

**SAMPLE SYLLABUS** – *This syllabus is provided as a sample. Some course content may vary.*

**NYUSteinhardt**  
**DEPARTMENT OF MEDIA, CULTURE, AND COMMUNICATION**

**E59.1805**  
**PUBLIC SPEAKING**

**DESCRIPTION**

This course prepares students for a variety of academic and other situations in which formal presentations are required. Topics will include cultural conventions and speech, perceptions of others, verbal and nonverbal messages, and techniques of oral presentation and persuasion. Students will learn how to research, outline, and deliver short, informal presentations as well as longer speeches.

This course will give you the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations. It should also sharpen your skills in critical listening. While theoretical foundations for the methods taught will be included, this is a practice-oriented course. Speaking clearly and comfortably in public is a valuable and often essential skill to possess. This course aims to provide you with a basic background in the theories and principles of public speaking, as well as practical experience with the basic types of speeches. Although some of you might find the emphasis on performance frightening or frustrating, the rewards for acquiring public speaking skills are many. Through feedback from me and your classmates, you will gain insight into the tactics that work for and against you as a speaker. Issues and current events relative to the course will be addressed.

**LEARNING GOALS**

This is a performance course which intends to familiarize students with the preparation and delivery of various speeches including informative and persuasive speeches. Students will research, outline and deliver speeches, as well as act as critics of their own, fellow students', and famous speakers' work. The course aims to reduce students' anxiety in public presentations, emphasize speech preparation, enhance public speaking skills, and make students better able to evaluate their own performance and that of others. By the end of the semester, all students should:

- Become aware of personal speech habits and characteristics. To increase your confidence.
- Improve posture, voice, diction and other mechanics of speech.
- Develop speech preparation and presentation techniques, audience awareness and self-awareness.
- Cultivate poise and self-confidence.
- Present a variety of speeches (informative, persuasive, demonstrative, special occasion, etc.)

**SAMPLE SYLLABUS** – *This syllabus is provided as a sample. Some course content may vary.*

- Analyze and critique various speech techniques, content, purpose, strengths and weaknesses.
- Develop good listening and feedback skills.

## REQUIREMENTS

Evaluation will be based on students demonstrating an understanding of course content through class participation, oral presentations and written assignments. If it seems that students are not keeping up with reading assignments, unannounced quizzes might be given.

**Speeches** (70% overall). Students will know ahead of time on which days they must present their speeches—it is clearly indicated on the course schedule; it is vital to arrive on time and prepared on those days. Important note: Due to scheduling constraints, **no make-up speeches will be permitted without written documentation of a medical emergency.**

- **Speech of Introduction (Power Point) (3-5 minutes; 5% of grade).** The purpose of this speech is to present an image of yourself to your classmates. Since it is virtually impossible to inform the class about your entire life in just three to four minutes, you are encouraged to provide one or more anecdotes, or descriptions that you believe best represent you. This speech is graded, but it is mostly used as an icebreaker.

### Power Point Presentation

**Objective:** This assignment is designed to allow you to introduce yourself to the class. You must also successfully create a Power Point presentation.

Extemporaneous delivery is required for this speech. This presentation counts as a homework assignment.

**Procedures:** You are to prepare a 3-5 minute introductory speech using Power Point technology. You may include information on likes/dislikes, hobbies, family, career goals, etc. A minimum 5 slide presentation must be delivered to the class on speech day.

**Step 1:** Gather materials on your interests.

**Step 2:** Create your PowerPoint presentation with a minimum of 5 slides.

**Step 3:** Practice delivering your presentation.

**Step 4:** Deliver your introductory speech to the class on the assigned date.

#### **Other Important Criteria:**

The PowerPoint presentation must be longer than 3 minutes and less than 5 minutes.

The presentation must be delivered extemporaneously (Refer to your course notes for specifics). Reading from your slides will result in a low grade.

An image must be included in the presentation.

Font size should be at least 28.

A PowerPoint background must be included.

- **Demonstration/How-To Speech (5-6 minutes; 5 % of grade).** This speech allows you to offer valuable information to your audience by demonstrating a process; you will explain how something is done/made/works. Use at least one visual aid.

**SAMPLE SYLLABUS** – *This syllabus is provided as a sample. Some course content may vary.*

- **Informative Speech--Speech of Explanation (Power Point) (5-6 minutes; 15% of grade)**. Select an *original* concept, policy, idea, or person, location or event, that interests you, and inform your audience about it. (How-to speeches are *not* acceptable.) Prepare a minimum of two visual aids to accompany your presentation (see guidelines in your textbook). Additionally, cite a minimum of three outside references in your presentation.

\_\_\_ **Objective:** The purpose of this assignment is to effectively research, organize, and deliver an informative speech to your audience.

Extemporaneous delivery is required for this speech. In an informative speech you are acting as a teacher by relating content to your audience in an objective manner. This speech makes up 15% of your overall grade.

**Procedures:** You are to prepare a 5:00 – 6:00 minute speech on a topic of your choosing. All topics must be approved by your instructor. A detailed preparation outline, audience analysis, and reference list with a minimum of three sources must be submitted to the instructor on speech day.

**Step 1:** Choose an academically challenging topic. Refer to the course notes on topic selection. All topics must be approved by the instructor.

**Step 2:** Begin your research trying to answer a specific question about the topic. Keep in mind that you need a minimum of 3 sources for full credit on the speech.

**A note on sources:** You may use electronic sources but avoid web-based sources. Use sources that, although, available online they exist in some kind of print form.

**Wikipedia.org** may not be used as a reference for your speeches! A search engine is not a source.

**Step 3:** Formulate your specific purpose statement and central idea.

**Step 4:** Prepare a detailed outline of your speech. Be sure to include a thorough description of your topic in the introduction.

**Step 5:** Write your audience analysis and compile your reference list.

**Step 6:** Practice, practice, practice!

**Step 7:** Deliver your speech to the class on the assigned date.

**Other Important Criteria:**

Informative Speech #1 has a time limit of 6:00 minutes and must be completed somewhere

between 5 and 6 minutes in order to receive full credit.

The speech must be delivered extemporaneously (Refer to your course notes for specifics).

Reading your speech will result in a low grade.

Use gender appropriate language.

Remember to refer to your sources during your speech.

The grading sheet for this speech can be found on blackboard.

- **Special Occasion Speech (Power Point) (3-4 minutes; 10% of grade)**. Prepare a tribute to a person, living or dead, who has impacted your life, career, or thinking. Rather than focusing on a family member or friend, pay tribute to some public

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figure's writing, thinking, or philosophy. You should use excerpts from this person's work to lend to the audience's understanding of the person. You may choose to do this in the form of an introduction, a toast, an award presentation, or a eulogy.

- **Persuasive Speech--Speech to Move to Action (Power Point) (7-8 minutes; 15% of grade)**. Select a specific ideology, cause, or organization (or something else--be creative) and use supportive materials to persuade your audience to act in the name of this "cause." Your speech should (1) establish that there is indeed a problem, and (2) offer your audience a course of action they can take to alter or resolve the issue. You must support your claims with a minimum of five references, and at least three visual aids. Further, be prepared to defend your argument against claims asserted by audience members.

**Objective:** The purpose of this assignment is to effectively research, organize, and deliver a persuasive speech to your audience. Extemporaneous delivery is required for this speech. In a persuasive speech you are acting as an advocate to bring about change in the attitudes, beliefs, or behaviors of your target audience. Utilizing persuasive techniques such as emotional appeal, argument repetition, and credible evidence are encouraged. A visual aid is required for this speech. This speech makes up 15% of your overall grade.

**Procedures:** You are to prepare a 7:00 8:00 minute speech on a topic of your choosing. All topics must be approved by your instructor. A detailed preparation outline, audience analysis, and reference list with a minimum of five sources must be submitted to the instructor on speech day.

**Step 1:** Choose an academically challenging topic. Refer to the course notes on topic selection. All topics must be approved by the instructor.

**Step 2:** Begin your research trying to answer a specific question about the topic.

Keep in mind

that you need a minimum of 3 sources for full credit on the speech.

**A note on sources:** You may use electronic sources but avoid web-based sources. Use sources that, although, available online they exist in some kind of print form.

**Wikipedia.org** may not be used as a reference for your speeches! A **search engine** is not a source.

**Step 3:** Formulate your specific purpose statement and central idea.

**Step 4:** Prepare a detailed outline of your speech. Be sure to include a thorough description of your topic in the introduction.

**Step 5:** Write your audience analysis and compile your reference list.

**Step 6:** Create your visual aid. 2 -3 Power Point slides may be used for this presentation as a visual aid. Other visual aids such as posters, graphs, photos, etc. may also be used.

**Step 7:** Practice, practice, practice!

**Step 8:** Deliver your speech to the class on the assigned date.

**Other Important Criteria:**

This persuasive speech has a time limit of 8 minutes and must be completed somewhere between 7:00 and 8:00 minutes in order to receive full credit.

The speech must be delivered extemporaneously (Refer to your course notes for specifics). Reading your speech will result in a low grade.

**SAMPLE SYLLABUS** – *This syllabus is provided as a sample. Some course content may vary.*

Use gender appropriate language.

Remember to refer to your sources during your speech.

Refer to your visual aid during your speech.

The grading sheet for this speech can be found on blackboard.

- **Group Final Presentation (Power Point) (40-45 minutes 20% of Grade)**

**Objective:** The purpose of this assignment is to study the process of social interaction by creating and delivering an oral group presentation. The presentation needs to be a group effort. Do not deliver 4 separate speeches. Extemporaneous delivery is required for this presentation. You may choose an informative or persuasive topic. This speech makes up 20% of your overall grade.

**Procedures:** You are to prepare a 40 to 45 minute group presentation on a topic of your choosing. All topics must be approved by your instructor. One detailed preparation outline, one audience analysis, and one reference list with a minimum of three sources per person must be submitted to the instructor on speech day. The presentation should be creative and include materials such as visual aids, video clips or role playing to keep audience attention.

**Step 1:** Choose an academically challenging topic. Refer to the course notes on topic selection. All topics must be approved by the instructor.

**Step 2:** Begin your research trying to answer a specific question about the topic. Keep in mind that you need a minimum of 3 sources per person for full credit on the speech.

**A note on sources:** You may use electronic sources but avoid web-based sources. Use sources that, although, available online they exist in some kind of print form.

**Wikipedia.org** may not be used as a reference for your speeches!

**Step 3:** Formulate your specific purpose statement and central idea.

**Step 4:** Prepare one detailed outline of your speech. Be sure to include a thorough description of your topic in the introduction.

**Step 5:** Write one audience analysis and compile one reference list.

**Step 6:** Gather visual aid materials.

**Step 7:** Practice together as a group before the presentation.

**Step 8:** Deliver your group presentation to the class on the assigned date.

**Other Important Criteria:**

1. The group presentation must be completed between 24 and 45 minutes in order to receive full credit.
2. The speech must be delivered extemporaneously. Reading your speech will result in a low grade.
3. Use gender appropriate language.
4. Remember to refer to your sources during your speech.
5. The grading sheet for this speech can be found on blackboard.
6. Video clips may not exceed 5 minutes of the presentation

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**Written Assignments (15% overall)**. Self evaluations & Outlines with bibliography. Work must be presented on time, and written assignments must be typed, double-spaced, no larger than 12 pt. font, and 1" margins all around. Late work will not be accepted more than 24 hours beyond the original due date, and will be graded down one full letter grade.

**Participation: (15% overall)** There will be frequent in-class discussions of assigned readings, and your active experience of them is essential. Assigned readings should be read before class so that you can make intelligent contributions. Your grade will be based on whether you were there or not, whether you were on time or not, and how you conducted yourself during class. Alertness, consideration for others, and restraint while others are talking are criteria for participation, along with your own questions and participation in discussions.

## **POLICIES**

- Excellent **attendance** is vital; unexcused absences beyond two “miss” *will* result in a lowering of your final grade. If you expect to miss class for any reason, please notify me by e-mail as soon as you become aware of that possibility. Please note that notifying me is a courtesy, it does not excuse you from the absence. It is your responsibility to provide prompt written documentation promptly of any absences for medical reasons. Missing even one class is ill-advised; missing more than one is unwise and to your detriment.
- Because of the nature of this course **attendance** and promptness are important. Grades will be determined by effort and progress demonstrated throughout the semester. Class participation is an important part of your grade. Spontaneous and prepared speech presentations are due when scheduled. Failure to present a speech at a designated time is the same like missing an exam and will result in lower grades. The same can result from excessive **absence**. Your attendance is important even if you are not presenting. In a public speaking class audience is important. You are allowed up to two class absences. (Excused or Unexcused). Each additional hour absence equals half a letter grade off your **final grade** (I. E.: A to A-, A-to B+, etc.) If you miss a class it is your responsibility to find out what happened that day in class (i.e. Obtain hand-outs distributed assignments, etc.)  
**Lateness:** To fully benefit from this course, it is important that you come to class on time. More than two times of being late will count as 1 absence. If you come late it is your responsibility to come see me after class make sure you are marked present.  
**Participation** is a must! This class is highly interactive. You learn not only from lectures but also from our discussions and presentations. I need you to be in class 100%. That is why; attendance & participation will count as 15% of your final grade. Assigned readings should be read before class so that you can make intelligent contributions.
- **Late arrival** to class is distracting and should be avoided; consistent or excessive lateness will also result in a lowering of your final grade. Class begins at **11:00** am

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sharp. If you anticipate a problem in arriving on time, I would recommend choosing a different course. Like wise, **early departure** from class is also a problem and will incur the same penalty. Attending class means being there for the duration, not simply making an appearance. If you arrive late for class on a speech day, and someone is presenting, please be courteous by remaining in the hallway until the student finishes her/his speech. As you will see when you are delivering a speech, it is quite distracting to have people exiting and entering the room while you are speaking. Please do not schedule meetings with your advisors, therapist, priest or anyone else during class time.

- **Noise pollution** is the new enemy in our wired and wireless world. Please refrain from bringing anything to class that rings, buzzes, beeps, purrs, barks, moans, or otherwise makes a distracting noise. (That includes purse-dogs.) Text messaging or use of laptops for anything other than note-taking is also distracting and is not permitted.
- **Academic honesty** is expected. This means that all work submitted is the original work of the student whose name appears on it and that the work was prepared originally for this course. All notes and materials gathered for papers and projects should be kept and must be made available to the professor at my request. All such material will be returned to you following the evaluation of papers and reports. Academic dishonesty includes cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Academic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment or oral presentation for two courses without my prior permission. By remaining enrolled in this course, you have agreed to these guidelines and must adhere to them. Academic dishonesty damages both your learning experience and readiness for the future demands of a work career. Academic dishonesty will not be condoned and will result in a failing grade for the assignment in question and an automatic report to the Dean's office. Academic dishonesty is also grounds for failure in the course and prosecution on academic dishonesty charges, which may result in suspension or expulsion from NYU. Students are expected to review and abide by the policy on academic honesty detailed in the New York University Student Handbook; those with questions should consult me.
- I maintain an **open door** policy for my students. I am quite willing to meet with students to discuss any matter that may arise during the course. If you have questions, problems, or need additional help with class material, I urge you to speak to me personally *as soon as* that issue comes up. If you want to contest a grade, you must do so within 48 hours of the item's return to you; you must put the rationale for the proposed grade change in writing.
- All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially with me.

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard

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of Hearing should register with the Moses Center for Students with Disabilities  
719 Broadway, 2nd Floor, 212.998-4980 (telephone and TTY), [www.nyu.edu/csd](http://www.nyu.edu/csd)

## TEXTS/MATERIALS

The required text for the course is available at your book store

**Text:** Public Speaking, Osborn & Osborn 8<sup>th</sup> Edition

Most notes lectures and handouts I will be giving are from this book.

I will not be testing you on the theory in the book but I will be checking in your speeches for your application of the theory.

Although not mandatory, I suggest that you acquire a voice-recording device for speech rehearsals. It is a most helpful tool.

## SPEECH PROCEDURES

- On the day of your presentations you are required to provide me with a typed, full-sentence outline and bibliography where applicable before you speak. Including bibliography where applicable. We will discuss the proper outline format in class.
- Do not e-mail me this.
- You are permitted to use index cards with notes during your presentation. As we will discuss in class, it is important that you do not rely too heavily on notes. Using index cards will help you to minimize your dependency on the written word, thereby allowing you to make eye contact with audience members.
- After each speech, classmates are encouraged to ask questions of the speaker. The presenter should be prepared to reply to questions and concerns from the audience.
- During some presentations, classmates will be required to write critiques of the speaker's presentation. Remember--critiques are not all negative; it is important to make note of the positive aspects of a speaker's presentation as well.
- Please remember at all times that a speaker deserves your undivided attention. Although whispering to your friend, rummaging through your book bag, and snapping bubble gum seem relatively harmless, you will soon learn how distracting these habits can be. Please respect one another by keeping the noise level in the audience to a minimum; you will appreciate this when it's your turn.
- Public speaking is FUN! Some of you might be frightened by the prospect of "performing" in front of a room full of people, but don't be overwhelmed. Before each speech we will review the requirements in class, preparing each of you for your speeches. The aim of this course is for you to develop your skills along the way. Following your first speech, and a variety of classroom activities, like impromptu speeches and group assignments you will develop a sense of comfort with the public speaking process. This course provides a unique opportunity to interact with your peers and share interesting ideas, issues, and thoughts that captivate you. Instead of letting this course make you nervous, try to think of it as a positive experience.

<b>Grading Scale:</b>	A = 95-100	A- = 90-94		
	B+ = 87-89	B = 84-86	B- = 80-83	
	C+ = 77-79	C = 74-76	C- = 70-73	

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D+ = 67-69      D = 64-66  
F = 63 and below

Grading	<b><u>Speech of Introduction</u></b>	(3-5 minutes; 5% of grade)
Breakdown:	<b><u>Demonstration/How-To Speech</u></b>	(5-6 minutes; 5% of grade)
	<b><u>Informative Speech--Speech of Explanation</u></b>	(5-6 minutes; 15% of grade)
	<b><u>Special Occasion Speech</u></b>	(3-4 minutes; 10% of grade)
	<b><u>Persuasive Speech--Speech to Move to Action</u></b>	(7-8 minutes; 15% of grade)
	<b><u>Group Final Presentation</u></b>	(40-45 minutes 20% of Grade)
	<b><u>Written Assignments</u></b>	(15% overall)
	<b><u>Participation:</u></b>	(15% overall)

### **The "A" Student - An Outstanding Student**

**Attendance:** "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

**Preparation:** "A" students are prepared for class. They always read assignments fully. Their attention to detail is such that they occasionally catch the teacher in a mistake. They always participate in class.

**Curiosity:** "A" students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

**Retention:** "A" students have retentive minds. They are able to connect past learning with the present. They bring their background with them to class.

**Attitude:** "A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

**Talent:** "A" students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment—or a combination thereof. These gifts are evident to the teacher and usually to the other students as well.

**Results:** "A" students make high grades on work in courses—usually the highest in the class. Their work is a pleasure to grade.

### **The "B" Student - A Good Student**

**Attendance:** "B" students miss class infrequently. Academics sometimes compete with other priorities.

**Preparation:** "B" students are usually prepared for class. They try to participate in class discussion.

**Curiosity:** "B" students have some interest in the subject and ask questions when they do not understand.

**SAMPLE SYLLABUS** – *This syllabus is provided as a sample. Some course content may vary.*

**Retention:** "B" students will frequently make connections among different ideas in the course and occasionally with other ideas from outside.

**Attitude:** "B" students desire to master the course material. They are active participants. They occasionally show initiative and seek out additional topics related to the course.

**Talent:** "B" students have talent and the ability to master novel material. Some students under-utilize abundant skills. Others are still learning academic skills, which can later make them "A" students. Some "B" students are excellent in other fields of knowledge and skill, but must work harder in this subject.

**Results:** "B" students usually improve over the duration of the course with increasing grades on course work as they master the material and become more efficient in their work.

### **The "C" Student – A Fair Student**

**Attendance:** "C" students miss class too frequently. Too often they put other priorities ahead of academic work.

**Curiosity:** "C" students ask few questions and show little interest in course readings and class discussion.

**Preparation:** "C" students prepare their assignments consistently but in perfunctory manner. Their work may be sloppy or careless. At times, it is incomplete or late.

**Attitude:** "C" students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

**Talent:** "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in the academic skills they've developed so far.

**Results:** "C" students obtain mediocre or inconsistent results on tests or presentations. They have some concept of what is going on but clearly have not mastered the material.

### **The "D" Student - A Student in Difficulty**

**Attendance:** "D" students miss classes frequently, sometimes a majority of the time. When they miss class, they often fail to find out what was covered in class or even what work was assigned.

**Curiosity:** "D" students rarely ask questions and often hope not to be noticed during class discussion.

**Preparation:** "D" students prepare their work in a slipshod fashion. Sometimes they miss assignments and fail to follow directions on others. Work is submitted late.

**SAMPLE SYLLABUS** – *This syllabus is provided as a sample. Some course content may vary.*

**Attitude:** "D" students are uncommitted to the class. They may be in the course only because it is required or because the other alternatives are worse. They are frequently bored by the class and show it. They have poor study habits and try to minimize their study time in the course.

**Talent:** "D" students may have many abilities but do not utilize them. They also usually lack self-discipline and diligence in class work. They try to minimize the effort made for any assignment.

**Results:** "D" students demonstrate little understanding of course material on papers, class work, and exams. They fail to complete many assignments and rarely participate in class discussions unless forced to do so.

NB: Plus and minus signs indicate a range within the rubric above.

### **Tentative Schedule**

<u>DATE</u>	<u>IN CLASS</u>	<u>WHAT IS DUE</u>
Wed 9/9	Introduction to class	
	Ch 1: You as a public Speaker	

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**Mon 9/14**      **Introductory Speech Presentations**      **Outline due**

**Wed 9/16**      **Introductory Speech Presentations**      **Outline due**

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Mon 9/21              Ch 2 Managing Your Fear of Speaking

Wed 9/23              Ch 3: Your First Speech, an overview of Speech preparation

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**Mon 9/28**              **Demonstrative Speech Due**      **Outline due**

**Wed 9/30**              **Demonstrative Speech Due**      **Outline due**

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Mon 10/5              Ch 5: Adapting to Your Audience and Situation

Wed 10/7              Ch 6: Selecting and researching Your Topic

Ch. 17: Ceremonial Speaking

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Mon 10/12              Ch 7: Researching your Topic

Wed 10/14              Ch 8: Supporting your Ideas

Ch.4: Becoming a Better Listener

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Mon 10/19              Ch 14: Informative Speaking

Wed 10/21              Ch. 9: Structuring Your Speech

Ch. 10: Outlining Your Speech

Ch 11: Presentation Aids

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**Mon 10/26**      **Informative Speech presentations/ Outline & Bibliography due**

**Wed 10/28**      **Informative Speech presentations/ Outline & Bibliography due**

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**Mon 11/02**      **Special Occasion Speech Due Outline & Bibliography due**

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Wed 11/04    **Special Occasion Speech Due Outline & Bibliography due**

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Mon 11/09            Ch 12: Using Language Effectively

Wed 11/11            Ch. 13: Presenting Your Speech

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**Mon 11/16**            Ch 16: Persuasive Speaking, Challenges and Designs

**Wed 11/18**            Ch. 15: Persuasion, Evidence Proof and Argument

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Mon 11/23    **Persuasive Speech Presentations/ Outline & Bibliography due**

Wed 11/25    **Persuasive Speech Presentations/ Outline & Bibliography due**

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**Mon 11/30**    Speaking in Groups

Wed 12/ 02    Forming Groups, Topics, 1<sup>st</sup> Group meeting

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Mon 12/ 07    **Group Presentations and feedback/ Outline & Bibliography due**

Wed 12/ 09    **Group Presentations and feedback/ Outline & Bibliography due**

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Mon 12/14    **Group Presentations and feedback/ Outline & Bibliography due**

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I reserve the right to schedule presentations on the final exam day if we have fallen behind schedule.

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