

**Communication and Social Influence 1111, Public Speaking**  
**Section 021**  
**3 Credit Hours**  
**Fall 2020**  
**Tuesdays and Thursdays, 11:00-12:20pm, CHARLS, 410**

**Instructor:** Chen Zeng

**Zoom Office Hours:** Mondays 11:30-12:30pm; Fridays 11:30-12:30pm; Appointment needed.

**E-mail:** chen.zeng@temple.edu

Visiting me during my office hours or scheduling an appointment offers the best and most immediate way for me to answer your questions or address your concerns. The easiest way for you to contact me, other than my office hours, is by email. I will respond to your email within 24 hours (except over the weekend or during a university holiday or break). Your e-mail correspondence to me should be more formal rather than less formal.

Outside of our time in the classroom, email and Canvas announcements are our primary means of communication.

You are responsible for reading your Temple University email and checking Canvas regularly.

**Temple and COVID-19**

Temple University's motto is Perseverance Conquers, and we will meet the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for multiple eventualities. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we're in this together so we can be together.

This course will be taught in-person until November 20, 2020. In-person activities and instruction for the fall 2020 semester will end Nov. 20, at the start of the fall break. The remaining week of classes, study period and finals will be conducted remotely.

**Required Textbook**

Tucker, B., Barton, K., Burger, A., Drye, J., Hunsicker, C., Mendes, A., LeHew, M. (2018). *Exploring Public Speaking* (3rd Ed.). Communication Open Textbooks.

- This textbook is provided at NO COST and is available on your section's Canvas site.
- The textbook chapters used for this course have been edited for content and length considerations.
- You will need software or an app that is .pdf compatible. Adobe Acrobat Reader (for PC) is available for free at <https://get.adobe.com/reader/?promoid=KSWLH>.

**Technology**

This course requires students have access to the following software/apps and devices:

- Zoom via TUPortal (free to Temple student)
- Canvas

- Adobe Reader (free to Temple students via TUPortal)
- Microsoft Office (i.e., Word, Excel, PowerPoint) (free to students via Temple ITS)
- Computer (with webcam, headphones, and microphone), tablet (with webcam, headphones, and microphone), or phone. Computer is always the preferred technology for accessing materials and participating.
- All students are required to comply with Temple University's Computer and Network Security Policy

**Accessibility of course technologies**

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

**Course Overview**

Students will prepare, present, and evaluate speeches on significant topics of public concern. To prepare students for professional speaking situations, we emphasize the three skills necessary for successful professional public speaking: selecting the appropriate content, organization, and using an effective style of delivery. Students also study more advanced principles of public speaking including critical thinking, the discovery, and evaluation of arguments and evidence, audience analysis and adaptation, peer evaluation, speech composition, and persuasion. The course prepares students for making professional presentations in our increasingly diverse workplace.

**Class Format**

To emphasize these three skills (content selection, organization, effective delivery), we use three methods of teaching: lecture, student-centered discussions, as well as exercises and presentations. Since the course focuses on improving the specific skills that are necessary for effective public speaking, most class periods focus on interactive exercises and/or individual student presentations.

**Course Objectives**

At the conclusion of the course, you will be able to:

1. Construct a well-organized outline for ceremonial, informative, and persuasive presentations.
2. Select the most appropriate content for ceremonial, informative, and persuasive presentations.
3. Deliver the content of her or his outline using a professional and engaging style of delivery.
4. Create and present visual aids that enhance an audience's understanding.
5. Demonstrate enhanced confidence in public speaking situations.
6. Better evaluate professional presentations through self and peer analysis.

## Assignments

Detailed information and examples for each assignment are available on Canvas.

- Assignment criteria may be modified during the semester. You will be made aware of any changes as the semester progresses.
- Some materials for the class are provided in the introduction to the textbook. These include an overview of term topic questions as well as the Issues Analysis assignment.
- You should come to class having read the assigned materials on the assigned date. We will use the materials and concepts from the textbook as a starting point for lectures, discussion, and exercises. You should come to class prepared to ask questions, share ideas, and engage in a constructive dialog with your classmates.

### There are five speaking assignments.

- **Speech 1 (Speech of Introduction):** A 2-3-minute speech. You will outline and present a speech introducing yourself to the class.
- **Speech 2 (Speech of Praise):** A 3-4 ½-minute speech. You will outline and present a speech praising someone you know. You cannot select a celebrity or famous person.
- **Speech 3 (Informative):** A 6-8 ½-minute speech. The first of three speeches in which you address your term topic question. You will outline and present a speech providing the relevant background information concerning your term topic question.
- **Speech 4 (Persuasive):** A 6-8 ½-minute speech. The second of three speeches in which you address your term topic question. You will outline and present a speech that offers and defends a controversial or contested position related to your term topic. You will try to persuade the audience to accept your position on your term topic.
- **Speech 5 (Public Policy):** A 6-8 ½-minute speech. The third speech in which you address your term topic question. You will outline and present a speech that offers a policy or solution that is better than the existing policy.

### There are four writing assignments used to develop speech content.

- **Term Topic Questions:** You will submit a potential term topic question that you will address in Speech 3 (Informative), Speech 4 (Persuasive), and Speech 5 (Policy).
- **Term Topic Focus Group:** You will participate in a focus group that considers your term topic question.
- **Annotated Bibliography:** In preparation for Speeches 3-5, you will conduct research on your term topic and complete an annotated bibliography. You are required to use the APA style guide. An overview of the APA style guide is available on Canvas using the TU Library Resources tab.

- **Issues Analysis:** In preparation for Speeches 4 and 5, you will complete an issues analysis that summarizes the arguments that are central to the debate over your term topic

**There are two speech evaluation assignments.**

- **Self-evaluation:** You will watch a recording of Speech 2 (Speech of Praise) and write an evaluation of your performance.
- **Speech 5 Peer Feedback:** For speech 5, you will provide criteria specific feedback to your peers to help them improve their public speaking skills using the Canvas Discussion tool.

**Participation**

- Your participation grade for the semester will be based on your physical attendance in class, arriving to class on time, participation in class discussions and exercises, paying attention to presentations/lecture, not disrupting class, providing criteria specific feedback for your peers, and demonstrating knowledge of the assigned readings.

**There are three scheduled quizzes.**

- Quizzes will cover the syllabus, readings, lectures, discussions, and presentations.

**Grading and Evaluation**

- Final grades for this course are not curved.
- There is no extra credit.

<b>Speeches</b>	<b>Percent of Grade</b>	<b>Points</b>
S1: Speech of Introduction	5.0 %	25
S2: Speech of Praise	7.5 %	75
S3: Informative Speech	15.0 %	150
S4: Proposition of Fact Speech	17.5 %	150
S5: Proposition of Policy Speech	17.5 %	175
<b>Speech Content Development</b>		
Term Topic Question	2.5 %	25
Annotated Bibliography	10.0 %	100
Focus Group	2.5 %	25
Issues Analysis	5.0 %	50
<b>Self and Peer Evaluation</b>		
Self-Evaluation	5.0 %	50
Participation/Peer Speech Feedback	10.0 %	100
<b>Assessment</b>		
Quizzes (3 x 25 points)	7.5 %	75

**Final Grades are received based on a 1000 standard grading scale.**

A 1000-940 points

A- 939-900 points

B+	899-870 points
B	869-830 points
B-	829-800 points
C+	799-770 points
C	769-730 points
C-	729-700 points
D+	699-670 points
D	669-630 points
D-	629-600 points
F	599-000 points

### **Grading Policies**

Your grades will be posted on Canvas. It is important that you frequently check your grades.

- For each assignment, you are expected to fulfill the requirements of the assignment. These requirements, as well as detailed criteria and grading rubrics for each assignment, are available on Canvas. Assignments that simply meet the stated criteria are evaluated in the “C” range (average to fair), “B” range (good) means work meets all the requirements/criteria and exceeds in several areas, and “A” range (excellent) work excels expectations in all areas. “D” work (below average) work exhibits a failure to meet expectations in one or more areas, and failing work is deficient in multiple areas.
- Questions regarding your grade(s) will not be discussed during class time. If you have a question about a specific grade, a Zoom meeting during office hours should be arranged. You should wait 24 hours after receiving a grade and thoroughly read the comments/evaluation prior to scheduling a meeting. Concerns or questions regarding a specific grade should be brought to my attention within one week of receiving the grade.

### **Due Dates**

I reserve the right to modify the course schedule during the semester. You will be made aware of those changes as the course progresses.

- Assignments are due at the start of class unless otherwise specified.
- Late work will only be accepted if you have an excused absence or with my approval.
- The grade penalty for accepted late work is 25% off the original point total.
- No work will be accepted if it is turned in more than two working days past the due date.
- If you use a “free day” on a day that an assignment is due, it is your responsibility to turn in your assignment on or before the start of class. If your work is not turned in on or before the start of class, it is considered late (see Attendance Policy below).

- Inability to deliver your speech on your assigned day will result in an “F” grade. If you are unable to deliver your speech due to an excused absence, your speech will be rescheduled as time allows.

### **Attendance Protocol and Your Health**

Attendance will be taken at scheduled course meeting (in-person and online) using the Qwickly attendance

Students who are exhibiting symptoms such as cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, or loss of taste or smell, or who have been in close contact with others who have symptoms, or who are engaging in self-quarantine at the direction of the Philadelphia Health Department or their healthcare professional, should not attend in-person classes and will not be penalized for absences.

If students are able, they may attend remote courses but where they miss class(es) as described above, students will not be required to provide formal documentation from a healthcare provider. If a student is unable to attend an ***in-person class or course activity*** as described above, the student should take the following steps.

- Notify instructors in advance of the absence, if possible.
- Call Temple’s Student Health Services (215-204-7500). Proof of evaluation will be provided to the student.
- Keep up with coursework, as much as possible.
- Participate in class activities and submit assignments electronically, to the extent possible and as directed by the instructor.
- Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
- If necessary, work with their instructors to reschedule exams, labs and other critical academic activities.

If a student is unable to participate in an ***online class or course activity***, or a portion thereof, as described above, the student should take the following steps.

- Notify instructors in advance of the inability to participate, if possible.
- Call Temple’s Student Health Services (215-204-7500). Proof of evaluation will be provided to the student.
- Keep up with coursework, as much as possible.
- Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
- If necessary, work with their instructors to reschedule any synchronous exams, labs and other critical academic activities.

If continued active engagement in a course is not possible due to illness or other COVID-related circumstances, students may wish to consider options such as withdrawal or an incomplete contract, if circumstances warrant.

## **Honesty, Flexibility and Academic Integrity**

This temporary universitywide protocol relies on the honor and good faith of all university community members. It requires students to allow their attendance to be tracked through a central process, and to report the reason for their absence truthfully and in a timely fashion. It requires instructors to ensure that attendance is recorded and to trust the word of their students when they say they are ill. In all cases, Temple's commitment to honesty and academic integrity must remain strong, and the usual expectations for conduct and academic integrity will be enforced.

Tardiness is unprofessional. If you are late to class, it is your responsibility to enter the classroom in an appropriate manner and time that is not disruptive. If you are late to class, you are responsible for informing me at the end of the class period that you are in attendance.

## **Civility**

It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as "shouting" online. Remember to be careful with your own and others' privacy. In general, have your behavior mirror how you would like to be treated by others.

For a detailed overview of Temple University's policy on civility in the classroom, please go to <http://counseling.temple.edu/introduction>

Every student should also be familiar with the Temple University Student Code of Conduct. Any violation of the student code of conduct will be reported. For a detailed overview of Temple University's Student Code of Conduct, please go to <http://policies.temple.edu/PDF/398.pdf>

## **COVID and Class Conduct**

In order to maintain a safe and focused learning environment, we must all comply with the four public health pillars: wearing face coverings, maintaining physical distancing, washing our hands and monitoring our health.

## **Preferred Pronouns**

Please let me know if you have a preferred name and/or pronoun.

## **Ethical Student Conduct**

The following is taken from the Temple University Undergraduate Bulletin:

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media - these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for the organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

<http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/>

All graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in the syllabus. The instructor reserves the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee. Instructors also reserve the right to assign a grade of "F" for the presentation, quiz, etc.

### **Statement on Student and Faculty Academic Rights and Responsibilities Policy 03.70.02**

*Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities which can be accessed through the following link:*

*[http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).*

### **Klein College of Media and Communication Grade Appeal Policy**

CSI 1111 follows the Klein College of Media and Communication Grade Appeal Policy.

It is in the best interest of the School of Media and Communication to foster a spirit of justice and fairness among students, faculty, and administrators. The School has established a system intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees. If you would like to appeal an academic decision, you should consult the document explaining the system via TUPortal. Go to Klein College and search "grade appeal."

### **Incomplete Grade**



Incompletes are only given for documented serious issues with a student's health or other emergency situations that would prevent completion of coursework on time. Only I can grant you an "Incomplete" grade. However, any incomplete grade must be approved by the college administration. You must request an incomplete form at least two weeks before the last regular day of class.

### **Accommodations for Students with Disabilities**

Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (rlrs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

- Please be aware that you have free medical care available for you as a full- or part-time student at Temple University. The student health center is located at 1810 Liacouras Walk, 4<sup>th</sup> floor. They have early morning, evening, and Saturday appointments. (215) 204-7500.
- You are entitled to free private and confidential mental health counseling as a full- or part-time student at Temple University. There are several walk-in hours available in mornings, evenings, and on Saturdays. The student counseling center is located at 1700 North Broad St., 2<sup>nd</sup> Floor. (215) 204- 7276. There is someone available for you to talk to at this number 24 hour a day. You can also call psychiatric services (215) 707-2577.
- In general, a letter from DRS requesting accommodations does not apply retroactively to graded activities in the course. If you complete a graded activity, for example a quiz or speech, prior to my receipt of the letter of accommodation, no accommodation may be possible.
- Exceptions to course policies for students with disabilities will not be granted without notification from Disability Resources and Services.

### **Policy on Religious Holidays**

If you are observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, I will offer you an opportunity to make up the class or course requirement. Please make arrangements by informing me of the dates of your religious holidays within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

### **Library and Library Reserve Materials**

You will need to conduct a thorough and complete research effort to present effective speeches regarding your semester term topic. We encourage you to use the CSI 1111 Research Website ([http://guides.temple.edu/public\\_speaking](http://guides.temple.edu/public_speaking)).

### **Course & Teaching Evaluations**

Temple University is committed to high-quality instruction in graduate, undergraduate and professional programs. Your feedback regarding instruction is an integral part of assuring quality in the University's educational programs. Student evaluations of faculty occur toward the end of the semester. This is your opportunity to voice your opinion regarding my effectiveness and the course overall. Also, this process allows you to assist us as we strive to constantly improve upon efforts and make this a better experience for those students who follow you. For more information about student evaluations of courses and teaching, please refer to Policy #02.78.14 which can be found on the University's Policy & Procedures website at <http://policies.temple.edu>.

### **University Writing Center for Students**

The University Writing Center provides services to students across the University. These services include tutoring, technology, a computer classroom, a resource library, workshops, and seminars. Many of these services, including tutoring, are accessible online through the Center's Website at <http://www.temple.edu/writingctr/>. All services are free-of-charge to you. Tutoring services are offered on a drop-in basis or by appointment.

### **Class Cancellation:**

In the case of class cancellation due to inclement weather or illness, assignments will be completed during the next class meeting.

- I reserve the right to use the final exam date to complete the assigned work for the semester.
- During the winter months, the University participates in an inclement weather notification program with the City of Philadelphia and local radio and television stations. The University's hotline (215-204-1975) announces the status of classes in bad weather as well as updates on campus news. The Temple website ([www.temple.edu](http://www.temple.edu)) also carries current information. As appropriate, the University's email system will be used to send messages to faculty, staff, and students.

### **Recording and Distribution of Course Content**

Any recordings permitted in this class can only be used for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.

### **Student Support Services**

The following academic support services are available to support you:

- Student Success Center
- University Libraries
- Undergraduate Research Support
- Career Center
- Tuttleman Counseling Services
- Disability Resources and Services

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Office of Student Affairs.

**Possibility of Changes to Syllabus**

Some assignments or due dates in the syllabus/schedule may have to be changed by me in the case of illness, emergency, or inclement weather.

Any changes to the syllabus/schedule will be communicated to the class via email, Canvas, and/or notes on the syllabus/schedule.

Per Temple University Policy and Procedures Manual (*Policy on Course Syllabi*; 02.78.13), the following syllabus complies and will be our commitment to one another this semester.

**CSI 1111 (Section 021)  
Schedule (T-R) – Fall 2020**

	<b>Subject</b>	<b>Assignment/Readings Due</b>
<b>Week One</b>		
Day 1 Tuesday, August 25 <sup>th</sup>	Course Introduction: Syllabus /Schedule <i>Assign Speech 1</i>	Read "Course Introduction"
Day 2 Thursday, August 27 <sup>th</sup>	<b>Speech 1: Speech of Introduction</b>	<b>Quiz #1 due on Canvas</b>
<b>Week Two</b>		
Day 3 Tuesday, September 1 <sup>st</sup>	<b>Speech 1: Speech of Introduction</b> <i>Assign Speech 2: Speech of Praise</i> <i>Assign self-evaluation</i>	Read Chapter 15 Special Occasion Speaking Review Speech 2 Criteria/Rubric+ Self-Evaluation
Day 4 Thursday, September 3 <sup>rd</sup>	Introduction to Public Speaking <i>Assign Term Topic Questions</i>	Read Chapter 1 Basics of Public Speaking (except 1.2) Criteria/Rubric on Canvas
<b>Week Three</b>		
Day 5 Tuesday, September 8 <sup>th</sup>	Organizing a Speech of Praise	Read Chapter 1 Basics of Public Speaking (section 1.2) Read Chapter 8 Introductions and Conclusions
Day 6 Thursday, September 10 <sup>th</sup>	Delivery Review Speech 2 Criteria/Rubric	Read Chapter 11 Delivery <b>Quiz #2</b>
<b>Week Four</b>		
Day 7 Tuesday, September 15 <sup>th</sup>	<b>Speech 2: Speech of Praise</b>	<b>Term Topic Question due</b>
Day 8 Thursday, September 17 <sup>th</sup>	<b>Speech 2: Speech of Praise</b>	
<b>Week Five</b>		
Day 9 Tuesday, September 22 <sup>nd</sup>	<b>Speech 2: Speech of Praise</b> <i>Assign Speech 3: Informative</i>	Review Speech 3 Criteria/Rubric <b>Day 1 Speaker, Speech 2, Self-evaluation due</b>
Day 10 Thursday, September 24 <sup>th</sup>	<i>Assign Annotated Bibliography</i>	Review Annotated Bibliography Criteria/Rubric <b>Day 2 Speaker, Speech 2, Self-evaluation due</b>

**Week Six**Day 11 Tuesday, September 29<sup>th</sup>Goals of Informative Speaking  
Organizing Informative SpeechesRead Chapter 12 Informative Speaking  
Read Chapter 6 Organizing and Outlining  
**Day 3 Speaker, Speech 2, Self-evaluation due**Day 12 Thursday, October 1<sup>st</sup>Supporting Materials  
*Review Annotated Bibliography*

Read Chapter 7 Supporting Your Speech Ideas

**Week Seven**Day 13 Tuesday, October 6<sup>th</sup>

Visual Aids

Read Chapter 9 Presentation Aids  
**Annotated Bibliography due on Canvas**Day 14 Thursday, October 8<sup>th</sup>Audience Analysis  
*Audience Analysis Exercise (Zoom, in groups)*  
*Review Speech 3 Criteria/Rubric*

Read Chapter 2 Audience Analysis

**Week Eight**Day 15 Tuesday, October 13<sup>th</sup>**Speech 3: Informative**Day 16 Thursday, October 15<sup>th</sup>**Speech 3: Informative****Week Nine**Day 17 Tuesday, October 20<sup>th</sup>**Speech 3: Informative**Day 18 Thursday, October 22<sup>nd</sup>**Speech 3: Informative****Week Ten**Day 19 Tuesday, October 27<sup>th</sup>Goals of Persuasive Speaking  
*Assign Speech 4: Persuasive*  
*Assign Issues Analysis*Read Chapter 13 Persuasive Speaking  
Review Speech 4 Criteria/Rubric  
Review Issues Analysis Criteria/RubricDay 20 Thursday, October 29<sup>th</sup>

Reasoning and Fallacies

Read Chapter 14 Logical Reasoning  
**Quiz #3****Week Eleven**Day 21 Tuesday, November 3<sup>rd</sup>

Reasoning and Fallacies

**Issues Analysis due on Canvas**Day 22 Thursday, November 5<sup>th</sup>*Assign Speech 5: Proposition of Policy*  
*Catch up, Review Speech 4 Criteria/Rubric*

Review Speech 5 Criteria/Rubric

**Week Twelve**

Day 23 Tuesday, November 10<sup>th</sup>

**Speech 4: Persuasive**

Day 24 Thursday, November 12<sup>th</sup>

**Speech 4: Persuasive**

**Week Thirteen**

Day 25 Tuesday, November 17<sup>th</sup>

**Speech 4: Persuasive**

Day 26 Thursday, November 19<sup>th</sup>

**Speech 4: Persuasive**

***Fall Break November 23<sup>rd</sup>-November 29<sup>th</sup> No Class Do not Return to Campus – Course Completed Virtually***

**Week Fourteen**

Day 27 Tuesday, December 1<sup>st</sup>

**Speech 5: Public Policy Due for Group 1: Upload to Canvas Discussion Board**

Day 28 Thursday, December 3<sup>rd</sup>

**Speech 5: Public Policy Due for Group 2: Upload to Canvas Discussion Board**