plan your speeches this term, keep the contest in mind.

One student from each section of the public speaking course will represent his or her classmates in the competition. Each section will be responsible for selecting its representative for participation in the contest. Be certain to talk to your instructor if you are especially interested in this competition. Your instructor may select the representative, or your classmates may vote on their representative.

There will be three rounds of the competition. The representative from each section will submit an outline for consideration for Round 1. The top 20 outlines will continue to Round 2 where those speakers will deliver that speech during one of two preliminary nights for a small group. The top five speakers will speak at the final round for a large group, consisting of students and others, in a large campus auditorium. The date for the final round will be announced by your instructor and course director at the beginning of the semester, and will also appear on the class schedule given to you by your instructor.

All students who are not speaking in the final round of the speech contest are invited to attend and complete an assignment at the final round for your choice of one of the following incentives:

- 10 points extra credit; or
- a substitute for the speech contest assignment, described above, and an exemption from attending the last official day of class (see schedule for speech contest assignment day).

Note: If you attend the speech contest for extra credit or do not attend the speech contest at all you must print the speech contest assignment from the department website (listed on page 3) and bring it to the last official day of class.

Criteria for Grading Speeches

Just as SPE 1330 instructors follow the same guidelines in determining the number and type of assignments for their courses, we also follow the same guidelines in grading those assignments. In general, a “C” on a speech means that you have met the minimum requirements for that assignment; a grade of “A” or “B” means that you have exceeded the minimum requirements in a significant way; and a grade of “D” or “F” means that you have failed to meet two or more of the requirements for the assignment. **The average grade for major speeches in this class is a “C.”** In addition, **simply attempting and/or completing a speech does not guarantee that you pass the speech.** More specific information on grading criteria is provided below. Remember that your course grades page does include plus and minus grades.

1. **C = Average, satisfactory work.** To be judged as average and satisfactory, your work must:
 - a. Meet all specific requirements for the assignment (length, purpose, organization, sources, delivery, and so on);
 - b. Be delivered on the assigned date and within the appropriate time limit;
 - c. Exhibit sound organization—a clear purpose adequately supported by main ideas that are easily identified;
 - d. Be intellectually sound in developing a topic of worth with adequate and dependable supporting materials;
 - e. Fulfill any special requirements of the assignment—such as use of three examples of supporting material;
 - f. Exhibit reasonable directness and communicativeness in delivery; and
 - g. Be correct in grammar, pronunciation, and articulation.
2. **B = Above average work.** To be judged as above average, your work must meet the criteria for a “C,” as well as the following:
 - a. Exhibit skillful use of connectives/transitions;
 - b. Demonstrate above average skill in using language, organization, and supporting materials to engage and challenge the audience;
 - c. Establish genuine rapport and interaction with listeners through style and delivery; and
 - d. Challenge the audience to think, or arouse in listeners a depth of response.
3. **A = Superior work.** To be judged superior, your speech must meet the criteria for a “C” and “B,” as well as the following:
 - a. Constitute a genuinely individual contribution to the audience’s thinking;
 - b. Demonstrate exceptional skill in using the communication elements to create audience understanding and acceptance of a complex viewpoint or argument; and
 - c. Illustrate skillful mastery of connectives/transitions and of presentation of ideas.
4. **D or F = Below average work.** To be judged below average means that the speech is deficient in some or several of the factors required for an average “C” speech. **Any speech read from notes or not containing the required number of sources will NOT receive above a “C” at best.**

Grading Questions or Issues

SPE 1330 covers the basic principles of public communication. Topics and exercises in the course center on the application of communication principles and formal presentation skills.

If you feel your instructor and/or your peers are not following these policies, it is your responsibility to raise the issue with your instructor.

Introduction to the Text

The course is divided into eleven chapters. Chapters One, Two, and Three begin with an introduction to the course, and cover topics such as speech anxiety, credibility, ethics, and listening. The introduction also includes an overview of the history of public speaking and the communication process.

Public speaking provides one context or situation in which communication occurs. In order to become an effective public speaker, you must possess a basic understanding of the communication process. In this section of the course, we will define communication, review selected models of how the communication process works, and distinguish between public speaking situations and other communication contexts. In addition, cultural diversity and ethnocentrism will be discussed.

Following the overview of the communication process, we will focus on the different methods of delivering a speech and their appropriate use, in Chapter Three. Specifically, we will review the elements of effective delivery such as use of voice, eye contact, and body movement.

In Chapters Four and Five, we begin to walk you through the speechmaking process, by introducing you to topic selection, purpose statements, and audience analysis. We begin to apply this information to informative speaking contexts.

In Chapters Six, Seven, and Eight, we continue to develop your knowledge of the speech process by introducing you to the role of supporting information, organizing, and outlining. These chapters conclude with a discussion of visual aids and final speech preparation.

Chapters Nine, Ten, and Eleven, introduce you to persuasive speaking and special occasion speaking. In addition, we review appropriate language use and its role in the public speaking process.

COURSE GRADES

Your final course grade will be determined by your performance on the following assignments. The total points possible for each assignment are recorded in the left column. The right column is provided for you to keep a record of your scores during the semester.

	<u>Points Possible</u>	<u>Points Accumulated</u>
Self-Introduction Speech	<u>25</u>	<u> </u>
Impromptu #1	<u>25</u>	<u> </u>
Impromptu #2	<u>25</u>	<u> </u>
Informative Speech	<u>170</u>	<u> </u>
Persuasive Speech	<u>200</u>	<u> </u>
Visual Aid	<u>25</u>	<u> </u>
Special Occasion Speech	<u>100</u>	<u> </u>
Midterm Exam	<u>100</u>	<u> </u>
Final Exam	<u>100</u>	<u> </u>
2 Peer Evaluations	<u>30</u> (15 pts. each)	<u> </u> <u> </u>
2 Self Evaluations	<u>30</u> (15 pts. each)	<u> </u> <u> </u>
Library Assignment	<u>40</u>	<u> </u>
2 Research Participation Credits	<u>30</u> (15 pts. each)	<u> </u> <u> </u>
Activities	<u>70</u>	<u> </u>
Speech Contest Evaluation	<u>30</u>	<u> </u>
Extra Credit		<u> </u>
Penalty Points—Absences		- <u> </u>
TOTAL POSSIBLE	<u>1000</u>	YOUR TOTAL <u> </u>

925 – 1,000 = A	885 - 924 = A-	855 – 884 = B+	815 – 854 = B
785 – 814 = B-	755 – 784 = C+	715 – 754 = C	685 – 714 = C-
655 – 684 = D+	615 – 654 = D	585 - 614 = D-	< 585 = F

ACTIVITIES FORM

Your activities score has a maximum worth of 70 points. As discussed at the beginning of the semester, your activities score is designed to reward the student who actively contributes to the learning value of the class by completing minor assignments on time. As you receive your graded activities back, record the number of points you miss on each line. If you receive a check mark (✓) give yourself a -0. At the end of the semester, add up the number of points you have received out of 70, then transfer that score to your course grades page. Your instructor may add one more activity that does not appear in the back section of your text.

The following missed or late assignments/criteria deducted points from your activities grade:

Personal Data Form	-
ATSS	-
Listening Types Inventory	-
Topic Selection/Brainstorming Activity	-
Topic Sheet—Informative Speech (2)	-
Source Citation Activity	-
Patterns of Organization Activity	-
Connectives Activity	-
Informative Video Evaluation	-
Topic Sheet—Persuasive Speech	-
Reasoning Activity	-
Fallacy Activity	-
Language Activity	-
Persuasive Video Evaluation	-
Topic Sheet—Special Occasion Speech	-
	-

Utilizing the criteria above, you have earned a Final Activities Grade of _____
70

SCHEDULE OF CLASSES AND ASSIGNMENTS (MW)

Date	In-class	Assignment Due
M 8/29	Course Introduction;	
W 8/31	Public Speaking in the Information Age (Comm Ap) The Communication Process	Ch. 1; Ch. 2; Pg. 195; 191; 193, 197
M 9/5	NO CLASS – College is Closed	
W 9/7	Delivery; Pg. 199	Ch. 3
M 9/12	<i>BROOKLYN HISTORICAL SOCIETY</i>	
W* 9/14	SELF-INTRODUCTION SPEECHES; Pg. 201, 203 Topic Selection and Informative Speaking; Pg. 205	Ch. 4; Pg. 205
M 9/19	Audience Analysis; Pg. 209	Ch. 5; Pg. 207 (topic/s.p.)
W 9/21	IMPROMPTU SPEECH #1; Pg. 211, 213	
M 9/26	<i>BROOKLYN HISTORICAL SOCIETY</i> ; Pg. 217	Ch. 6; Pg. 215
W 9/28	NO CLASS – College is Closed	
M 10/3	Questionnaires; Supporting Your Speech; Pg. 221	Pg. 219
W 10/5	Organizing and Outlining Your Speech (Body; Introduction and Conclusion)	Ch. 7; Pgs. 223; 225
M 10/10	NO CLASS – College is Closed	
W 10/12	IMPROMPTU SPEECH #2; Pg. 227, 229;	Pg. 207
M 10/17	<i>BROOKLYN HISTORICAL SOCIETY</i>	
W* 10/19	Review Session for Midterm Exam MIDTERM EXAM (Chapters 1-6)	

**** DRAFT OUTLINE DUE BY FRIDAY (OCTOBER 21ST) AT 5PM**

M	10/24	Visual Aids; PowerPoint; Outline Session	Ch. 8
W	10/26	Pg. 231; Ch. 8 cont. (Practicing, Q&A); Video Evaluation; Pg. 257	
M	10/31	INFORMATIVE SPEECHES	Final Outline
W*	11/2	INFORMATIVE SPEECHES	<u>Speech Day:</u> <i>Bring Pg. 235</i>
			<u>Evaluation Day:</u> <i>Bring 2 Peer Evaluation Forms</i>
M	11/7	ENGLISH CLASS (NO SPEECH CLASS)	
W	11/9	Persuasive Speaking	Ch. 9; Pg. 235
M	11/14	Persuasive Speaking cont.	Pg. 239; Pg. 241
W	11/16	Using Language; Video Eval; Pg. 245	Ch. 10; Pg. 243
M	11/21	ENGLISH CLASS (NO SPEECH CLASS)	
W	11/23	ENGLISH CLASS (NO SPEECH CLASS)	
M*	11/28	PERSUASIVE SPEECHES	Final Outline
W*	11/30	PERSUASIVE SPEECHES	<u>Speech Day:</u> <i>Bring Pg. 247, 249</i>
			<u>Evaluation Day:</u> <i>Bring 2 Peer Evaluations</i>
M	12/5	Special Occasion Speaking	Ch. 11; Pg. 251; Pg. 253
W	12/7	SPECIAL OCCASION SPEECHES	Bring Pg. 255
M	12/12	SPECIAL OCCASION SPEECHES	Bring Pg. 255
W	12/14	No Class – READING DAY	
M	12/19	FINAL EXAM (Chapters 7-11)	