



THE OHIO STATE UNIVERSITY

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# **SYLLABUS: COMM 2110**

## **PUBLIC SPEAKING**

### **AUTUMN 2021 ONLINE**

#### **Instructor**

Instructor: Tonya Forsythe

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Office hours: MW 9-11 a.m. Journalism Building room 319 or online by appointment via Zoom

#### **Course description**

From the catalog: A course in critical thinking and public speaking; how to analyze and organize information for oral presentations; basic public speaking for majors and non-majors.

This course is designed to develop confidence in giving presentations. This class will focus on preparation, organizing, rehearsing, and delivering quality presentations. Tips and techniques for incorporating different types of visuals and using a variety of delivery methods will be shared. As an introductory level course, it will require a combination of lecture, active discussion, critique of speeches, and the delivery of several speeches.

#### **Course learning outcomes**

By the end of this course, students should successfully be able to:

1. Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and workplace as a competent citizen. Comm 2110 fulfills this requirement by providing instruction on how to deliver effective speeches. Students will prepare, practice and deliver at least three speeches throughout the semester.
2. Understand the importance of the speaker-audience situation and apply basic strategies for effectively communicating and overcoming potential obstacles in the speaking situation. Comm 2110 fulfills this requirement by providing instruction on how to connect with specific audiences. Speech examples will be analyzed in the classroom. Students will be instructed on how to handle typical and difficult speaking situations.

3. Develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced. Comm 2110 fulfills this requirement by students serving as the audience for peer speeches. Instruction on how to become effective listeners will be provided.
4. Maximize leadership skills that can be practiced in formal speaking situations. Comm 2110 fulfills this requirement by providing instruction on leadership styles and conduct within a small group setting.
5. Develop strategies to address speech anxiety, organization, library research, persuasion, audience analysis and credibility. Comm 2110 fulfills this requirement by providing instruction on reducing anxiety, learning how to effectively organize a speech, researching topics, analyzing an audience, and speaking with credibility. Students will prepare, practice and delivery at least three speeches throughout the semester
6. Gain technology experience from leaning to make a presentation with PowerPoint. Comm 2110 fulfills this learning outcome by requiring the use of presentation software, such as PowerPoint, for at least one of the major speeches.

## **Mode of delivery**

This course will be presented fully online in an asynchronous format. There will be no set meeting times or live components.

## **How this course works**

This course is organized in weekly modules. Lectures are prerecorded voice-over PowerPoint videos. Additional videos are provided for analysis and used for several lessons or discussions. Initial discussion posts will always be due on Wednesday by 11:59. Replies to peers will always be due on Friday at 11:59. All assignments are due on Friday at 11:59. Late discussion posts and assignments will not be accepted.

## **Course materials**

### **Required**

The textbook for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.

Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, please visit the CarmenBooks website.

Lucas, Stephen E. (2020). *The Art of Public Speaking*. 13<sup>th</sup> edition. New York, NY: McGraw-Hill Education

Access this eBook through the CarmenBooks reader link in the course navigation.

## Grading and faculty response

### Grades

Assignment or category	Points and Percent
Short-Answer Essay Assignments (7)	105/10.5%
Discussions (8)	120/12%
Quiz 1	125/12.5%
Quiz 2	125/ 12.5%
Speech outlines (3)	30/3%
Self-introduction Speech	15/1.5%
Informative Speech	150/15%
Marketing Speech	150/15%
Persuasive Speech	180/18%
Total	1,000 Points and 100%

*See course schedule, below, for due dates*

### Assignment guide

#### Short Answer Essay Assignments

Throughout the semester you will respond to 7 short-answer essay prompts. These short-answer essays will require 100-300 words creatively and completely answering the prompt. The answer should provide analysis from the textbook reading and personal opinion. They are listed on the schedule as short answer essay assignments. They are due by 11:59pm **Friday**. **No late short answer essay assignments will be accepted. No exceptions.**

#### Discussions

There will be 8 individual discussions throughout the semester. Five discussions will give you an opportunity to converse with your classmates regarding public speaking topics. They are listed on the schedule as discussions and a prompt for each discussion will be provided. Discussions will include three written requirements. An initial post of 100-300 words will be due by 11:59pm on the **Wednesday** of the week a discussion is due. Two posts of 50-100 words responding to the initial posts of two other students will be due by 11:59 on the **Friday** of the

week that discussion is due. Discussion posts should demonstrate 1. Understanding of the concept(s) in the material provided 2. Independent thought regarding the concepts and material 3. Thoughtful response to the work of at least 2 other students in the class. Three discussions will be peer feedback on speeches. You will upload your speech to the discussion forum. Six replies of 50-100 words commenting on each of the three speeches will be due by 11:59 on the **Friday** of the week that discussion is due. **No late discussion post will be accepted. No exceptions.**

### Speech outlines

A full-sentence preparation outline as described in Chapter 11 of your textbook is to be turned in for the informative, marketing, and persuasive speeches. A specific purpose statement is required. Outlines must be in outline format. A reference page in APA format must be included. Upload the outline to the corresponding dropbox on Carmen by the due date.

### Speeches

Due to the pandemic social distancing suggestions, a live audience is not required for your speeches. However, if you have family members or roommates who live with you and are willing to serve as an audience, I encourage you to have them help you record your speech and serve as an audience. Record any audience members prior to starting your speech. Speeches need to be recorded and compressed and are due by 11:59pm each **Friday**. To record your speech, please use a cell phone, tablet or laptop held by one of your audience members or propped on a sturdy surface if you do not have an audience. After recording your speech, compress the video by using a free app of your choice found on the app store. I use the simple app named "compress" at the VGA setting. Upload the compressed video to the corresponding dropbox on Carmen by the due date. If you have trouble uploading directly to Carmen, you may upload your speech video to BuckeyeBox or YouTube and share the link in the assignment dropbox. A detailed description of each speech is located below.

#### *Self-Introduction Speech*

This assignment requires the use of an object or word to introduce yourself. The speech should be organized with a clear introduction, body, and conclusion and last between 1 and 3 minutes. This speech will give you the opportunity to get comfortable in front of the room and get familiar with your peers who will be your audience for the semester.

#### *Informative Speech*

In this speech you present information about a non-controversial topic with the goal of providing knowledge and understanding of the topic to your audience. The speech must be organized in chronological, spatial, or topical order. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), or a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 2 sources and be organized with 2 or 3 main points. The speech must fall within 3-4 minutes. You will participate in a discussion reviewing six peer speeches as part of this assignment.

### *Marketing Speech*

In this 3-4 minute speech you are acting like a marketer, salesperson, or promoter. Your purpose is to promote a product, place, or program. The speech should be organized into two main points: need and satisfaction. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), a PowerPoint (Google slides or Prezi are accepted as well), or you demonstrating the activity. The speech must include 2 sources. You will participate in a discussion reviewing six peer speeches as part of this assignment.

### *Persuasive Speech*

In this speech your goal is to persuade your audience to make a change. You will share the need for change and provide a solution using one of the following four organizational methods: problem-solution, problem-cause-solution, comparative advantages, or Monroe's Motivated Sequence. You may choose a topic that is controversial, but you can also choose a topic that is not. The speech requires the use of a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 4 sources. The speech must fall within 4-5 minutes. You will participate in a discussion reviewing six peer speeches as part of this assignment.

### **Quizzes**

Two quizzes will focus on assigned readings and lecture. Quizzes are on Carmen and are not open book or open note. There will be 25 questions and you will receive 1 minute per quiz question. Quiz questions will be multiple choice. Quiz questions will be randomized by topic and pulled from a text bank of hundreds of questions. Therefore, no two quizzes will look alike. You are required to take the quiz alone at the scheduled day and time online. The quiz will be open for a 24-hour period on the date listed on the schedule below starting at 12 a.m. and closing at 11:59 p.m. If you do not take the quiz, you will receive 0 points for the quiz. The quiz may only be made up when approved by the instructor for one of the following reasons: (a) the absence is a university excused activity, necessary documentation is provided, and arrangements for make-up are made in advance; or (b) the absence is due to a medical or family emergency, necessary documentation is provided, and arrangements for make up are made within 24 hours of the missed quiz. If the requirements for (a) or (b) are not fully met, you will receive 0 points for the quiz.

## **Late assignments**

**Late assignments will not be accepted.**

## **Grading scale**

A	93-100% (925-1000)	B-	80-82% (795-824)	D+	67-69% (665-694)
A-	90-92% (895-924)	C+	77-79% (765-794)	D	60-66% (600-664)
B+	87-89% (865-894)	C	73-76% (725-764)	E	Below 60% (599 and below)
B	83-86% (825-864)	C-	70-72% (695-724)		

# Attendance, participation, and discussions

## Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. I suggest logging in at least three times per week to make sure you are keeping up with announcements and course content. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Video and audio lectures will be posted on Monday.
- **Participating in discussion forums:**  
As participation, you can expect to post at least once by Wednesday and respond at least once by Friday as part of our substantive class discussion. This requires that you will check in twice per week, however, additional participation will give you a richer experience within the course.

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For speeches, you can generally expect feedback within **7-10 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

## Communications

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

## Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered

## Extra Credit

**There will be no extra credit offered in this course.**

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the schedule and assignment due dates.

- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures (or attending synchronous lectures) helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
  - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
    - [Carmen accessibility](#)
- **Proctorio:**
  - Proctorio, an online proctoring tool, will be used during this course (indicate how). Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or



internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you **must be over 18 years of age**.

Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and recommended proctoring options are available.

- Proctorio offers free [24/7 student support](#) through web chat or email.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

### Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.

OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## Other course policies

### Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>

## Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

## Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

## COVID-19 and Illness Policies

### University COVID policies

Please refer to current polities regarding COVID on the university website.

### Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

## Academic integrity policy

### Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

## Accessibility accommodations for students with disabilities

### Requesting accommodations

**Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**

### Disclaimer

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

## Online course schedule Autumn 2021

Week	Topics, Readings, Lectures	Media	Assignments and due date
1 8/23/21	Syllabus Overview/ Speaking in Public  Read: Chapter 1 Watch: 2 lecture videos	None	Due: Getting to Know You Exercise 11:59 p.m. 8/27/21
2 8/30/21	Listening Read: Chapter 3 Watch: 2 Lecture videos  Selecting a Topic & Purpose Read: Chapter 5 Watch: 1 Lecture video  Presenting Your Speech Online Read: Chapter 19 Watch: 1 Lecture video	Video: <i>Julian Treasure Tedtalk</i>	Due: Speaking Confidence Discussion Initial 100-300 word post 11:59 p.m. 9/1/21  Two 50-100 word responses to peers 11:59 p.m. 9/3/21  Listening Short-Answer Essay Exercise 11:59 p.m. 9/3/21
3 9/6/21	Analyzing the Audience Read: Chapter 6 Watch: 1 Lecture video  Self-Introduction Speech	Videos: <i>Barbara Bush 1990 Wellesley College &amp; Ellen DeGeneres 2009 Tulane University Commencements</i>	Due: Audience Analysis Short-Answer Essay Exercise 11:59 p.m. 9/10/21  Self-Introduction Speech 11:59 p.m. 9/10/21
4 9/13/21	Organizing the Body of the Speech Read: Chapter 9 Watch: 1 Lecture video  Beginning & Ending a Speech Read: Chapter 10 Watch: 1 Lecture video	Video: <i>Georgia Tech Convocation Speech Conclusion</i>	Due: Self-Introduction Speech Discussion Six 50-100 word replies 11:59 p.m. 9/17/21
5 9/20/21	Outlining the Speech Read: Chapter 11 Watch: 1 Lecture video  Speaking to Inform Read: Chapter 15 Watch: 1 lecture video  Giving Your First Speech Read: Chapter 4 Watch: 1 Lecture video	Videos: <i>two Hidden World of Chili Peppers; Ashton Kutcher 2013 Teen Choice Awards Acceptance Speech; and Matt Abraham's "No Freaking Speaking"</i>	Due: Preparation and Practice Discussion Initial 100-300 word post 11:59 p.m. 9/22/21  Two 50-100 word responses to peers 11:59 p.m. 9/24/21
6 9/27/21	Gathering Materials Read: Chapter 7 Watch: 1 Lecture video  Supporting Your Ideas Read: Chapter 8 Watch: 1 Lecture video  Quiz 1	Videos: <i>How to Sound Smart in a Tedtalk; and Richard St. John's 8 Secrets to Success</i>	Due: Sources and Credibility Short-Answer Essay Exercise 11:59 p.m. 10/1/21  Quiz 1 11:59 p.m. 10/1/21
7 10/4/21	Informative Speech	None	Due: Informative Speech and Outline 11:59 p.m. 10/8/21

8 10/11/21	Marketing Speeches Watch: 1 Lecture video	None	Due: Informative Speech Discussion <b>Six 50-100 word replies 11:59 p.m. 10/13/21</b>
9 10/18/21	Using Language Read: Chapter 12 Watch: 2 Lecture videos  Using Visual Aids Read: Chapter 14 Watch: 2 Lecture videos  Speaking on Special Occasions Read: Chapter 18 Watch: 1 Lecture video	Videos: <i>MLK I Have a Dream Speech, Ronald Reagan Challenger Speech</i>	Due: Special Occasion Discussion <b>Initial 100-300 word post 11:59 p.m. 10/20/21</b>  <b>Two 50-100 word responses to peers 11:59 p.m. 10/22/21</b>  MLK Short-Answer Essay Exercise <b>11:59 p.m. 10/22/21</b>
10 10/25/21	Marketing Speech	None	Due: Marketing Speech and Outline <b>11:59 p.m. 10/29/21</b>
11 11/1/21	Ethics and Public Speaking Read: Chapter 2 Watch: 1 Lecture video  Delivery Read: Chapter 13 Watch: 2 Lecture videos	Videos: <i>Cameron Russell Looks aren't everything. Believe me, I'm a model; Phil Davison Campaign Speech; and Dananjaya Hettiarachchi 2014 Toastmasters champion Speeches</i>	Due: Delivery Discussion <b>Initial 100-300 word post 11:59 p.m. 11/3/21</b>  <b>Two 50-100 word responses to peers 11:59 p.m. 11/5/21</b>  Marketing Speech Discussion <b>Six 50-100 word replies 11:59 p.m. 11/5/21</b>  Marketing Speech Self-Evaluation Short-Answer Essay Exercise <b>11:59 p.m. 11/5/21</b>
12 11/8/21	Speaking to Persuade Read: Chapter 16 Watch: 1 Lecture video  Methods of Persuasion Read: Chapter 17 Watch: 2 Lecture videos  Quiz 2	Videos: Breanna Holbert FFA retiring address	Due: Quiz 2 <b>11:59 p.m. 11/12/21</b>
13 11/15/21	Persuasive Policy Speech	None	Due: Persuasive Policy Speech and Outline <b>11:59 p.m. 11/19/21</b>
14 11/22/21	Thanksgiving week		Take a break this week. Reflect and be thankful for something in your life.
15 11/29/21	Speaking in Small Groups Read: Chapter 20 Watch: 1 Lecture video  Persuasive Policy Speech Discussion	None	Due: Persuasive Policy Speech Discussion <b>Six 50-100 word replies 11:59 p.m. 12/3/21</b>
16 12/6/21	Final Reflection	None	Due: Final Reflection <b>11:59 p.m. 12/8/21</b>