

P155 - Public Oral Communication - Fall 2016

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1. Required Course Materials:

- The P155 Supplement is available at both bookstores, and should be purchased right after the first day of lab. Assignments from the supplement start immediately. The supplement has a red cover, and is titled *COLL P155 Public Speaking*.
- You have **two** Canvas pages (or tabs) for this course, (1) your lab section page, and (2) the lecture page.
- The online eBook is housed in the Assignments page of your lab section.

2. What This Course Is (and Isn't). Public Oral Communication is one of the great foundational courses in a liberal education. Grounded on the relationship between public performance and critical reflection, it is an instruction in the power of the spoken word. By cultivating the liberal competencies of speaking and listening in public venues, you will develop an attunement to language in the constitution of community, in the formation of an ethical comportment, and in the formation of civic and cultural identity.

As a required foundational undergraduate course in one of the great liberal arts colleges, P155 introduces you to the close inter-relation of theory and practice. It does not resemble the more reductive versions of "basic public speaking" courses that you may be familiar with. It is *not* Toastmasters. Although you will be rigorously trained in all the formal skills and techniques, oral communication is not merely technique; it is a human art of the highest distinction. P155 is also *not* training in strategic manipulation, but in how to use the spoken word for good. We will look closely at why speech is capable of manipulating, deceiving and seducing, and how to spot, avoid and combat these uses.

3. Learning Objectives: P155 is designed to fulfill the College of Arts and Sciences requirement in public oral communication, and to address at a minimum the learning objectives outlined for the Speaking and Listening competency in the Indiana Statewide Transfer General Education Core. Students who successfully complete Public Oral Communication will:

- learn how to construct and deliver a complex argument extemporaneously;
- develop the ethical, rational, and passional competencies of speaking and listening;
- develop techniques for reducing speech anxiety and becoming excellent audiences;
- learn how to use the spoken word vividly, aptly, precisely, and movingly;

- learn how speech genres serve as resources of invention;
- learn how to form the spoken word out of and in response to the audience and the occasion;
- distinguish between the instrumental skills of speech and its role in cultivating and our deliberative wisdom, our membership in community, and our humanity;
- cultivate the reciprocity of the theory and practice in public address;
- begin to cultivate a dialogic ethos of discursive community;
- discover the power of speech to motivate, clarify, inspire, draw adherents, correct misunderstandings, advance a cause, exercise tact, speak truth to power, expose fallacies and presumptions, and work through problems collectively.

4. Modes of Instruction

A. Lectures. The video lecture is posted Wednesday afternoon by around 2pm on “Kaltura: Media Gallery” which is a link on the left-hand menu in your Canvas lecture tab for this course. If you don’t see the left-hand menu, click on the three little lines in the top left hand corner of the page to reveal it. Once you click on the lecture video you want, wait for the video to load. It can take up to 40 seconds. It’s critical that you watch all of the 50-minute lecture from beginning to end, and you must view it *before* attending your R (Thursday) or F (Friday) Performance Lab. It is imperative that you watch lectures *before* your R/F labs. The lectures organize what takes place everywhere else in the course, and you will quickly get lost if you don’t watch them on time.

B. Performance Labs. This course recognizes the imperative of speaking responsively before a live audience, requiring all students to deliver all speeches in a classroom setting and finding appropriate words to address to the specific audience you are facing. An audience provides a speaker with immediate feedback and it also presents a diverse group of individuals whom a speaker must address together. When speaking to a live audience, practiced speakers can tell immediately how members of the audience are reacting and can adjust their delivery, style, and content accordingly. There are two 50-minute performance labs per week (except for Labor Day and Fall Break).

Lab Themes. Some labs are organized by disciplinary themes (areas of academic study). These themes were listed on the Registration page under the section descriptions when you enrolled in P155.

5. Methods of Assessment

A. Formal Speeches: There are four major performance assignments in this course:

1. *Speech of Introduction:* This speech introduces you and your classmates to each other as members of a public community.
2. *Sympathetic Perspectives Speech:* This speech asks you to occupy sympathetically conflicting positions on a contemporary public controversy.
3. *Invitational Speech:* This speech invites your audience to consider moving some ways toward a new viewpoint by showing how it is for a common good.
4. *Transformational Speech:* This speech asks you to attempt to break through entrenched audience views and values with a transformative act of imaginative discourse.

B. eBook. The textbook for this course is provided online; it is a customized interactive eBook created by Dr. Arthos that links to Canvas on your Assignments page. Instead of traditional textbook chapters the eBook has mini-units--short lessons that take between 45–90 minutes to complete. Each mini-unit contains *Activities* and *Quizpoppers* that you complete for points that

go directly into your Canvas Gradebook. There is at least one mini-unit assignment before each lab section, and *you must complete the unit prior to class* in which it is due. All mini-units will be available until the end of the semester, but you can only earn points up to the class period deadline they are due. This is to make sure you don't get behind in your homework. Homework cannot be made up after the deadline. We're strict about this.

C. Lecture Quizlets/Test. Five times over the course of the semester you will take a quizlet or test on the content of the lectures. This is to insure that you are diligently watching the lectures from beginning to end each week.

D. Blog Points. Every mini-unit you study in the eBook (on average 2 mini-units per week) ends with a short blog writing assignment, which you post to your own public blog site. Three times over the course of the semester your section instructor will assess your blogs for points.

E. Participation. Because P155 is a performance course in which you are building community with your peers, active participation is central to your learning. In addition to the 70 points directly assessed to your participation, you are expected to be an active ethical participant in the course, because this is how you and your fellow students will get the most from the course. Your Performance Lab Instructor will explain to you how participation points will be awarded in your section of the course. Please read their policy sheet (at the end of this syllabus ☺).

Speeches and Outlines POINTS SUBTOTAL			545
	Introducing Your Partner Speech	10	
	Sympathetic Perspectives Speech		
	Initial Outline	20	
	Final Outline	20	
	Peer Feedback Forms (2 @ 5 points each)	10*	
	Performance	90	
	Video self reflection	5	
	Invitational Rhetoric Speech		
	Initial Outline	20	
	Final Outline	20	
	Peer Feedback Forms (2 @ 5 points each)	10	
	Performance	100	
	Video self reflection	5	
	Transformational Speech		
	Initial Outline	20	
	Final Outline	20	
	Peer Feedback Forms (2 @ 5 points each)	10	
	Performance	110	
	Video Self Reflection	5	
Participation (discretion of section instructor)		70	
Lecture and eBook POINTS SUBTOTAL			455
eBook Quizpoppers and Activities Points (approx. 10 pts per unit x 21)		204	
eBook Blog Assignments (18 blogs x 10 points each)		180	
4 Regular Lecture Quizlets (@ 10 points each)		40	
Final Lecture Test		31	
TOTAL COURSE POINTS			1000

6. Grading Policies: All grading is done by your performance lab instructor. So, questions about grades go to your lab instructor. In this college course the grade of A is awarded for truly outstanding work, B for very good work, C for meeting the assignment, D for falling short in some way. For more details, please refer to the “Criteria for Evaluating Speeches” in the *Public Oral Communication Textbook Supplement*.

Grade Scale %

93-100 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-83 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	63-66 = D	60-62 = D-
59 and below = F		

Grades are NOT rounded at semester’s end, and there is no extra credit in P155.

7. Contacts: Your Performance Lab Instructor will be grading all of your work in this course, so she or he is your source of information about grading and course assignments. Note her or his e-mail address and when she or he holds office hours (remember that you do not need an appointment to visit an instructor during office hours). Dr. Smith is the Course Coordinator, training and overseeing the instructors. Professor Arthos is the Course Director, delivering the Wednesday Lectures and working with the Course Coordinator to administer the course; (jarthos@indiana.edu). Please observe these distinctions when you reach out for assistance.

8. Attendance Policies: Because so much of what you learn in this course takes place in your experiences and encounters in the lab with your fellow students, you cannot miss or be late to classes. Your learning is in direct proportion to how much you give to these daily experiences. Not only do you lose out, but your peers are harmed when you do not support the activities and community-building that goes on from day to day. As the old saying goes, “Half of success in life is showing up.”

Attendance during the speeches of others is an essential part of your coursework. Your role is not merely to speak to others, but to listen, to be a supportive audience, and you are graded as much on your contribution to the project of community that this class is as your developing skills in eloquence. You must not only be physically present on these days, but very much present in your role as an audience to the speaker. Instructors will be particularly careful to assess attendance points for anyone who regularly misses speech days on which they are not performing.

Therefore we enforce a strict absence policy. Points subtracted for absence, lateness, and early departure are not punishments – they are simply a numerical assessment of what you’ve put into and gotten out of the course. (If you miss a lot of classes, you’ve missed out on a lot that you can’t make up any other way.) Here’s the policy: You may miss a total of two Performance Labs sessions without point losses. You should save these two for sickness or emergencies, and try never to use them. Each and every absence on non-speech days beyond these two (*regardless of the reason*) will drop 10 points from your grade. On days when members of the class are presenting speeches, this doubles to 20 points. Your instructor will also explain point losses for late-to-class or early departures in the Policy Sheet.

For example, let’s say that you’ve been absent 5 times, which means that 3 of these absences will count against your grade. Let’s also say that one of these 3 absences was on a speech day. Your point loss would be: 10 - 10 - 20 = 45. Your instructor subtracts these points from your course total.

Because you miss a lot by missing class, this has to be reflected in the assessment of what you've learned. This is why we do not differentiate between "excused" and "unexcused" absences, so when you've missed a class there is no need to bring in doctors' notes or other forms of documentation. Due to IU policy there are two exceptions: absences for religious holidays or for active participation in (not spectatorship of) official IU sanctioned events and inter-collegiate athletics. If you wish your absences for religious observances to be excused, you *must* complete the "request for religious observance" form and give it to your Performance Labs Instructor by the second week of class. The form can be found here: <www.indiana.edu/~vpfaa/docs/religious_observances/request-for-accomodation-religious-observances.doc>. If you want absences related to your participation on an IU inter-collegiate athletic team to be excused, you must provide your instructor with an official scheduling letter, highlighting the events that will require you to miss class.

9. General Late Assignments Policy: Late assignments are not accepted. Whether or not you are present in class, any and all assignments must be turned in at the beginning of the period on the day that they are due. There are no "make-ups," and there is no "extra credit." Only something as serious as hospitalization warrants exception, and this is the rarest of circumstances. In such an event it is *your* responsibility to contact your Lab Instructor about such an extreme circumstance right away. In all other cases, the point losses are automatic; these are not punishments, but a numerical assessment of what you're getting out of a performance-based course. If you do experience what you think is an extreme circumstance, please check with your performance lab instructor.

10. Missing Speech Day: There is no "right" to make up a missed speech. The only day you are guaranteed to be able to deliver your speech is on your assigned speech day. Reasonable adjustments will be made only for extreme circumstances (e.g., hospitalization). If you do not deliver your speech on your assigned speech date, you will receive a score of zero for that speech. Think of a speech day like an exam day. Like job interviews, court dates, and your wedding day, test and speech days are sacrosanct. If you do experience what you think is an extreme circumstance, please check with your performance lab instructor.

Fall 2016 Schedule of Readings and Assignments

On Wednesdays, students should attend the live lecture or view the recorded lecture depending on the section in which they are registered. This schedule is subject to change; please see Canvas for notices regarding changes in assignments. Weekly lectures should be watched before the 2nd lab of each week. Mini-units in the eBook are always due at the start of class the lab session after they are assigned.

Week	Date	Lecture (grey) & Labs (white)	Readings / Assignment (Precise time due in Canvas)
1	M – 8/22 T – 8/23	-Review syllabus & Policy Sheet -Instructions for Speech #1	-Interview partner interview -Start a Blog Account -Mini-Unit 1: A Great Power Loosed
	W – 8/24	Lecture/Talk: “Public Speaking”—Watch Wednesday afternoon or evening	
	R – 8/25 F – 8/26	-Speech #1 performed	-Micro-Unit 2: Transmission -Watch “ Outline Demo Video ”
2	M – 8/29 T – 8/30	-Speech #1 continues. -Using the “Public Issue Checklist” -Using the Research Database	-Mini-Unit 3: Inherency -Mini-Unit 4: Stasis
	W – 8/31	Lecture/Talk: From Claim to Speech	
	R – 9/1 F – 9/2	-Discuss Topics in Database -How to share blog comment	- speech#2 claim on Canvas -Mini-unit 5: Q&A
3	M – 9/5 T – 9/6	LABOR DAY OBSERVED NO P155 labs held either Monday or Tuesday	
	W – 9/7	Lecture/Talk: Audience	
	R – 9/8 F – 9/9	- IntroSpeech#1 feedback returned Watch Outline2Extemp Video	-Mini-unit 6: Composite Audience - draft outline (Sp#2) - LECTURE QUIZLET #1
4	M – 9/12 T – 9/13	-Peer Review of Initial Outline in class (bring a printed copy)-	-Mini-unit 7: Transitions -Watch Outline2Extemp Video -Record & share ‘outline extemp’ - blog URL to instructor
	W – 9/14	Lecture/Talk: Speech Delivery	
	R – 9/15 F – 9/16	-Practice transitions	- Mini-unit 8: Form & Function
5	M – 9/19 T – 9/20	<u>Speech #2: SYMPATHETIC PERSP.</u> <i>[more prep or performances begin]</i>	-Mini-unit 9: Gesture - Final Outlines are Due on the Day of Your Speech
	W – 9/21	Lecture/Talk: Rhetorical Situation	
	R – 9/22 F – 9/23	<i>speech performance day</i>	-Mini-unit 10: Voice

Week	Date	Lecture & Practicums	Readings / Assignment
6	M - 9/26 T - 9/27	<i>speech performance day</i>	-Micro-Unit 11: Rhet. Sit.
	W - 9/28	Lecture/Talk: Organization/Invitational Speech	
	R - 9/29 F - 9/30	Organizing (Intros & Conclusions)	- <u>Speech #3 Claim</u> -Mini-Unit 12: Right Fit - <u>Lecture Quizlet #2</u>
7	M - 10/3 T - 10/4	Organizing (Transitions)	-Mini-Unit 13: Warrant -Mini-Unit 14: Evidentiary S.P. -Mini-Unit 15: Topical S.P.
	W - 10/5	Lecture/Talk: Argumentation I	
	R - 10/6 F - 10/7	FALL BREAK NO LABS	
8	M - 10/10 T - 10/11	-Discuss Invitational Speech assignment.	-Mini-Unit 16: Argument Types
	W - 10/12	Lecture/Talk: Argumentation 2, Style	
	R - 10/13 F - 10/14	Practice for Invitational speeches	- <u>draft outline (Sp#3)</u> . -Mini-Unit 17: Example, Analogy
9	M - 10/17 T - 10/18	-Peer Review of Initial Outline in class (bring a printed copy)	-Mini-Unit 18: Ideology - blog URL to instructor
	W - 10/19	Lecture/Talk: Style	
	R - 10/20 F - 10/21	Practice for Invitational speeches	-Mini-Unit 19: Hegemony
10	M - 10/24 T - 10/25	<u>Speech #3: INVITATIONAL SPEECH</u> <i>[more prep or performances begin]</i>	-Final Outlines are due on the day of speech <u>LECTURE QUIZLET #3</u>
	W - 10/26	Lecture: Symbolic Action	
	R - 10/27 F - 10/28	<i>speech performance day</i>	
11	M - 10/31 T - 11/1	<i>speech performance day</i>	-Mini-Unit 20: Transformational
	W - 11/2	Lecture: Identification Speech E.G.	
	R - 11/3 F - 11/4	<i>speech performance day</i>	

Week	Date	Lecture & Practicums	Readings / Assignment
12	M – 11/7 T – 11/8	Evidence & Support	- #4 Speech Claim on Canvas
	W – 11/9	Lecture/Talk: Transformation Speech II E.G.	
	R – 11/10 F – 11/11	prep for speeches	- draft outline (Sp#4).
13	M – 11/14 T – 11/15	-Peer Review of Initial Outline in class (bring a printed copy)	
	W – 11/16	Lecture: Transformational Speech III E.G.	
	R – 11/17 F – 11/18	<u>Speech #4: IDENTIFICATION</u>	
~ THANKSGIVING BREAK NOV. 21 – 25 ~			
14	M – 11/28 T – 11/29	<i>speech performance day</i>	- Lecture Quizlet #4 -Mini-Unit 23 Schemas
	W – 11/30	Lecture: Course Review	
	R – 12/1 F – 12/2	<i>speech performance day</i>	- blog URL to instructor
15	M – 12/5 T – 12/6	<i>speech performance day</i>	
	W – 12/7	Professor Arthos holds Office Hours: NO LECTURE	
	R – 12/8 F – 12/9	<i>speech performance day</i>	
16	Finals Week	FINAL LECTURE TEST <i>This final test will be administered through the testing tool in Canvas.</i>	

11. eBook Technology. The eBook software is very stable, but if you run into any problems, try these things first: (a) refresh your screen, (b) change browsers (Chrome, Safari, etc.), (c) restart computer. The helpdesk also has some instructions on the eBook and can help. Let your lab instructor know immediately if you run into a technical problem. You can also **consult these help resources:** The IU Knowledge Base article, “technical info for COLL P155 at IUB” found at kb.iu.edu, the ITHelp line 812-855-6789, and ithelplive.iu.edu

12. Recording Permissions

Your instructor will probably ask you to sign a permissions form so that we may show clips from student lab work to other students as illustrations. We never show these clips as examples of bad performances, only good.

13. Civil, Respectful Discourse: This is an active class characterized by a great deal of discussion, often of controversial subjects. At all times, a supportive classroom climate of mutual respect for all people is expected. Even if people vigorously disagree with one another, they can and must do so with civility and respect. Any behavior that is disrespectful to others or has the potential to damage the learning environment of our class will not be tolerated.

14. Academic Integrity & Plagiarism: All graded work in this course must represent your own, personal, inventive endeavor. All references to ideas that are not your own invention must be clearly cited, whether they are direct quotations, paraphrases, or “in your own words.” If you have any doubt about whether things you are planning to do constitute academic dishonesty, contact your Performance Lab Instructor immediately. All Public Oral Communication instructors aggressively monitor possible academic misconduct, and the penalties are grave, all the way up to expulsion from the course. If you want to know what plagiarism looks like, [here](#) is what has now become the most famous recent example, classified as clone plagiarism [online hotlink goes to article about running Melania Trump’s recent speech through plagiarism software...results not good]. A clear case of significant clone plagiarism has a likely punishment of course failure. All students are expected to uphold the [IU Code of Student Rights, Responsibilities, and Conduct](#). In addition, all students are expected to be familiar with the material on Academic Misconduct in the *Public Oral Communication Textbook Supplement* and to read, sign, and turn in to your Performance Lab Instructor the “Public Oral Communication Academic Honesty Contract” during the first two weeks of class.

SPECIAL NOTE: Do not use the Canvas messaging system to contact all P155 students for any purpose without the express consent of Dr. Arthos or Dr. Smith. Note taking and sharing services, paid or unpaid, violate the IU Code of Student Rights, Responsibilities and Conduct--this is true for the producers of such notes and for students who use them. If you have an announcement, please talk to your lab instructor and make that announcement in person to your lab class. Thanks!

15. University Sexual Harassment Policy:

Please consult the university policy against sexual harassment at <http://enrollmentbulletin.indiana.edu/pages/harass.php?Term=2>

16. Semester Incompletes: A grade of “I” is granted only in *rare* circumstances, typically in response to unusually severe and documentable hardships over which you had no control (for example, the death of a family member necessitating many absences, or a serious illness or physical injury late in the semester). Your Performance Lab Instructor cannot assign a grade of incomplete without the final approval of the Course Coordinator or Course Director.

17. Special Circumstances: If any student requires assistance or academic accommodations for a disability, please contact your instructor after class, during her or his office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students <studentaffairs.iub.edu/dss>. There is a direct link on Canvas. Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). Note that DSS services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library (Room W302). Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors who need assistance at <http://www.iu.edu/~ada/index.shtml>.

18. Grade Dispute Policy: If you don't understand the reason you received a specific grade on any assignment, be sure you take the time to talk with your instructor. Often even a brief conversation can clear things up. If you believe a grade should be *reconsidered*, review your instructor's comments and follow these instructions:

1. Wait at least 24 hours, but no more than 1 week, after receiving the grade to contact your instructor regarding the grade.
2. Your reasons for receiving another grade (which you must specify) must be written in a memo to your instructor (2 page maximum).
3. Your account should specify why you believe your speech falls into the grade category you say it does, according to the "Criteria for Evaluating Speeches" in your *P155 Supplement*.
4. The original evaluation and all assignment materials must be included with your account.

If these procedures are not followed, your instructor is not obligated to respond to your request for a reconsideration of your grade. In any case, there is no guarantee that a reconsideration of your work will yield a higher grade. Be sure to keep all your student work until the semester concludes.

19. Appeals Procedure. For almost all questions in P155, your lab section instructor is the person to talk to. If you have questions about your lab section beyond a single assignment grade, we have developed the following protocol. Having a standard protocol protects everyone, including you. So, if you have questions about your section beyond a single grade, you must

- (1.) *first* request a meeting with your section instructor outside of class time and address it with her or him. This meeting should be held during office hours or at another appointed time, but *not* in a conversation before or after class with other students present.
- (2.) If you cannot work something out during this meeting with your lab instructor, the next step is to meet with the Course Coordinator, Dr. Cynthia Smith. Dr. Smith cannot entertain queries until the previous step is concluded.
- (3.) If you cannot resolve the matter at that level, the next step is the Course Director, Dr. Arthos. Dr. Arthos cannot meet with you until you have met with the Dr. Smith.

20. Use of Canvas Course Email: In recent semesters students have been increasingly annoyed by peers spamming them with advertising for events and services. Although it is technically possible to use Canvas to email all students in all sections, you should not use the Canvas messaging system in this way. Note taking and sharing services, paid or unpaid, violate the IU Code of Student Rights, Responsibilities and Conduct. This is true for the producers of such notes and for students who use them. If you have an announcement, please talk to your lab instructor and make that announcement in person to your lab class.

21. Canvas and E-Mail: This course makes extensive use of the IU Canvas system. Note that most students will use two Canvas sites related to the course: a site associated with the *Lecture* and a site associated with the Performance Lab. The Lecture Canvas page is either COLL P155 13925 or COLL P155 31240. The Performance Lab sections are listed on the registrar page and posted to your Canvas tabs. Students are expected to log in to *all* of these Canvas sites frequently to receive news and updates. It also is your responsibility to be sure that your grade points are recorded accurately in the Canvas gradebook.

It is the policy of the course that if a message has been posted to Canvas, or sent to the student's IU e-mail address, then the Course Director, Course Coordinator, and the Performance Lab instructors can assume that students have read the message. Note also that Public Oral Communication instructors will not accept assignments sent as e-mail attachments unless the instructor has explicitly stated otherwise.

P155 Performance Lab Policy Sheet
Fall 2016
Section: 12865 / 12869

Instructor: Arielle Knudsen

Email: asknudse@indiana.edu (Best method of contact)

Office: Wylie Hall 210

Office Hours: Tuesday/Thursday 10-11am or by appointment

Welcome to P-155 Performance Lab! The twice weekly labs complement your online lecture and e-book. Each element is crucial- you will learn and reinforce concepts in lecture and the e-book with real-life, current examples. We will apply and practice these concepts in the Performance Lab as we build up to the three main assessments. Lab work will be mostly group work, with some discussions. Expect to speak at least once each lab with at least one other person. Expect to do some out of class work with other students. Expect to be pushed out of your comfort zone, but also expect to expand your mind.

This lab section has an Economics theme. While it is not required, I encourage you to choose economics-related topics. Those who are not familiar with economics may be surprised to learn its scope is quite broad- emphasizing how we make decisions while facing constraints, and how we respond to incentives. Often, the decision-making and incentivizing are done *at the margin*, considering incremental changes rather than revolutionary changes. Anything that involves making choices subject to limited resources can be thought of as an economic decision.

Performance Lab Expectations

Labs are on Mondays and Fridays, and the online lectures are posted Wednesdays. Performance Lab grades depend on participation, and participation depends on preparation. Coming prepared means watching the lecture before Friday's lab, completing the assigned units in the ebook before lab starts, and bringing any other materials needed for the day. I will do my best to remind you what you will need for the next lab session, but ultimately, the responsibility is yours so note important dates from the syllabus. No late work will be accepted unless there are extreme circumstances (ie, hospitalization).

As per the syllabus, you have up to two penalty-free absences from the Lab. Beyond two absences, each additional absence on a normal lab day leads to a 10 point deduction from your participation grade, and any absence on a speech day leads to a 20 point deduction. *There are no excused absences, regardless of the reason* (unless it is for a university-recognized religious holiday or an officially sanctioned excused athletic absence). Two late arrivals (coming in more than 10 minutes late) or early departures (leaving before class ends) will count as a single absence. If you miss your scheduled speech time, you will receive a zero for that speech. Please see the syllabus for more on the Attendance Policies of the course.

Technology is allowed in the classroom with the expectation that it is used respectfully and appropriately. It can contribute to classroom discussions, but if technology is misused

(for example if it is distracting to anyone, or if it is used during presentations), all technology will be banned.

Performance Lab Grade

70 of the 1000 total points that comprise the final course grade come from participation in the Performance Lab. The effect on your grade from absences is noted above and in the syllabus. Otherwise, the 70 participation points are allocated as follows:

- **Preparation (20 points)** Preparation includes coming to lab having watched the lecture and studied the mini-unit. Pay close to attention to Canvas throughout the semester to be aware of what you need to do before each lab and what you need to bring.
- **Participation (20 points)** Active participation means contributing to the discussions and avoiding distractions. Simply showing up to class is not enough to earn participation points.
- **Listening Group Participation (30 points)** You will be assigned to small listening groups. Everyone in a small group will be responsible for providing feedback to other group members in the peer outline reviews and presentation feedback. You will also be responsible for asking questions after the presentations of your group members. You will get 10 points for asking a set number of questions (to be determined, but you will be informed before the speeches) for each major speech assignment.

If you have any questions on course or grading policies, please feel free to ask. I will provide you with feedback during the semester on your Performance Lab grade.