

Comm 111: Public Speaking (Winter 2017)

Instructor: Ms. Huillet, M.A.

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Office Hours: Tuesday & Thursdays 11:00-11:30

Class Information: CRN: 33330 Section: B05 Class Time: Tue & Thur 11:30- 12:50 BC 246

Public speaking can be the source of great anxiety for many people. This course is designed to create a safe environment for you to learn and practice vital speaking skills, both as a speaker and as an audience.

Required Materials

1. *Textbook*: Valenzano, Joseph M. *The Speaker's Primer*. 1st ed. Southlake: Fountainhead Press. 2013.
2. *Workbook*: The workbook is located on the shared Google Drive folder as a pdf file. This workbook contains instructions for all speeches and evaluation forms that you are required to turn in on speaking days. Print the workbook, staple it together and bring to each class.
3. *Supplies*: Be prepared for class each day by bringing your syllabus, workbook & tools for taking notes. Note cards and a stapler are also required (I do not accept assignments that are not stapled together). You will also need to have access to Microsoft Office and the ability to save your work in the cloud or on an external hard drive to ensure you don't lose your work. We will use Google Drive, Google Docs & Google Forms therefore you need to be familiar with this technology- there are online resources or you can go to the LBCC library for assistance.

<i>Graded Assignments</i>		<i>Grade Breakdowns</i>		
Manuscript Speech	85 Points	90%-100%	A	895-1000 pts
Introduction Speech & Visual Aid	115 Points	80% - 89%	B	795-894 pts
Informative Speech & Visual Aid	215 Points	70% - 79%	C	695-794 pts
Impromptu Speech	75 Points	60% - 69%	D	595-694 pts
Special Occasion Speech	90 Points	59% or lower	F	594 pts or less
Midterm exam (online)	150 Points			
Self-Evaluations (2 online)	20 Points			
Final Paper (online)	250 points			
<i>Total Points Possible</i>	<i>1000 Points</i>			

"Tell me and I forget, teach me and I may remember, involve me and I learn." ~ Benjamin Franklin

Syllabus

The syllabus is a formal contract between the students and the instructor. Students are expected to be familiar with the policies and information in the syllabus to ensure compliance. Virtually everything you need to know about the course is located in the syllabus. Before you ask a question about the class, check first in the syllabus. If the answer cannot be found in the syllabus, ask me. Ignorance of the rules is not a viable excuse in the real world; same goes for our class. Many of the policies in the syllabus are designed to prepare you for the real-world, as college is the time to start developing good habits.

Attendance

Attendance is mandatory. For a public speaking class to be successful there must be a consistent audience; therefore, your participation as a member of the audience is necessary. There are only two reasons why you should miss class: 1. You're in the hospital; 2. You are deceased. Seriously though, there may be times when reasons not included here may cause you to miss class. Because your instructor is so understanding and sensitive you are afforded *two (2)* absences from class without penalty. In the event that reasons 1 or 2 apply, be prepared to provide documentation. Do not be careless with your two free absences as it may hurt you in the end if something serious does occur which prevents you from attending class (save these absences for emergencies). Each additional absence beyond the two will result in a 30 point deduction from your final grade. You may not miss a scheduled speaking day. If you have college excused absences, I must receive an official notification beforehand and you are not afforded additional absences. You are responsible for getting notes and finding out what you missed from your peers in the event you miss class, *before* you attend the next class. Absences are not an excuse for turning in late work. If you have perfect attendance at the end of the term you will earn *10 extra credit points*.

Tardiness

You are required to come to class on time, as coming in late disrupts the learning of your classmates and it reflects poorly on your credibility as a presenter. Therefore, tardiness is not tolerated. If you are not there by the time I take roll, you will be considered tardy. If you arrive late, it is *your* responsibility to talk to me after class to make sure I didn't mark you absent. Two recorded tardies equate to one absence. If you have class on another campus prior to our class and you think it will cause you to be consistently tardy (even by a few minutes) then you need to take this class at another time. *Never* enter the classroom when another student is giving their speech; doing so will result in an 30 point deduction from your final grade- wait for the applause and then enter the classroom. Leaving early will count as a tardy. Attendance and Tardiness policies are non-negotiable.

Technology

This is a technology free class. Cell phones, tablets and laptops are *not* permitted in class for any reason. Consider the negative messages you are communicating (nonverbally) to your peers and instructor when you spend class texting or tweeting. You may not use laptops to take notes, unless I have received notification from disability access services. Turn off your phones when you are in class by the time class starts. If your phone rings/vibrates, or if you are caught using your phone in class (this includes smart watches), 30 points will be deducted from your final grade. Keep your phone completely out of sight, in your backpack (not on your desk). Do not use your phone when another student is giving their speech, it's rude. If I have to ask you to put your phone away, you will lose 30 points. Spending class on your phone will hurt your integrity as a speaker, which is hard to reverse. If you are unable to go an hour and half without your phone, then you need to seek professional help.

Words of Encouragement

Public speaking is inherently difficult and nerve wracking. Everyone from presidents to talk show hosts and comedians have struggled with public speaking. We're all going to mess up, stumble over our words, or wish our speeches had gone better; in the words of Stephen Curry, "If you don't fall, how are you going to know what getting up is like?" However, the more serious you take this opportunity and the more time you put into preparing and practicing your speech- the more successful and confident you will be! As the term progresses your fear and anxiety of public speaking will be greatly reduced. You will find that with each speech, public speaking becomes a little easier as you improve your skills and increase your confidence- confidence that is transferable to all areas of your life! A lot of students feel a sense of accomplishment when they face their fear of public speaking. Furthermore, some students even discover a hidden talent they didn't even know they had! Remember even the most professional speakers were very nervous when they gave their first speech!

*"Ideas are the currency of the 21st century. You can have brilliant ideas—truly revolutionary ideas—
but if you cannot persuade others to act, those ideas don't matter." ~ Carmine Gallo*

Late Assignments

Deadlines are part of virtually every career. There is a growing consensus in the business community that instructors are too soft on students with regard to deadlines, leaving students unprepared for the demands they are expected to meet in the real world. Therefore, late assignments are not accepted and you may not make up assignments for any reason. You must give your speech on your assigned speech day (we do not have time for you to give your speech on another day). Speeches cannot be made up. If you do not bring your outline and evaluation forms the day of your speech, you are not allowed to give your speech, resulting in a zero on the speech. Speech outlines are due the day of your assigned speech. All exams must be taken at the appointed time. You are *not* allowed to e-mail me your assignment if you do not bring it to class. Absences are not an excuse for turning in late work. On that note, keep track of the schedule of all of the classes you are taking. Due dates for exams, papers, projects, assignments or tests in other classes are not acceptable excuses for failing to complete a speech on time in our class. Furthermore, problems with your computer or printer, running out of paper or printer ink are not excuses for failing to turn in a speech outline on the day it is due. The readings need to be completed *before* class starts (see schedule). Most issues with late assignments are directly related to poor time management. Fortunately, these problems are also relatively easy to deal with if you address them with proper time management! Do not begin a major assignment a day or two before it is due - give yourself adequate time to critically think about your work and consult with me when needed.

Speech Make-Ups

Make-up speeches are *not* granted easily and require valid proof as to why you cannot attend your assigned day. In the event that an emergency (serious illness or injury) prevents you from delivering your speech, adhere to the following criteria when *requesting* a make-up; if you do not fulfill *all* of the following criteria you will not be allowed to make-up your speech under any circumstances. If your outline and/or visual are incomplete you will *not* be allowed to deliver your speech at another time.

1. Email me immediately letting me know of the situation (not right before class starts).
2. Attach your outline, works cited and visual aid (if applicable) to the email as a word document.
3. Be prepared to deliver your speech on *any* of the remaining speech days (time permitting).
4. Be prepared to deliver your speech with grade deductions up to 50% off the total grade.
5. Be prepared to provide a legitimate explanation and valid proof showing why you need a make-up.
6. A speech make-up can only be requested once during a term.

Grading Policy

Be advised that this is a challenging class, it's not an "easy A". However, if you work really hard on your speeches, do the required reading, take good notes, participate and listen in class, you will probably do quite well! Instructors use a careful system of checks and balances developed over years of university-level teaching to be fair and consistent across sections and speeches. Before each speech, you can use the evaluation forms and assignment instructions to determine how your speech will be graded. Speeches are *not* graded on how much effort you put into the speech or what you hoped to say or do. While effort, intention and performance are related, instructors grade the final product. Additionally, grades are earned, not requested. Your grade goals are yours. Instructors' goals are to be fair and consistent. It's the students' job to earn grades, not the instructor's job to give students the grades they desire. Feel free to discuss your grade with me, including ways to improve your grade throughout the term. It would be advisable to pay close attention to your grade early in the term and work on improving your grade throughout the entire term, instead of solely being concerned about your grade during the end of the term. Word to the wise; last minute comebacks typically only work in sports and even then, don't happen often (miracles). If you need help at any time in the term, please let me know and I am more than happy to help! Conversely, I will not inflate your grade under any pretext.

24 Hour Grade Rule

I am available to discuss any grade that you receive on an assignment. However, please wait at least 24 hours after I give you the graded assignment back (but no more than two weeks) before visiting me in my office to discuss your grade. I will only discuss grades in my office and not over e-mail. If you do *not* honor this policy, I will not discuss your grade with you under any circumstances.

"They may forget what you said, but they will never forget how you made them feel." ~ Carl W. Buechner

Class Etiquette

Public speaking can be very nerve wracking. It is of utmost importance to demonstrate courtesy to your fellow classmates when they are speaking. I expect students to be respectful as it's important to keep the classroom a positive and supportive place. Please give your classmates the courtesy of your attention- show support and encouragement, especially before and after speeches. During their speech, pay attention; give the speaker eye contact and think of questions or comments for after their speech. Do not disrupt another's student's speech by unzipping your backpack, ripping papers, working on your own speech etc. You should not whisper or do anything that might distract the speaker. If you interrupt a speaker you will be asked to leave and will be marked absent for the day, even if you are scheduled to speak- it is unfair to jeopardize another student's grade. Do not talk while other students or the instructor is speaking- it's rude and reflects poorly on your character. Listen when I am speaking and take notes when I talk (power points are *not* posted online and you cannot take photos of power points with your phone). Showcase a positive attitude towards the class and the instructor and uphold the expectations for classroom conduct (no complaining). If you are asked to stop disruptive or disrespectful behavior, you will be asked to leave and marked absent for the day.

Speech Days

On your scheduled speech day you are *not* permitted to have *any* materials related to your speech on your desk, we do not use class time to prepare for our own speeches, it's disrespectful to our classmates. Clear your desk when other students are giving their speeches and come to class ready to listen and evaluate your classmate's speeches. On the day of your speech, come prepared with your outline and evaluation forms stapled together ready to turn in (you will *not* be allowed to utilize class time to write on note cards or staple evaluation forms together; a lack of preparedness reflects poorly on your credibility as a speaker). Visual aids and note cards need to be ready before class starts. You must show up to class on time on your designated speech days- coming in late the day of your speech reflects poorly on your credibility and it makes you look unprepared for your speech. You must give your speech on your scheduled day- absolutely no exceptions. On the day of your speech you will sign up for speaking order on the board when you arrive to class- you get to pick speaking order.

Learning Statement

I absolutely love teaching this class and I hope that you will also enjoy taking this class (despite any reservations you may have about public speaking)! I value the opportunity to be a part of this experience with you. My teaching philosophy is that we all learn from each other- you can learn as much from me as I can learn from you! I look forward to what you will teach me and what you will teach each other. You do not want me talking for an hour and half straight, (which I can very easily do) so come to class ready to participate! Since this is a communication course, participation is a vital part of this class and your participation significantly impacts the quality of the experience you will have in this class- class is more enjoyable when you take an active role in learning- you get out of it what you put into it! If at any point you need help understanding the course material or would like to further discuss anything pertaining to class do not hesitate to make an appointment to see me outside of class or send me an e-mail. I would much rather deal with any questions you may have before you turn in your assignment than have to deal with the unpleasant (for both me and you) repercussions of failing to meet the assignment requirements. If you feel you may be learning differently than others or if you are a student with a disability do not hesitate to contact me as soon as possible so that I can assist you.

What should I do if I miss class?

Going to classes is the single most important rule in succeeding in college (not to mention you are paying a lot of money for the privilege of attending these classes). In the event you miss class, please *do not* ask me if you missed anything or what you missed- this is single-handily the most frustrating question for a professor. We had class, so yes, you did miss something important. Each time you miss class, you miss something important. When you miss class, the first thing you should do is check the syllabus to see what happened in class that day. The next thing you must do is ask another classmate what you missed and get the notes from them *prior* to attending the next class; talk to them to get a summary of what happened and copy their notes before you attend our next class so you do not fall behind (none of this should occur during class time, it must occur outside of class as to not be disruptive).

LBCC Email (Gmail) Account

I will send emails to the class using your LBCC email address (the one on my class roster); so check your email daily and/or forward it to another account if you do not plan on checking your LBCC account daily.

"Play like you're in first. Train like you're in second." ~ Stephen Curry

Office Hours

If you need to attend office hours please email me beforehand or talk to me after class so I know you're coming and can schedule accordingly. I am also available by appointment but I am only on campus Tuesdays & Thursdays.

Speeches, Outlines and Visual Aids

All speech guidelines, instructions and grading rubric are located in your workbook. You will give a total of five (5) speeches throughout the term. The introduction and informative speeches require visual aids, notecards and typed outlines; however I recommend you utilize visual aids for most, if not all speeches! You are not allowed to use an outline instead of note cards during your speech as it looks unprofessional and is distracting; if you forget your notecards, you must deliver your speech without note cards or an outline. You are encouraged to begin working on your speeches before we go over the speech requirements in class so you can get a head start on your speeches and bring your questions to class. All speech topics *must* be approved online on GoogleDocs by the day and time listed on the schedule and not via email - no late assignments accepted means that speech topics must be selected on time. Before selecting a topic, make sure you can find supporting material to utilize in your speech so you do not need to change your topic at the last minute due to research frustrations. As a general rule, for every minute you speak one to two hours of preparation is needed (this includes writing your outline, working on your visual aid, creating your note cards and practicing your speech). Most speech preparation time should be dedicated to standing up and practicing your speech using your note cards and visual aid. On your scheduled speech days, arrive on-time, bring your evaluation forms (in workbook), outline, works cited, visual aid, note cards, phone (on airplane mode) to record your speech and dress in professional (business-casual) attire. When you arrive to class on your scheduled speaking day sign up for speaking order on the board as soon as you arrive to class, turn in your evaluation forms and outlines to me and set-up your visual aid before class starts (if applicable).

Midterm Exam

We have one exam in the class- the midterm (150 points). The midterm will be completed online using Google forms; you will have a selected time frame for completing the exam. The exam covers your readings and the material discussed during class- so pay attention and take good notes. See your course schedule for the exam date. No study guides are provided for the exam. The exam is comprised of true/false, multiple choice, matching and short answer questions. The midterm cannot be made up or completed at another time so please don't ask. Problems with your computer or Internet connectivity issues are not valid reasons for failing to complete the exam on time. I recommend taking the exam on a computer with a strong Internet connection.

Self-Evaluations

One of the best ways to improve your public speaking skills is to watch yourself deliver a speech! Therefore, your introduction and informative speeches will be recorded using your smart phone so you may watch a video of yourself delivering a speech. While watching your own speech on your phone, you will answer a list of questions (located on the Google Folder) to identify your strengths as a speaker as well as areas for improvement (utilizing course concepts and vocabulary). Due dates for the typed self-evaluations are located in the schedule in the syllabus. The self-evaluations will be uploaded to the corresponding Google folder. The self-evaluations are worth 10 points each for a total of 20 points.

Class Participation

Class is more enjoyable when you take an active role in learning- you get out of it what you put into it! Be open to the experience of learning, give it a chance, and you will succeed; one cannot pour water into a closed container. Class participation is an ongoing assessment and involves: coming to class prepared, showing me you have done the reading, showing interest in the material, taking notes when I am speaking, verbally & nonverbally engaging, asking/responding to questions, contributing to class discussions, actively participating in class activities, group assignments and exercises such as practice speeches, supporting and listening to your classmates, showcasing a positive attitude towards the class and the instructor (no complaining), upholding the expectations for classroom conduct, etc. Show me that you have completed the required readings by answering questions I ask in class. Ask yourself, *does my presence add value to the class?*

*"There are always three speeches for every one you actually gave.
The one you practiced, the one you gave, and the one you wish you gave." ~ Dale Carnegie*

Peer-Evaluations

On speech days you are required to evaluate some of your classmates while they deliver their speech. You will write down their strengths as a speaker as well as areas they can improve on for their next speech. Please be honest and helpful so your classmates can improve their speaking skills. When class is over, you will turn in your evaluation to the classmate you evaluated before you leave class for the day.

Outline & Paper Specifications

All speech outlines & papers you turn in must have the following format requirements; I will *not* accept assignments that do not fulfill *all* of these requirements (you may print double-sided to save paper). Use a printer with sufficient ink; it is unacceptable to turn in an outline printed from a printer running out of ink- if you turn in an unreadable outline you will earn a zero. Handwritten assignments are *not* accepted.

1. First and last name
2. Typed in 12 point, Times New Roman Font
3. Typed in black ink, double spaced
4. MLA Citation Format
5. 1" margins on all sides
6. Stapled together before class to evaluation forms (in workbook)
7. Spell checked and proofread
8. Turned in on time and at the start of class (not via email)
9. Follows formatting guidelines in Workbook
10. No handwritten corrections- all corrections must be typed

Academic Dishonesty and Class Decorum

You are expected to conduct yourself in a professional manner; academic dishonesty is not tolerated. Students will be honest and ethical in their academic work. Academic dishonesty includes using work you have submitted for another class or work another student has submitted for this class. You should never give your work to another student and never claim the words of another person or organization as your own. The *minimum* penalties for academic dishonesty are *failing the course*. Refer to the LBCC student's rights handbook for an understanding of what constitutes academic dishonesty.

Accessibility Resources

Students who have a documented disability and require a classroom adjustment/ accommodation should contact the Center for Accessibility Resources. Students with documented disabilities who need accommodations, who have any emergency medical information the instructor should be aware of or who need special arrangements in the event of evacuation, should make an appointment with me no later than the second week of the term. Class materials will be made available upon request.

Final Paper

For the final paper you will watch *two* TED talks (*none* of which can be TED talks we have viewed in class) and analyze and compare them in a 5-7 page, double-spaced paper using at least 40 concepts/theories from your textbook and class. Examine what the speakers did well, in addition to discussing areas of improvement for each speaker by using course concepts. Each time you use a course concept, underline it in your paper. Five outside, internet sources must be cited in the paper- these sources must be articles about public speaking. Synthesize these outside sources with what you have learned in class. This paper is worth 250 points- the due date is listed on the course schedule. Additional instructions for the final paper are located in your workbook.

"I've never been afraid of big moments. I get butterflies, I get nervous and anxious, but I think those are all good signs that I'm ready for the moment." – Stephen Curry

Extra Credit Opportunities

There are four extra credit opportunities in this class (in addition to earning extra credit for perfect attendance). All extra credit assignments can be uploaded to the Google folder.

1. You have the opportunity to earn up to 15 extra credit points if you attend an event on campus (LBCC /OSU) or in the community with a speaker (colloquium, research presentation, debate, etc.). The Commuter student newspaper sometimes lists upcoming speaking events as well. Attending a class lecture does not count. You will write a 2-3 page, double spaced paper that provides a brief summary of the presentation you attended, a few paragraphs about what you learned about the content discussed and then a few more paragraphs that evaluates the speaker by discussing what they did well and what they could improve using a minimum of 5 public speaking terms (i.e. what did you learn about the power and impact of public speaking?). Furthermore, you also need proof that you attended the event (i.e. a selfie with the speaker using their permission, a brochure or handout from the presentation or anything else that proves you attended the event).

2. The next extra credit opportunity involves delivering a presentation outside of class. In the event you are given the opportunity to speak at an event (conference, seminar or for extracurricular activities) outside of your regularly scheduled classes you can earn extra credit. After your presentation, write a 1-2 page, double spaced paper that discusses your experience, what you learned about public speaking, what you did well and what you would like to continue working on. Utilize at least 5 course concepts in your paper. Proof of your presentation is also required (i.e. video of your presentation). This extra credit opportunity is worth 15 extra credit points.

3. The final extra credit opportunity is worth up to 10 points if you write a 1-2 page review of the class at the end of the term. Your review should answer some of the following questions: What was helpful and which parts of the class weren't helpful? What should change and what should I keep doing?

4. Read the book *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. This is one of my favorite books and the world renowned book on public speaking! Write a 3-4 page paper about the book, demonstrating you read it and discussing what you learned about public speaking. The book will need to be cited using MLA or APA format and you need to cite a minimum of 7 quotes from the book in your analysis. Synthesize information from the book with what we have learned in class and discuss what this book offers that our textbook does not. This extra credit opportunity is worth up to 20 points.

A Note About Academia & Teaching Philosophy

One of the main things you need to know is the difference between the instructors you will have here and those you had before. First, I am your professor, not your teacher. There is a difference. At a university, learning is your job – and yours alone. My job is to lead you to the fountain of knowledge. Whether you drink deeply or only gargle is entirely up to you. University professors still enjoy a large degree of academic freedom; this means that the content and format of your courses will probably include little or no test preparation. Our relationship is much more like that of doctor and patient. My only obligation: to tell you what you need to hear (not what you want to hear). I'm here to help you learn! Whether you choose to accept that help – ultimately, whether you choose to learn anything – is up to you. My role is *not* to tell you what to do. Rather, I will provide information, explain how to do certain things, and give you regular assignments designed to help you internalize that knowledge and master those skills. Internalizing and mastering are your responsibility. I'm not your parent either. And what that means, more than anything else, is that I'm not going to treat you like a child. More than anything, I'd like for us to form a mutually beneficial alliance in this endeavor we call education. I pledge to do my part. I will: teach you what I believe you need to know, with all the enthusiasm I possess, invite your comments and questions and respond constructively, evaluate your work carefully and return it promptly with feedback, be as fair, respectful, and understanding as I can humanly be. In return, I expect you to: show up for class each day, do your reading and other assignments outside of class and be prepared for each class meeting, focus during class on the work we're doing and not on extraneous matters, participate in class discussions, be respectful of your fellow students and their points of view, devote as much effort to learning as I devote to teaching. What you get out of this relationship is that you'll be better equipped to succeed in this and other college courses, work-related assignments, and life in general. This pretty much sums up my teaching philosophy, adopted from Keith M. Parsons & Rob Jenkins.

“Success is not an accident, success is actually a choice. Success comes after you conquer your biggest obstacles and hurdles.”
~ Stephen Curry

Tentative Weekly Schedule

Week	Tuesday Class	Thursday Class
One	<ul style="list-style-type: none"> - Discuss syllabi & do partner introductions - Exchange partner contact information - Bring workbook to class (stapled together) - Familiarize yourself with Google Drive/ Folder 	<ul style="list-style-type: none"> - Read Chapter 2: Speech Anxiety & pages textbook 8-12 - Read Syllabus & workbook page 14 - Bring workbook to class (stapled together) - Discuss speech anxiety - Make name cards in class (save name cards) - Ice-breaker activity
Two	<ul style="list-style-type: none"> - Read Chapters 18 & 19: Delivery & Practice - Read workbook page 2 - Turn in pre-term assessment forms in class - Bring name cards to class - Start discussing manuscript speech - First part of delivery lecture 	<ul style="list-style-type: none"> - Manuscript Speech Topics Due on Google doc by 10:00am - Bring name cards to class - Second part of delivery lecture - Finish discussing Manuscript speech, watch sample videos
Three	<ul style="list-style-type: none"> - Manuscript Speech - Bring name cards to class - Listening activity & lecture - Start talking about introduction speech - Watch introduction speech example 	<ul style="list-style-type: none"> - Read Chapters 10, 11: Outlining, Introductions & Conclusions - Read workbook pages 4, 12, 16- 20 - Bring name cards to class - Speech organization lecture
Four	<ul style="list-style-type: none"> - Read Chapters 7 & 16: Audience & Presentation Aids - Read workbook pages 13, 15 - Bring name cards to class - Audience analysis & visual aids lecture 	<ul style="list-style-type: none"> - Continue preparing for introduction speeches - Practice impromptu speeches with objects
Five	Introduction Speech	<ul style="list-style-type: none"> - Introduction Speech - Start talking about informative speech
Six	<ul style="list-style-type: none"> - Self-Evaluation #1 due on Google Folder by 10:00am - Read Chapters 5, 6, 8, - Read workbook page 6 - Lecture over topic selection and supporting materials 	<ul style="list-style-type: none"> - Read Chapter 13 - Midterm exam available by 1:00pm - Lecture over research & citations, artistic proofs
Seven	<ul style="list-style-type: none"> - Read Chapter 17: Language - Informative Speech Topics Due on Google doc by 4:00pm - Language lecture 	<ul style="list-style-type: none"> - Midterm Exam due online by 10:00am - Continue preparing for informative speeches - Practice impromptu (informative speeches)
Eight	Informative Speech	Informative Speech
Nine	<ul style="list-style-type: none"> - Informative Speech - Go over impromptu speeches - Practice impromptu speaking 	<ul style="list-style-type: none"> - Impromptu Speech - Read workbook pages 8-9 - Self-Evaluation #2 due on Google Folder by 10:00am - Start discussing special occasion speeches - Discuss final paper
Ten	<ul style="list-style-type: none"> - Read Chapter 15: Commemorative Speeches - Read workbook page 10 - Lecture over special occasion speeches 	<ul style="list-style-type: none"> - Special Occasion Speech - Turn in post-term assessment forms in class - Talk about final paper
Final Paper & Extra Credit Due: Tuesday March 21st at 12:30pm		

“Intelligence plus character- that is the goal of true education.” ~ Martin Luther King Jr.