

Wabash College
RHE 101: Public Speaking
Spring 2017
MWF, 1:10-2pm
Fine Arts 206

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Course Overview

“Public Speaking” invites students to learn about the art of public speaking while honing oral communication skills. The course views public speaking as a highly formalized activity as well as an historic practice fundamental to democratic society. Students should approach the class as an opportunity to learn various concepts, skills, and techniques essential for appropriate and effective public address and consider the role of public speaking in everyday life.

Course Objectives

- This course reflects the curricular goals of the Rhetoric Department and contributes to your fulfillment of the principles embodied in the Wabash Mission Statement and Preamble to the Curriculum in the following ways:
- 1. **RHETORIC AS A LIBERAL ART:** This course will contribute to your understanding of the intellectual history of rhetoric as a liberal art for a well-rounded individual.
 - 2. **WRITTEN AND ORAL EXPRESSION:** Through the development of outlines and speeches, acquisition of discussion and discussion-leading skills, and writing a critical essay, this course will contribute to your oral and written skills.
 - 3. **RHETORIC AND DEMOCRATIC PRACTICES:** This course focuses on civic engagement and the role of rhetoric in the productive functioning of democracy, the practice of citizenship, and our potential for civic engagement.
 - 4. **CRITICAL THINKING:** Through the study of argumentation and development of speeches requiring sound reasoning, this course will contribute to your abilities in analytical reasoning and argumentation.
 - 5. **INTELLECTUAL INQUIRY:** With its attention on research, argument and source evaluation, and research requirements, this course contributes to information literacy.
 - 6. **RHETORICAL METHODS:** By introducing you to rhetorical criticism, this course provides tools of analysis and evaluation to generate and answer significant questions about public discourse.
 - 7. **ENGAGING DIFFERENCE HUMANELY:** The course will encourage you to consider productive modes of discourse for resolving difference and for managing diversity in all its forms.



RHE 101:
PUBLIC
SPEAKING

FALL 2018
MWF 9-9:50AM
FAC 206

Course
Description

“Public Speaking” invites students to learn about the art of public speaking while honing oral communication skills. The course views public speaking as a highly formalized activity as well as an historic practice fundamental to democratic society. Students should approach the class as an opportunity to learn various concepts, skills, and techniques essential for appropriate and effective public address and consider the role of public speaking in everyday life.

Course
Objectives

- 1. **RHETORIC AS A LIBERAL ART:** RHE 101 contributes to your understanding of the intellectual history of rhetoric as a liberal art for a well-rounded individual.
- 2. **WRITTEN & ORAL EXPRESSION:** RHE 101 enhances your oral and written communication skills through outlines and speeches, class discussion, and a critical essay.
- 3. **RHETORIC AND DEMOCRATIC PRACTICES:** RHE 101 focuses on rhetoric in the productive functioning of democracy, the practice of citizenship, and our potential for civic engagement.
- 4. **CRITICAL THINKING:** RHE 101 enhances critical thinking through the development of speeches

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- requiring sound reasoning and the study of rhetorical criticism.
- 5. **INTELLECTUAL INQUIRY:** RHE 101 contributes to information literacy with its attention to research and source evaluation.
 - 6. **RHETORICAL METHODS:** RHE 101 introduces you to rhetorical criticism of public discourse.
 - 7. **ENGAGING DIFFERENCE HUMANELY:** RHE 101 encourages you to consider productive modes of discourse for resolving difference and for managing diversity in all its forms.

Required Materials

Abbott, J. Y., McDorman, T. F., Timmerman, D. M., & Lamberton, J. (2015). *Public Speaking and Democratic Participation*. New York: Oxford University Press.—PS&DP
One 8 GB or larger **SD card (class 10 or higher)** (available at bookstore and other retailers).
Additional assigned materials on RHE 101 Canvas site. You should budget ~\$15 for printing.

Required Materials

Abbott, J. Y., McDorman, T. F., Timmerman, D. M., & Lamberton, J. (2015). *Public Speaking and Democratic Participation*. New York: Oxford University Press.–PS&DP

Additional assigned materials are available on the RHE 101 Canvas site. You should allocate approximately \$10 (200 pages, single-sided) for printing materials and assignments.

One 8 GB or larger **SD card (class 10 or higher)** for recording speeches (available at the bookstore and other retailers; feel free to buy in bulk or share with your classmates).

Assignments

I will base final grades on how you perform on the following assignments (you will receive more precise criteria for each in class):

Attendance and Scholarly Conduct (40 pts., 8%): Attendance and scholarly conduct are crucial to the course objectives. It is your responsibility to attend class and sign the attendance sheet. Beyond just showing up, I expect that you will have read the assigned readings and will participate in class. You will earn *at best* a “C” for this aspect of your grade if you consistently attend class but do not get involved. You will likely fail this aspect of your grade if you consistently attend class but are doing other things (e.g. if you are texting, checking Facebook, napping, sitting silently in the back of the room). This is especially applicable when you are an audience member during speeches. Arriving late or leaving early count as half an absence. Each absence beyond 3 will result in a 3 point reduction from your attendance and participation grade in addition to the points you lose for not being in class to participate. More than 12 absences *may result in failure of the course*. If you will be missing class for College-sanctioned events, please talk to me within the first two weeks of class and get me a printed copy of your travel schedule.

Preparation Activities (30 points, 6%): Preparation activities (PAs) are periodic assignments, quizzes, or worksheets designed to ensure accountability for course readings and facilitate your preparation for and engagement in class activities. **I will drop your two lowest PA grades but you will not receive credit for preparation activities you turn in late or miss because of absence.**

Civic Engagement Speech (50 points, 10%): A 5 minute extemporaneous speech that evaluates a single instance of public discourse as productive or unproductive.

Tough Choices Speech (100 points, 20%): An 18 minute extemporaneous group presentation that impartially presents the “tough choices” associated with some public controversy followed by your group’s facilitation of a 20 minute deliberation about it.

Advocacy Speech (75 points, 15%): An 8 minute extemporaneous speech advocating a solution, including a specific call to action for your audience, to a significant social problem.

Rhetorical Criticism Speech and Essay (125 points, 25%): These assignments involve a persuasive speech and a persuasive essay analyzing contemporary public rhetoric. The speech will be 9 minutes (75 pts.) while the essay will be 5-7 pages (50 pts.).

Exam (50 points, 10%): One examination will test your understanding and application of the course material.

How to Succeed	Competence	Proficiency	Expertise
Becoming an effective public speaker, like learning any skill (e.g. how to drive a car, properly swing a golf club, or play an instrument), requires practice, trial and error, and above all <u>time</u> .	A competent speaker can: <ul style="list-style-type: none">Understand core conceptsChoose how to follow the provided guidelinesCreate routines for success in light of immediate goals	A proficient speaker can: <ul style="list-style-type: none">Understand and apply core conceptsAdapt guidelines to specific, concrete contexts/situationsAddress long-term as well as short-term goals	An expert speaker can: <ul style="list-style-type: none">Understand and apply core conceptsKnow (intuit) & generate his or her own guidelinesPlan ahead on own and establish own goals
Right now, you are likely a novice speaker. The columns explain what success would mean and require for three subsequent stages of skill-building (Competent, Proficient, and Expert):*	Competent speakers tend to ask, “Am I doing this right?” assuming a “proper” application of the skills.	Proficient speakers tend to ask, “Am I doing this well?” assuming there are options and levels of success.	Expert speakers tend to ask, “How could I do this better?” assuming constant progress in striving for what’s possible.
	Competence requires you: <ul style="list-style-type: none">Read the course material on timeAttend classActively apply material to your and peers’ speechesPractice a few times	Proficiency requires you: <ul style="list-style-type: none">Do everything in previous columnActively engage in class discussionEncourage peers with constructive feedbackPractice <i>and</i> revise	Expertise requires you: <ul style="list-style-type: none">Do everything in previous two columnsBecome emotionally invested in outcomesSharpen and utilize critical thinking skills

*adapted from Stuart E. Dreyfus and Hubert L. Dreyfus, “A Five-Stage Model of Mental Activities Involved in Directed Skills Acquisition,” paper to Air Force Office of Scientific Research, 1980.



Robert F. Kennedy
Indianapolis, 4 April 1968

One of my personal heroes; he delivered this impromptu speech the night Martin Luther King, Jr. was assassinated

Professor Jeffrey P. M. Drury, PhD

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Office Hours: M, 10-11am; Tu, 1-3pm; W, 2-3pm; by appt., or chance drop-in between 9am & 4pm.

On Thursdays, I may not be available after 1pm.

Self-Assessments (20 points, 4%): You will write two self-assessments of your speeches to assist your skill development.

Peer Assessments (10 points, 2%): You will complete in-class peer feedback slips for two speeches to assist your classmates' skill development.

Achievements (E.C., optional): You have the option of earning extra credit by earning various achievement badges. Refer to the handout on Canvas for more details.

Grade Scale

Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

Policies and Expectations

Creating an Inclusive Classroom: I am committed to your success in the class and to fostering an inclusive space. Please let me know if there is anything I can do to help you thrive in this course. Come talk to me if you're having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your performance in this class—be they personal, health, family, or other—please let me know as soon as possible so that we can collaboratively determine how to proceed.

You have the responsibility to respect me and your fellow classmates and make them feel welcome and valued. This includes, but is not limited to, **arriving on time and staying until the end of class, turning off all cell-phones before arriving to class, using laptop and tablet devices for class purposes only, not talking or engaging in non-class activities (such as packing up your materials with five minutes left) during class, and refraining from inappropriate or abusive language.** If you arrive late and someone is performing, wait outside the door until you hear applause and then quickly and quietly enter the room and take the nearest empty seat. Finally, not only is it ungentlemanly to ignore or make fun of your fellow classmates while they are speaking, but doing so likely enhances any speech anxiety that they are feeling.

Wabash College is dedicated to full access for all qualified students, as am I. Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with the disability coordinator, Heather Thrush, Director of Student Engagement and Success. If a student wishes to receive an academic accommodation, it is required that his documentation of the disability be on file with Heather Thrush, who can, in confidence, provide information and guidance. Early notification helps us all work together in the most effective ways. Heather Thrush can be reached at her office (Center Hall 112A), by phone (x6347), or by email (thrushh@wabash.edu).

Course Assignments (500 points)

Assignment Category	Writing	Speaking	Listening
Course Preparation: <i>See below</i>	Preparation Activities (30 pts.)	Attendance & Scholarly Conduct (40 pts.)	
Public Discourse Assignment: <i>5-minute speech exploring a quality of productive or unproductive discourse</i>	Outline (10 pts.) Self-Assessment (10 pts.)	Speech (40 pts.)	Peer-Assessment (5 pts.)
Tough Choices Assignment: <i>18-minute group speech that presents the "tough choices" associated with some public problem followed by a 20-minute deliberation</i>	Topic Proposal (5 pts.) Outline & Bib. (10 pts.) Facilitation Plan (5 pts.)	Speech & Deliberation (80 pts.)	Participation in Deliberations
Advocacy Assignment: <i>8-minute speech advocating a solution, including a specific call to action for your audience, to a significant social problem.</i>	Topic Proposal (5 pts.) Outline & Bib. (10 pts.) Self-Assessment (10 pts.)	Speech (60 pts.)	Ask Questions
Rhetorical Criticism Assignments: <i>9-minute speech and 5-page essay analyzing different contemporary public rhetoric texts.</i>	Topic Proposal (5 pts.) Outline & Bib. (10 pts.) Essay & Topic Proposal (50 pts.)	Speech (60 pts.)	Peer-Assessment (5 pts.)
Other	Exam (50 pts.)		

Attendance and Scholarly Conduct: Attendance and scholarly conduct are crucial to the course objectives. It is your responsibility to attend class and sign the attendance sheet. Beyond just showing up, I expect that you will have read the assigned readings and will participate in class. You will earn *at best* a "C" for this aspect of your grade if you consistently attend class and pay attention but do not get involved. You will fail this aspect of your grade if you consistently attend class but are doing other things. This is especially applicable when you are an audience member during speeches. Arriving late or leaving early count as half an absence. Each absence beyond 3 will result in a 3 point reduction from your attendance and participation grade in addition to the points you lose for not being in class to participate. More than 12 absences *may result in failure of the course.*

Preparation Activities: Preparation activities (PAs) are periodic assignments designed to facilitate your preparation for and engagement in class activities. **I will drop your two lowest PA grades but you will not receive credit for PAs you turn in late or miss because of absence.**

Achievements (E.C., optional): You have the option of earning extra credit through various achievement badges. Refer to the handout on Canvas for more details.

COURSE GRADING SCALE					
Grade	Points	Percent	Grade	Points	Percent
A	465-500	93%-100%	C+	385-399	77%-79.9%
A-	450-464	90%-92.9%	C	365-384	73%-76.9%
B+	435-449	87%-89.9%	C-	350-364	70%-72.9%
B	415-434	83%-86.9%	D	300-349	60%-69.9%
B-	400-414	80%-82.9%	F	<300	<60%

Course Policies

Creating an Inclusive Classroom: I am committed to your success in the class and to fostering an inclusive space. Come talk to me if you’re having trouble with the readings, wrestling with how to take notes, or want to generally discuss how to maximize your learning. If there are circumstances that affect your class performance—be they personal, health, other—please let me know as soon as possible so that we can collaboratively discuss how to proceed.

- You have the responsibility to respect me and your fellow classmates. You show respect when you:
- Arrive on time and stay until the end of class
 - Turn off cell-phones before class
 - Use laptop and tablet devices for class purposes only
 - Avoid non-class activities during class
 - Refrain from inappropriate or abusive language
 - Pay attention to and don’t make fun of your fellow classmates’ speeches
 - Wait outside classroom if you are late and someone is speaking

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with the disability coordinator, Heather Thrush, Director of Student Engagement and Success. If a student wishes to receive an academic accommodation, he must have document-ation on file with Ms. Thrush (Center Hall 112A, x6347, thrushh@wabash.edu).

- Course Assignments (incl. Readings):**
- *Class meetings will largely build on, not duplicate, readings.*
 - Late written assignment is penalized 5% per 24-hours it is late (max. 50%)
 - Late policy not apply to preparation activities, which receive zero if late

- Written Assignment Guidelines:**
- Typed, double-spaced, 11- or 12-pt font
 - Must be submitted to Canvas, not email, in .doc or .rtf format
 - Be sure to proofread written work before submitting

Course Schedule

Readings, assignments, and due dates are subject to change. You should complete assignments for class on the date they are listed.

Date	Topic	Assignment
F, 8/24	Course Introduction	
M, 8/27	Rhetoric, Speech, and Democracy	-Read <i>PS&DP</i> Preface and Ch. 1 -PA due at 8am through Canvas
W, 9/29	The Quality of Public Discourse	-Read <i>PS&DP</i> Ch. 2 -Watch Chris Christie, Remarks on Hurr. Sandy -PA due
F, 8/31	Organization and Outlining	-Read <i>PS&DP</i> Ch. 6 (pp. 104-08, 112-14, 120-25); Ch. 7 (pp. 126-39) -PA in class
M, 9/3	Public Speaking Style	-Read <i>PS&DP</i> Ch. 8 -PA due
W, 9/5	Public Speaking Delivery	-Read <i>PS&DP</i> Ch. 7 (pp. 140-46); Ch. 9 DUE: DRAFT OUTLINE BY 9PM
F, 9/7	Public Speaking Ethics	-Read <i>PS&DP</i> Ch. 3 -PA due through Canvas
M, 9/10 W, 9/12 F, 9/14	Public Discourse Speeches	On your presentation day: -Bring your speaking notes -Bring your SD card
M, 9/17	Informative Speaking and Tough Choices	-Read <i>PS&DP</i> Ch. 10 (pp. 195-207) -Watch Dr. Carcasson, Brigrance Lecture -PA due through Canvas DUE: SELF ASSESSMENT 1 BY 9PM
W, 9/19	Framing Public Issues	-Read <i>PS&DP</i> Ch. 10 (pp. 207-17);
F, 9/21	Supporting Ideas and Gathering Materials	-Read <i>PS&DP</i> Ch. 4; Ch. 13 (pp. 268-77) DUE: TOPIC PROPOSAL BY 9PM
M, 9/24	Organization, Intro- ductions & Conclusions	-Read <i>PS&DP</i> Ch. 6 (pp. 109-19)
W, 9/26	Leading Deliberative Discussions	-Read <i>PS&DP</i> Ch. 11 (pp. 218-36)
Th, 9/27		DUE: DRAFT OUTLINE & FACIL. PLAN BY 9PM
F, 9/28	Participating in Deliberative Discussions	-Read <i>PS&DP</i> Ch. 11 (pp. 236-39) -PA due at 8am through Canvas (complete <i>individually</i>)
M, 10/1	Speech Preparation Day	

Reading Assignments: It is in your best interests to complete reading (and homework) assignments on time. *Class meetings will largely build on, not duplicate, readings.* I expect you to take reading notes to supplement class notes.

Oral Presentation Guidelines: You must be present for all oral assignments on the scheduled date. If you are absent when you are scheduled to speak, you must swap days with another student in the class or you will receive a two letter grade (20%) deduction on the oral presentation grade. To ensure all students have a chance to present, I reserve the right to interrupt you if you exceed the allotted speaking time by two minutes. As professional presentations, you should dress appropriately (what we might call “business casual”) and avoid distracting behavior.

Written Assignment Guidelines: You must type written assignments (including homework assignments unless directed otherwise) using double-spaced lines, 11- or 12-point font, and 1” margins. Be sure to proofread written work before submitting it. Please staple or paperclip multiple page paper submissions. Electronic submissions must be in .doc or .rtf format and uploaded via Canvas, not sent through e-mail.

Written Assignment Late Policy: If you do not turn in a written assignment when it is due, you will be penalized 5% per 24-hour period that it is late (for example, if the paper is due at 1:10pm on Friday, turning it in at any point between 1:11pm on Friday and 1:10pm on Saturday would result in a 5% deduction), for a maximum penalty of 50%. This policy does not apply to preparation activities; *late or missed preparation activities will receive a zero.*

Assignment Feedback: In general, I will provide detailed written feedback in response to your speeches and papers. Many of these comments are meant to prompt your continued reflection on and engagement with the material while also providing thoughts for how to improve on future assignments. I hope that you will find this helpful as you progress through the course and please keep in mind that the quantity of feedback in no way speaks to the quality of your work. You should see me if any of my feedback is confusing or unclear.

Emergency Procedures: In case of a fire, we are to proceed from the classroom, go downstairs to the nearest exit, and move across Grant Street away from the building. You should join me and your classmates outside to make sure that everyone got out of the building okay. Then we will move as a group to the Chapel to report to the emergency personnel in charge. In the event of a severe weather storm, we are to proceed to the basement and shelter in the basement hallway.

Professor Communication: Apart from face-to-face interaction through office hours or meetings, my preferred mode of communication with you is e-mail. Please get in the habit of checking your official Wabash e-mail once a day and I will do the same. You may also want to set up forwarding of Canvas messages to your phone or social media accounts. If you e-mail me, you should expect a response within 24 hours (turnaround may be longer on weekends). E-mails after 9pm should expect a response the following day.

Academic Honesty: The Gentleman’s Rule should guide your conduct in this course. This means that all work you produce is your own original work, not “borrowed” from someone or somewhere else, recycled from previous courses, or completed with other students

(unless unmistakably permitted), friends, and parents. It also means that all written and oral work drawing upon other sources must **explicitly** reference those sources using standard formats (MLA or APA for written citations; author, source and date for oral citations). Cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course.

A Final Note

The skills taught in RHE 101 will apply to your other courses and beyond the College. I urge you to try your best, enjoy yourself, and be open to learning. To get the most of the class, you should:

- Read the course material for the date specified
- Consistently attend class
- Take an active role in class discussion and activities
- Encourage one another through paying attention and providing constructive feedback
- Continue to develop and utilize critical thinking skills

Course Schedule

This schedule is tentative. Readings, assignments, and due dates are subject to change. You should complete reading and written assignments for the date on which they are listed.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
M, Jan. 16	Course Introduction	
W, Jan. 18	Rhetoric, Speech, and Democracy	-Read <i>PS&DP</i> Preface and Ch. 1 -PA due at 12pm through Canvas
F, Jan. 20	The Quality of Public Discourse	-Read <i>PS&DP</i> Ch. 2 -Watch Chris Christie, Remarks on Hurricane Sandy Relief -PA due
M, Jan. 23	Organization and Outlining	-Read <i>PS&DP</i> Ch. 6 (pp. 104-08, 112-14, 120-25); Ch. 7 -PA due
W, Jan. 25	Public Speaking Style	-Read <i>PS&DP</i> Ch. 8 -PA due DUE: OUTLINE BY 9PM
F, Jan. 27	Public Speaking Delivery <i>No Class—Celeb. of Student Research</i>	-Read <i>PS&DP</i> Ch. 9 -PA due by 9pm
M, Jan. 30	Public Speaking Delivery (cont.); Ethics	-Read <i>PS&DP</i> Ch. 3 -PA due through Canvas
W, Feb. 1	Civic Engagement Speeches	-On your presentation day, bring:
F, Feb. 3	Civic Engagement Speeches	-your speaking notes
M, Feb. 6	Civic Engagement Speeches	-your SD card
W, Feb. 8	Informative Speaking and Tough Choices	-Read <i>PS&DP</i> Ch. 10 (pp. 195-207) -Watch Dr. Carcasson, Brigrance Lecture -PA due through Canvas DUE: SELF ASSESSMENT 1 BY 9PM

RHE 101: PUBLIC SPEAKING

W, 10/3 F, 10/5 M, 10/8 W, 10/10 F, 10/12	Tough Choices Presentations	On your presentation day: -Bring speaking notes & facilitation plan -Bring copies of handout (unless I receive it in advance)
M, 10/15	Persuasive Speaking	-Read <i>PS&DP</i> Ch. 12 -PA due through Canvas
W, 10/17	Organization and Visual Aids	-Read <i>PS&DP</i> Ch. 14; Review Ch. 6 (pp. 110-19) DUE: TOPIC PROPOSAL BY 9PM
F, 10/19	Conducting Interviews and Audience Analysis	-Read <i>PS&DP</i> Ch. 5 -PA due through Canvas
M, 10/22	Reasoning	-Read <i>PS&DP</i> Ch. 13 -PA due through Canvas
W, 10/24	Putting the Pieces Together: Advocacy Example	-Watch Greg Castanias, Chapel Talk -Be ready to complete PA in class -Bring questions for exam review DUE: DRAFT OUTLINE BY 9PM
F, 10/26	EXAM	
M, 10/29 W, 10/31 F, 11/2 M, 11/5	Advocacy Speeches	On your presentation day: -Bring your speaking notes -Bring visual aid (if computer-based, arrive early to preload) -Bring your SD card
W, 11/7	Rhetorical Criticism	-Read <i>PS&DP</i> Ch. 15 -PA due through Canvas
F, 11/9	Public Communication Analysis	-Read <i>PS&DP</i> Ch. 16 -PA due through Canvas DUE: SELF ASSESSMENT 2 BY 9PM
M, 11/12	Ideological Analysis	-Read <i>PS&DP</i> Ch. 17 -PA due through Canvas
W, 11/14	Public Communication Analysis Application	-Listen to Robert F. Kennedy, Eulogy of Martin Luther King, Jr DUE: SPEECH TOPIC PROP. BY 9PM
F, 11/16	Ideological Analysis Application	-Listen to John Mayer, “Waiting on the World to Change” and USA for Africa, “We are the World”
11/19-23	<i>No Class—Thanksgiving Recess</i>	
M, 11/26	Speech Preparation Day	-Bring speech draft to class and submit before class through PA link on Canvas
W, 11/28 F, 11/30 M, 12/3 W, 12/5 F, 12/7	Rhetorical Criticism Speeches	DUE: ESSAY TOPIC PROP. BY 9PM (Nov. 28) On your presentation day: -Bring or submit final outline -Bring your speaking notes -Arrive early to preload visual aid -Bring your SD card (optional)
M, 12/10		DUE: ESSAY BY 4:30pm

Course Policies

Oral Presentation Guidelines:

- Must present on assigned day or swap with another student (failure to do so results in two-letter grade, 20%, deduction on oral presentation)
- To ensure all students speak, I may orally interrupt you if you exceed the speaking time by two minutes.
- As professional presentations, you should dress “business casual” and avoid distracting behavior.

Emergency Procedures:

- **FIRE:** Proceed down one floor to nearest exit and cross Grant Street. Join me and your classmates there to make sure everyone got out of the building.
- **TORNADO:** Proceed down two floors to the basement and shelter in the basement hallway.

Academic Honesty: The Gentleman’s Rule should guide your academic honesty in this course. This means:

- All work you produce is your own original work, not “borrowed” from someone or somewhere else, recycled from other courses, or completed with others (unless unmistakably permitted)
- All written and oral work drawing upon other sources must **explicitly** reference those sources using MLA or APA format for written citations and author, source, and date for oral citations

At my discretion, cases of misconduct may be reported to the Dean of Students and/or result in failing the assignment or course.

BEST PRACTICES FOR SUCCESS

- Complete readings & assignments on time
- Check email at least once a day to ensure you receive class messages
- Use feedback on your assignments to isolate concrete ways to improve
- Work ahead and practice your speeches multiple times
- Visit my office to help us get to know each other and to get help on your assignments

F, Feb. 10	Framing Public Issues	-Read <i>PS&DP</i> Ch. 10 (pp. 207-17)
M, Feb. 13	Supporting Ideas and Gathering Materials	-Read <i>PS&DP</i> Ch. 4; Ch. 13 (pp. 268-77) DUE: TOPIC PROPOSAL BY 9PM
W, Feb. 15	Organization, Introductions & Conclusions	-Read <i>PS&DP</i> Ch. 6 (pp. 109-19)
F, Feb. 17	<i>No Class</i>	DUE: OUTLINE BY 2PM
M, Feb. 20	Leading Deliberative Discussions	-Read <i>PS&DP</i> Ch. 11 -PA due at 12pm through Canvas (complete <i>individually</i>)
<i>T, Feb. 21</i>		DUE: FACILITATION PLAN BY 9PM
W, Feb. 22	Speech Preparation Day	
F, Feb. 24	Tough Choices Presentation	-On your presentation day, bring:
M, Feb. 27	Tough Choices Presentation	- your speaking notes & facilitation plan
W, March 1	Tough Choices Presentation	-copies of your handout
F, March 3	Tough Choices Presentation	(unless I receive it in advance)
March 6-10	<i>No Class—Spring Break</i>	
M, March 13	Persuasive Speaking	-Read <i>PS&DP</i> Ch. 12 -PA due through Canvas
W, March 15	Organization and Visual Aids	-Read <i>PS&DP</i> Ch. 14; Review Ch. 6 (pp. 110-19) DUE: TOPIC PROPOSAL BY 9PM
F, March 17	<i>No Class</i>	-PA due through Canvas by 2pm
M, March 20	Conducting the Interview and Audience Analysis	-Read <i>PS&DP</i> Ch. 5 -PA due through Canvas
W, March 22	Reasoning	-Read <i>PS&DP</i> Ch. 13 -PA due through Canvas
F, March 24	Putting the Pieces Together: Advocacy Example	-Watch Greg Castanias, Chapel Talk -Be ready to complete PA in class -Bring questions for exam review DUE: OUTLINE BY 9PM
M, March 27	EXAM	
W, March 29	Advocacy Speeches	-On your presentation day, bring:
F, March 31	Advocacy Speeches	-your speaking notes
M, April 3	Advocacy Speeches	-your visual aid (if computer-based, arrive early to preload)
W, April 5	Advocacy Speeches	-your SD card
F, April 7	Rhetorical Criticism	-Read <i>PS&DP</i> Ch. 15 -PA due through Canvas

M, April 10	Public Communication Analysis	-Read <i>PS&DP</i> Ch. 16 -PA due through Canvas DUE: SELF ASSESSMENT 2 BY 9PM
W, April 12	Ideological Analysis	-Read <i>PS&DP</i> Ch. 17 -PA due through Canvas
F, April 14	Rhetorical Criticism Applications	-Listen to Robert F. Kennedy, Eulogy of Martin Luther King, Jr -Listen to John Mayer, "Waiting on the World to Change" and USA for Africa, "We are the World" DUE: SPEECH TOPIC PROP. BY 9PM
M, April 17	Speech Preparation Day	-Bring speech draft to class and submit before class through PA link on Canvas
W, April 19	Rhetorical Criticism Speeches	DUE: ESSAY TOPIC PROP. BY 9PM
F, April 21	Rhetorical Criticism Speeches	-On your presentation day:
M, April 24	Rhetorical Criticism Speeches	-Bring or submit final outline
W, April 26	Rhetorical Criticism Speeches	-Bring your speaking notes
F, April 28	Rhetorical Criticism Speeches	-Arrive early to preload visual aid
W., May 3		-Bring your SD card (optional) DUE: ESSAY BY 4:30pm