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Part 2

Designing a Syllabus

A syllabus is more than a course plan or a course calendar. It is an implied or explicit agreement between the instructor and the students about the requirements and expectations for the course.

If you are not using a common syllabus, your department and school will likely have syllabus guidelines or a sample syllabus to follow. If you have some choice in syllabus construction, consider the elements below.

THE SYLLABUS PROPER

The first section of the syllabus traditionally is called the "syllabus proper." For many institutions, this section of the syllabus has an almost contract-like force. All expectations for work and conduct must be listed there. After the syllabus is distributed, alterations to the number and value of assignments is generally discouraged and, depending on the institution, even forbidden. At some institutions, any penalty that the instructor may levy for things like late work or academic dishonesty must be spelled out in the syllabus; otherwise, the penalty will not hold on appeal. If this describes your institution, something called a "defensive" syllabus is required: it attempts to cover all eventualities. Even if your institution is somewhat flexible in its approach to the syllabus, you may find it helpful to craft such a syllabus for your own institutional protection.

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Those of us who use such syllabi tend to make them longer each year as previously unanticipated problems arise. The sample partial syllabus below incorporates many defensive items. The syllabus is presented on the left and comments are on the right.

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SAMPLE PARTIAL SYLLABUS

SPEECH 1: Public Speaking

Fall 2016

TTh 4:15–5:30 p.m.

MS 104

Units: 3

Prerequisites: Eligibility for English 1A

Instructor: Dr. Nancy Fraleigh

e-mail: nfraleigh@fcc.edu

Office: Speech Arts 8

Phone: 555-8039

Office hours: MWF 2–3 p.m., TTh 3–4 p.m., and by appointment

Indicate the title by which you wish to be called. Also provide your contact information. If you are an adjunct faculty member without an office, give students the best options for contacting you during the week.

Course Description

Theory and techniques of public speaking. Emphasis on the logical organization and composition of informative and persuasive speeches. Practice in clearly developing and stating ideas. (Fulfills CSU General Education Requirement, A1 Oral Communication)

This description should duplicate the course catalog copy for the course.

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Course Objectives

Goals. The ability to speak effectively and ethically in public is an important outcome of a liberal arts education and a vital skill for career success and community participation. This course is designed to provide an introduction to public speaking with an emphasis on the basic elements of effective public discourse—audience analysis, organization, content, and presentation skills. I view this course as a laboratory in public speaking, so the class is structured to maximize your opportunities to gain speaking experience.

List any goals and objectives required by your department or college. Also include any goals and objectives that you have for the course.

Many colleges now require student learning outcomes to be listed on the syllabus. They usually are placed before or after the goals and objectives.

Objectives. After you successfully pass this course, you will have improved your understanding and skills in the following areas:

1. Analyzing, creating, and presenting extemporaneous informative and persuasive messages that demonstrate clear lines of reasoning, development of ideas, and documentation of external

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sources.

2. Analyzing the effects of culture and situational context on the creation and management of communication choices that are used to inform and persuade audiences.
3. Creating and criticizing public arguments and reasoning, decision-making processes, and rhetorical messages.

Required Materials

Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up: An Illustrated Guide to Public Speaking*. 4th ed. New York: Bedford/St. Martin's, 2016.

One blank DVD (formatted), labeled with your name

Include any additional materials that students are required to obtain, along with any additional required readings.

Grading

Points. You will receive a numerical grade on all work for this class. The maximum number of points possible for this course is 1,000. The following point totals guarantee grades:

Note all speeches, assignments, exams, and other activities that will be graded. Also include the grade weighting (number of points or percentage). In public speaking classes, it is typical to base at least 50 percent of the grade on speeches.

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900—A

800—B

700—C

600—D

How points are weighted:

Speeches	600 pts (special occasion 100 pts, informative 150 pts, persuasive 250 pts, debate 50 pts, impromptu 50 pts)
Quizzes	50 pts (5 quizzes, 10 pts each)
Final exam	100 pts
Written assignments	150 pts (3 assignments, 50 pts each)
Attendance / participation	100 pts

Note: A grade of C or better is required to earn General Education credit for this course.

Extra credit. There is only one opportunity to earn extra credit for this course. If you

If you have extra-credit opportunities, specify what they are. If no extra credit is possible,

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participate in the Speech Department's intramural speech contest, you will receive 50 points of extra credit. You must present your informative or persuasive speech in each preliminary round of the contest to receive credit. This is extra credit, not "instead of" credit. You must present all the speeches assigned in this class in order to be eligible for this extra-credit opportunity.

specify that instead.

Grading criteria. Specific grading criteria will be included with the assignment description for each speech and paper. Grades are based on my best assessment of the quality of your work; grades are not an offer to be negotiated. I will be glad to explain the reasons I assigned the score you received, but I will not change grades unless you can show me how your answer is correct based on the textbook or I have made a clerical error. If you wish to challenge a grade, please make an appointment to see me in my office. There is a 24-hour "cooling off" period after I return assignments before you can challenge a grade.

Specify your policy on grade questions and appeals. Students may be upset when they first receive a grade, and a cooling-off period can make a conversation about grades more productive. It is generally better to have these discussions in your office. If you accept one grade protest in front of the class, be prepared for all your students to lobby for more points.

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Policies on Course Assignments

Speeches and presentations. You must be prepared to speak at the beginning of class on the first day of each round of speeches. You will be allowed to sign up for a speaking slot, and after all volunteers have spoken, I will select other speakers randomly. If you are absent from class or unprepared when your name is called, you will lose 20 percent of the points possible when you make up your speech. All speeches must be delivered extemporaneously from limited notes.

Be clear about the ways that you determine the order of student speakers and the student consequences for being absent or unprepared.

Quizzes and final exam. All quizzes and exams are closed book. You may use one 8½ in. × 11 in. page of notes that you have prepared yourself. No copies of others' notes are permitted.

Indicate basic policies for tests and quizzes, including materials that students need (such as a scantron or a blue book) and materials that they are allowed to use.

Quizzes will be based on the reading assignments. One week before each quiz, I will announce (and post on Blackboard) the chapters to be covered on the next quiz.

About two weeks before the final exam, you will receive a review sheet indicating the ex-

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am format and the topics you should emphasize when studying. Students must come to class on time for the final exam. I will collect all answer sheets when the time for the exam is finished, even if you arrived late.

Written assignments. The written assignments will include a full-sentence outline for your informative and persuasive speeches and one critique of a classmate's persuasive speech. The speech you are to critique will be assigned randomly. A hard copy of each written assignment must be turned in at the start of class. E-mailed assignments will not be accepted. If you do not have an outline on the day of your speech, you may not present the speech, and your speech will be counted as late.

Indicate when hard copies of assignments are required or when e-mails are acceptable. Note other requirements, such as typed papers or specific margins and font sizes.

Reading assignments. Each reading assignment should be completed prior to the class date assigned on the syllabus.

Attendance and participation. You start with 100 points in this category. You are allowed one unexcused absence on any date when you are not required to be available for

Specify your attendance policy and the consequences for missing class, being tardy, and not participating.

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presenting a speech. You will lose five points for each additional unexcused absence. Attendance will be based on a sign-in sheet distributed at the start of class. It is your responsibility to tell me if you missed the sign-in sheet because you were late. If you are late and miss less than half of the class, you will lose three points. If you miss more than half of the class, you will be counted as absent.

Participation grades are based on effort. You need to make a good-faith effort to answer a question when you are called on during class. If you are absent when called on, do not make a good-faith attempt to answer the question, or decline to participate, two points will be deducted. There will be occasional activities in class. If you are absent or are not on task during the activity, five points will be deducted from your attendance and participation grade.

During student speeches, you are expected to be courteous. You will lose five participation points during student speeches if you enter or

If you are going to grade on participation, specify your system for assigning scores. Participation grades based on the instructor's subjective opinion at the end of the semester are open to challenge.

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leave the room (if you are outside, wait for the applause before coming in), interrupt the speaker or talk during the speech, or engage in other pursuits during speeches (such as reading, doing homework, texting, surfing the Web, or listening to music).

At all times, your cell phone must be turned off. Cell phones may not be on your desk during tests and quizzes. You may not listen to music or any other genre of expression on earphones. Violation of these rules will result in a loss of five participation points.

Policies regarding assignments. You will receive assignment descriptions and grading criteria well in advance of the due date. All work turned in after the start of class on the due date will be counted as late. Do your research and preparation well in advance so that your ability to complete the assignment is not impaired by printer malfunctions, missing library materials, personal emergencies, and so forth.

Specify your policy for late work, including deadlines for turning in work and penalties for turning in work late.

All late work must be turned in by the start of the last regularly scheduled class of the term.

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You will lose 20 percent of the points possible on any speech or assignment that is late. Only one speech missed for unexcused reasons may be made up. After you use this makeup opportunity, you will receive a zero on any other speeches missed for unexcused reasons. You may not make up a quiz that is missed for an unexcused reason.

You are welcome to meet with me during office hours and show me your speech or assignment before it is due. I will give you feedback and suggestions for improvement. However, late work will not be excused on the grounds that you did not understand what you were supposed to do. Nor will you be allowed a "do over" of a graded assignment.

"I didn't understand what you wanted" is a common plea when students negotiate for a higher grade. Preempt that by requiring students to talk with you in advance if they are unsure of requirements.

If you have an excused absence, you must make arrangements to make up any work you missed within one week of your return to class.

Other Course Policies

Your school may have mandatory syllabus policy statements on a variety of topics. Be sure to find out what they are and include them.

Contacting me. You are encouraged to see me during office hours if you have questions

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or need help. If my office hours do not fit your schedule, we will find another mutually convenient time to meet. I also check my college e-mail regularly and will do my best to respond to all student e-mails within twenty-four hours on weekdays. If you are concerned about your performance in this class, please meet with me as soon as possible so I can help you get on track.

Encourage students to meet with you. Give them the best options for getting in touch with you.

Excused absences. Absences may be excused only if they are supported by written documentation. The documentation must include a legible signature and contact information for the person who is verifying the absence. Absences are excused for the following reasons:

- Illness sufficient to require a trip to a medical-care provider. (This may include illness of dependent children.)
- A death in your family.
- Participation in a university-sponsored sport or activity if your coach or faculty adviser certifies that you must be gone during class time.

Specify how excused absences will be determined. In our experience, students' excuses for missing class have varying levels of veracity. Unless you are a mind reader, an objective system for verifying excuses is needed.

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If you are absent for any other reason (car broke down coming to school, you were snowed in, bus drivers' strike, court hearing, and so on), you have the burden of proof to produce sufficient documentation to justify your absence. If you have any question about whether an absence will be excused, please talk to me in advance. Do not miss class and expect that your absence will be excused retroactively.

Students with disabilities. I am pleased to make accommodations to make this class fair for students with disabilities. Under our college policy, students initiate the process by contacting our Office for Students with Disabilities in Administration Building Room 103, 555-9090. Someone from that office will meet with you and then provide me with information about how any disabilities should be accommodated. These services are confidential.

Follow your college's policy for accommodating students with disabilities and proactively help your students. Be sure to keep this information confidential.

Cheating and plagiarism. Honesty and integrity are central to the mission of our college. Policies against cheating and

Cheating and plagiarism are on the rise at many colleges. Be sure students can access the policy and are aware of the consequences.

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plagiarism will be strictly enforced in this class. Penalties can be severe, including an F in this course and possible suspension or expulsion from school. These policies apply to all point-earning activities, including (but not limited to) written work and oral presentations. A detailed copy of these policies can be obtained from the Dean of Students' office (Administration Building, Room 205) or the College Web site (www.school.edu/studentpolicies/cheating_and_plagiarism).

You may want to go over common violations on the first day of class.

Disruptive classroom behavior. This classroom should be a friendly and safe environment for the presentation of speeches and sharing of ideas. The class should be free of harassment of any kind and should be a place of mutual respect and encouragement. Student conduct should not disrupt the ability of the instructor to teach or the ability of students to learn. Harassment or disruption of the learning environment may lead to disciplinary procedures and/or removal from class.

Warn students that misbehavior in class can have serious consequences. However you opt to handle minor disruptions, be sure to call for help quickly if conduct is dangerous to a student or others.

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THE COURSE CALENDAR

The course calendar informs students about the course content on any given date, the due dates for assignments, and the schedule of readings. Be sure that you clarify when assignments are due and how they should be submitted. You should indicate whether the calendar is tentative (subject to change by the instructor) or final. Its basic format might look something like this excerpt:

Sample Course Schedule

Italic font indicates when things are assigned. **Bold** font indicates when they are due.

Date	Class Activity	Readings Due
1/16	**Introductory speeches**	
	Communication apprehension	
1/18	Discuss syllabus and assignments	
	Reintroductory speeches	Bateson
	Group persuasive speech assignment	
	Group communication, part 1	
1/21	no class (MLK)	
1/23	Transformational speaking	TF Ch. 1, 4
	Listening	
	Speaking schedule	

COURSE DESIGN DECISIONS

When you plan the schedule for your course, you must make a number of decisions, including but not limited to the following:

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- What content areas will be covered and in what order?
- Which speeches will be assigned?
- What readings will be required?
- How many quizzes and tests will be given?
- What additional assignments will be used (such as homework, speech critiques, or library research)?

Some of these decisions may be dictated by your college, department, or supervisor. For example, a certain number of speeches or specific types of speeches may be required. You may be expected to cover topics such as culture, ethics, group dynamics, or critical thinking. Oral feedback after speeches may be a staple of the course at your college. You may be given a schedule to follow, particularly if you are a graduate teaching assistant. But throughout your teaching career, you are likely to have opportunities to consider and revisit each of these issues.

There are an almost infinite number of permutations of these design decisions that different speech instructors have used to teach this class successfully. During your career, you will no doubt find that some choices do not work well and vow to never use them again. Planning a course involves nearly endless tradeoffs because you have a limited number of minutes for your class. If you provide extended coverage in one area, you may not have time to cover other topics. If you want to include a lot of activities, there will be less time for you to present material. Here are some of the issues that you should consider as you establish a schedule.

SELECTION OF SPEECH ASSIGNMENTS

There are many different speeches you might assign, and we include several different options in Part 3 of this manual. Most instructors include an informative speech and a

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persuasive speech. Because these are usually long speeches with rigorous preparation requirements, they typically are scheduled later in the term.

Very early in the term, it is helpful to include icebreaker speeches or activities that get students comfortable speaking in front of the class, such as a speech introducing a classmate. These need not be graded. You may want to assign a moderately difficult speech as a transition to the informatives and persuasives. Special-occasion, hero, or cultural artifact speeches might work here. You may want to consider a group assignment, so that students work together and present together on their first graded speech. These speeches may be shorter than the major speeches, and you may have a more limited number of grading criteria. For example, you might base grades primarily on extemporaneous delivery and clear organization.

Generally, each successive speech is more challenging (and longer) than the previous one. Thus, informative speeches typically require visual aids and an increased number of source citations. For the persuasive speech, you might require extended audience analysis and adaptation (for example, by having students survey the class and create their speech content based on the survey results), use of identifiable persuasive strategies, and highly credible research sources.

Some instructors prefer to build to the persuasive speech and make it the culminating experience in the class. Others save time for additional speaking experiences after the persuasives. Depending on your philosophy and the available time, end-of-term speeches could be the culminating assignment or a more relaxed "cool down" speech that is focused primarily on giving students additional time to speak in front of the class. These assignments might include a group symposium or a discussion, simulated job interviews, storytelling, debate, special-occasion speeches, or impromptus.

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You may want to consider having one speech assignment be a revised speech. This gives students a chance to focus on the areas for improvement noted by you and their classmates. If students were disappointed by their original grade, they might be motivated to seek help during office hours. You also could have students form pairs or small groups to help each other with revisions.

TOPIC COVERAGE AND ORDER

In class and in your reading assignments, emphasize the content areas that students need to learn to do well on class speeches and assignments and in their future public speaking endeavors. If time is scarce, you may be able to omit some areas (for example, you might omit Chapter 20 if you are not giving a group assignment). Few instructors march straight through the chapters from beginning to end. The order of your speech assignments and the requirements that you have for each speech should drive the order of topic coverage. You will want to cover listening before you ask students to provide speech feedback. If you are going to emphasize organization, evidence, presentation aids, or audience adaptation in a speech, you need to teach that content in advance. If possible, give students a week or more from the time you discuss a concept to the time that they will present it in their speeches. (This may not work in a short summer or winter session course that meets every day for two to three hours.) If your schedule is tight, you should assign Chapter 2 early in the semester because it gives students basic advice about each stage of the preparation and delivery process.

TIME ALLOCATION

One of the greatest challenges in designing a course is allocating time for covering topics in class and for delivering speeches. The number of students in your class and

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the expected length of a speech will determine how much class time is needed for a round of speeches. If you want to reserve time for feedback after the speeches, then you need to allocate additional time to each round. Activities can be both enjoyable and valuable learning experiences, but they also take class time. You may want to devote additional time to more challenging topics (such as persuasive strategies) and rely more on reading assignments for easier-to-understand subjects (such as topic selection techniques or types of supporting materials). If you do rely on reading assignments, you will want to hold students accountable for doing the reading through homework assignments or quizzes.

YOUR SCHEDULE

When you plan courses, consider your own schedule and the busy times of your school year. You may not want to give midterm exams in one class on the same day that you receive thirty persuasive speech outlines in another class. It can be difficult to do extensive preparation for a new class activity or lecture in the same week that you yourself have a major paper due in a graduate seminar or are facing a deadline for submitting a conference paper.

It is also helpful to be aware of the patterns of your students' schedules. Try to space out major assignments and speeches so that students have a reasonable amount of time to work on each one. If most of your students have significant work commitments, it can be difficult to give group assignments that require them to synchronize out-of-class schedules. If your college is sponsoring a twenty-four-hour jog-a-thon fundraiser or students are involved with campus activities leading up to a homecoming weekend or a game against a traditional rival, you probably will get

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better results if you schedule the test on a Wednesday rather than the Monday following an event-filled weekend.

SAMPLE SCHEDULES FOR VARIOUS TEACHING TIMES

The first two sample schedules are for a fifteen-week semester with classes meeting three times each week (Monday, Wednesday, and Friday) and two times each week (Tuesday and Thursday). They illustrate how you can adapt the same course content to two different schedules. The third fifteen-week sample schedule possibility suggests that you modify one of the two other long schedules so that it works for one class each week. The two sample schedules for shorter terms (the ten-week quarter system and the five-week summer system) modify the number and types of required speeches and the sequence of topic coverage. These five examples allow you to see some different options for packaging course content.

The exact number of days in each term will vary based on institution and holidays. For example, in summer sessions, you will not have classes on Memorial Day (if your summer session starts in May) or July 4, and in fall terms, Thanksgiving may take two or three days out of your schedule. You will need to make adjustments if your class will not meet on some dates.

If you want some flexibility in your schedule, you should note on your syllabus that the schedule is subject to change. You also should indicate how changes will be communicated to students (for example, will they be announced in class, e-mailed to students, or posted on your course's Web site?). In our experience, some students commonly say that they are not prepared because they "heard" from a fellow student that an exam date, speech date, or due date had been postponed. Be sure that students realize that notification of any schedule changes must come from you.

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FIFTEEN-WEEK SEMESTER: MWF for Fifty Minutes Daily

Date	Class Activity	Readings Due
Week 1		
M	Introduction to Course and Syllabus	
	Interview for Introduction Speeches	
W	Introduction Speeches	Ch. 1
F	Introductions and Conclusions	Ch. 10
Week 2		
M	The Speech Preparation Process	Ch. 2 (pp. 34–54)
W	Topic Selection	Ch. 10
F	Explain Hero Speech Assignment	
	QUIZ 1	
Week 3		
M	Special-Occasion Speaking	Ch. 19
W	Organization	Ch. 9
F	Outlining	Ch. 11
	QUIZ 2	
Week 4		
M	Communication Apprehension	Ch. 2 (pp. 54–62)
W	Outline Check: Hero Speeches	Ch. 13
	Delivery	

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F	Delivery	
	Explain Informative Speaking Assignment	
Week 5		
M	**HERO SPEECHES**	
W	**HERO SPEECHES**	
F	**HERO SPEECHES**	
Week 6		
M	Mediated Public Speaking	
	Developing Informative Messages	Ch. 15, 16
W	Presentation Aids	Ch. 14
F	Research and Evidence	Ch. 7
	QUIZ 3	
Week 7		
M	Supporting Materials	Ch. 8
W	Style	Ch. 12
F	Listening	Ch. 4
	Being an Effective Audience Member	
	QUIZ 4	
Week 8		
M	**INFORMATIVE SPEECHES**	
W	**INFORMATIVE SPEECHES**	
F	**INFORMATIVE SPEECHES**	

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Week 9		
M	Explain Persuasive Speaking Assignment	Ch. 17
W	Audience Analysis and Adaptation	Ch. 5
F	View and Discuss Classic Persuasive Speech	
	QUIZ 5	
Week 10		
M	Developing Persuasive Messages	Ch. 18
	PERSUASIVE SURVEYS DUE	
W	Ethics	Ch. 3
F	Explain Debate Assignment	
Week 11		
M	**PERSUASIVE SPEECHES**	
W	**PERSUASIVE SPEECHES**	
F	**PERSUASIVE SPEECHES**	
Week 12		
M	**PERSUASIVE SPEECHES**	
W	**PERSUASIVE SPEECHES**	
F	Explain Impromptu Speaking	
	PERSUASIVE SPEECH CRITIQUES DUE	
Week 13		
M	Debate Group Workshop	
W	**DEBATES**	

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F **DEBATES**

Week 14

M **DEBATES**

W **DEBATES**

F **IMPROMPTU SPEECHES**

Week 15

M **IMPROMPTU SPEECHES**

W **IMPROMPTU SPEECHES**

F Final Exam Review

TBA **FINAL EXAM**

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FIFTEEN-WEEK SEMESTER: TTh for Seventy-five Minutes Daily

Date	Class Activity	Readings Due
Week 1		
T	Introduction to Course and Syllabus	
	Interview for Introduction Speeches	
	Begin Introduction Speeches	
Th	Finish Introduction Speeches	Ch. 1, 10
	Introductions and Conclusions	
Week 2		
T	The Speech Preparation Process	Ch. 2 (pp. 34–54)
Th	Topic Selection	Ch. 6
	Explain Hero Speech Assignment	
	QUIZ 1	
Week 3		
T	Special-Occasion Speaking	Ch. 19
Th	Organization and Outlining	Ch. 9, 11
	QUIZ 2	
Week 4		
T	Communication Apprehension	Ch. 2 (pp. 54–62)
	Outline Check: Hero Speeches	
Th	Delivery	Ch. 13
	Explain Informative Speech Assignment	

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Week 5		
T	**HERO SPEECHES**	
Th	**HERO SPEECHES**	
Week 6		
T	Informative Speaking	Ch. 14, 15, 16
	Mediated Public Speaking	
	Presentation Aids	
Th	Research and Evidence	Ch. 7
	QUIZ 3	
Week 7		
T	Supporting Materials	Ch. 8, 12
	Style	
Th	Listening	Ch. 4
	Being an Effective Audience Member	
	QUIZ 4	
Week 8		
T	**INFORMATIVE SPEECHES**	
Th	**INFORMATIVE SPEECHES**	
Week 9		
T	Explain Persuasive Speaking Assignment	Ch. 17
Th	View and Discuss Classic Persuasive Speech	Ch. 5
	Audience Analysis and Adaptation	
	QUIZ 5	

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Week 10		
T	Developing Persuasive Messages	Ch. 18
	PERSUASIVE SURVEYS DUE	
Th	Ethics	Ch. 3
	Explain Debate Assignment	
Week 11		
T	**PERSUASIVE SPEECHES**	
Th	**PERSUASIVE SPEECHES**	
Week 12		
T	**PERSUASIVE SPEECHES**	
Th	Explain Impromptu Speaking	
	Debate Group Workshop	
	PERSUASIVE SPEECH CRITIQUES DUE	
Week 13		
T	**DEBATES**	
Th	**DEBATES**	
Week 14		
T	**DEBATES**	
Th	**IMPROMPTU SPEECHES**	
Week 15		
T	**IMPROMPTU SPEECHES**	
Th	Final Exam Review	
TBA	**FINAL EXAM**	

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FIFTEEN-WEEK SEMESTER: One Day per Week for Three Hours

For this schedule, use the fifteen-week schedule either for Monday, Wednesday, and Friday or for Tuesday and Thursday, depending on whether you want to take one or two breaks during class. Collapse the material for a week into one day. As a general rule of thumb, the longer the time block for a class, the more activities and less lecture you should use.

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TEN-WEEK QUARTER: MW or TTh for 110 Minutes Daily

Date	Class Activity	Readings Due
Week 1		
M	Introduction to Public Speaking	Ch. 1
	Syllabus Policies	
	Interview for Introductory Speeches	
	Introductory Speeches	
W	Topic Selection	Ch. 6, 9
	Organizing	
Week 2		
M	Introductions and Conclusions	Ch. 10
	Outlining	Ch. 11
W	The Speech Preparation Process	Ch. 2
	Explain Culture and Identity Speech	
	QUIZ 1	
Week 3		
M	Evidence	Ch. 7, 8
	Supporting Materials	
W	Delivery	Ch. 4, 13
	Listening	
	QUIZ 2	
Week 4		

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M	**TED TALKS**	
W	Informative Speaking	Ch. 14, 15, 16
	Mediated Public Speaking	
	Presentation Aids	
	Explain Informative Speaking Assignment	
Week 5		
M	Ethics	Ch. 3, 12
	Style	
W	Audience Analysis and Adaptation	Ch. 5
	QUIZ 3	
Week 6		
M	**INFORMATIVE SPEECHES**	
W	**INFORMATIVE SPEECHES**	
Week 7		
M	Persuasive Speaking	Ch. 17
	Explain Persuasive Speaking Assignment	
W	Methods of Persuasion	Ch. 18
	PERSUASIVE SURVEYS DUE	
Week 8		
M	**PERSUASIVE SPEECHES**	
W	**PERSUASIVE SPEECHES**	
Week 9		
M	**PERSUASIVE SPEECHES**	

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Explain Impromptu Speech Assignment

W **IMPROMPTU SPEECHES**

Week 10

M **IMPROMPTU SPEECHES**

W Review for Final Exam

TBA **FINAL EXAM**

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FIVE-WEEK SUMMER SESSION: Five Days per Week for Two Hours Daily

Date	Class Activity	Readings Due
Week 1		
M	Discuss Syllabus and Assignments	
	Introductory Speeches	
T	Communication Apprehension	
	Reintroductory Speeches	
W	Communication and Speaking	Ch. 1, 4
	Listening	Bateson
	DVD DUE	Handout
Th	Audience Analysis	Ch. 5
	Topics and Types of Speeches	Ch. 6
F	**IMPROMPTU SPEECHES**	
	The Speech Preparation Process	Ch. 2, 16
	Informative Speaking	
	Explain Informative Speaking Assignment	
Week 2		
M	Research	Ch. 7, 8
	Explain Library Research Assignment	
	Supporting Material	
T	Organization	Ch. 9, 10
	Introductions and Conclusions	

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W	Outlining	Ch. 11
	Connectives and Transitions	
	Explain Self-Critique Assignment	
	GROUP IMPROMPTU SPEECH	
Th	**INFORMATIVE SPEECHES**	
	LIBRARY RESEARCH ASSIGNMENT DUE	
F	**INFORMATIVE SPEECHES**	
Week 3		
M	Special-Occasion Speaking	Ch. 19, 13
	Explain Persuasive Speech Assignment	
	Explain Special-Occasion Speech Assignment	
	Delivery	
	SELF-CRITIQUE ASSIGNMENT DUE	
T	Style	Ch. 12
W	**SPECIAL-OCCASION SPEECHES**	
Th	**SPECIAL-OCCASION SPEECHES**	
F	Persuasion	Ch. 17, 18
	Explain Group Speech Assignment	
Week 4		
M	Presentation Aids	Ch. 14, 15
	Mediated Public Speaking	
	Explain Peer Critique Assignment	
T	**PERSUASIVE SPEECHES**	

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W	**PERSUASIVE SPEECHES**	
Th	**PERSUASIVE SPEECHES**	
F	Group Communication	Ch. 20
	PEER CRITIQUE DUE	

Week 5

M	**GROUP PERSUASIVE SPEECHES**	
T	**GROUP PERSUASIVE SPEECHES**	
W	**GROUP PERSUASIVE SPEECHES**	
Th	Ethics	Ch. 3
	Final Exam Review	
	GROUP EVALUATIONS DUE	
F	**FINAL EXAM**	

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