

**Fundamentals of Speech Communication: 96-111**  
**Signature Question Focus: Sustainability**  
**Fall 2016**

**Instructor:** Angela Westphal  
**Office:** AC S132  
**Office Phone:** 424-0751  
**Email:** westphaa@uwosh.edu  
**Office Hours:** MWF: 9:10 to 10:10 and T/R 10:00 to 11:00

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**Required Textbook**

Jaffe, C. I. (2016). Public Speaking: Concepts and skills for a diverse society (8<sup>th</sup> edition). Boston, MA: Cengage Learning.

ISBN: 978-1285445854

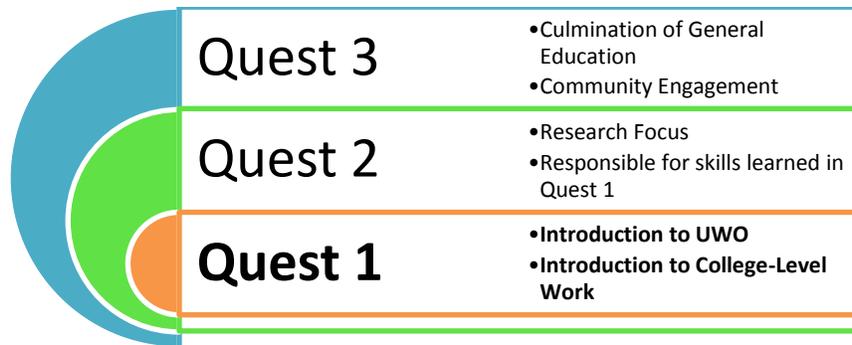
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**Important Dates**

Fall Speech Competition                      December 7, 2016                      Reeve Union Ballroom

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**University Studies Program**



Signature Question Focus of each phase:

**SQ: How do we understand and create a more sustainable world?**

SQ: How do people understand and engage in community life?

SQ: How do people understand and bridge cultural difference?

## **Course Description and Learning Objectives**

Fundamentals of Speech will introduce you to the skills necessary to successfully construct and communicate your ideas and positions throughout your college experience. This course will focus on developing these skills through the lens of sustainability. Sustainability will therefore be used as a means of inquiry meant to give you another way to explore the world around you. Upon completing this course, professors will assume that you are able to write and deliver a presentation that is organized, audience-centered, researched and logical. You will also be responsible for forming your own answer to this course's signature question:

### **How do people understand and create a more sustainable world?**

By the end of this course, you should be able to:

1. Understand the theories and principles of speech communication.
2. Identify the components of Intercultural Competence and place themselves with a diverse array of perspectives.
3. Apply intercultural communication principles to area of interest, contemporary issues and community.
4. Articulate and practice an ethical and audience-centered approach to public speaking.
5. Critically listen to and assess public speeches.
6. Conduct research appropriate to preparing a speech topic.
7. Demonstrate organization and structure in a complete outline.
8. Incorporate the effective use of visual aids/evidence.
9. Deliver an Informative and Persuasive speech extemporaneously using contemporary sustainability driven topics.
10. Understand the reasoning undergirding a persuasive speech.

## **Relationship to University Learning Objectives and Goals**

UW- Oshkosh and the LERT team have established goals for all students receiving a degree at this university. The following is one section from those goals:

### **Skills, both Intellectual and Practical, including**

- Identification and objective evaluation of theories and assumptions
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Technology and information literacy
- Teamwork, leadership, and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.* This course will provide a strong foundation in each of the areas emphasized above.

## Course Policies

### Class Participation:

Fundamentals of Speech is a performance course. This means your performance in speeches and in everyday class is crucial to learning the most from the course and earning a satisfactory grade. For the participation portion of your grade, I will look for each of you to contribute to class discussions and activities. Points will be assigned daily. Your contribution includes both sharing your opinions and treating your fellow classmates with respect when they are speaking. It also includes coming to class prepared with all of the handouts and materials you need for the day. Some things that could lead to losing participation points are: being disruptive, not voluntarily engaging in class discussion and activities, participating in side conversations, arriving late or leaving early, and sleeping.

Course participation also includes basic etiquette such as refraining from texting during class, using laptops for non-class purposes and packing up early.

### Attendance Policy:

In order to participate in class, you must be present. The connection between attendance and success in this course is undeniable and I ask that you come to class awake and ready for the day's work. However, if you are sick please do not come and get the rest of us sick. Absences can be excused if they can be verified (doctor's note, jury summons, etc.) You are allowed 2 absences without penalty and then will lose 5 point/ absence. Any student missing 8 days (MWF) or 6 days (TR) of class will fail the course regardless of grade earned. Quizzes and other in class assignments can only be made up with a verifiable, excused absence. In general, let me know in advance when possible and I will work with you. Remember the above texting policy.

A 5 point BONUS will be awarded to students who attend each class during the semester.

### Reading:

Reading represents a challenge for many students and is one of the largest transitions from high school to college. Expect to read material before it is covered in class. This will be tested through quizzes at the beginning of the week on D2L. Beyond that, it will set up a better learning process for you. By reading before class you will be ready to connect familiar and unfamiliar concepts. This will cut down the time needed to complete assignments and study for exams by increasing the information you retain.

All readings, discussed or not, are fair game for exams. Expect reading quizzes throughout the semester. Quizzes will be held on D2L in a timed format.

### **Academic Honesty:**

You are responsible for presenting original papers and presentations in this course. Speeches should not be recycled from previous courses or students. All sources should be clearly cited. Violations will be handled according to the student handbook.

In addition, you may be required to put them into our course site at Turnitin.com.

### **Desire to Learn (D2L):**

I will post important materials on the D2L course webpage. There you will find an extra copy of the syllabus, assignment descriptions, and assignment grading procedures.

Class outlines will also be posted on D2L to aid you in following along with the course and taking notes. It is your responsibility to check the site before EACH class.

Our course website will also have an ongoing discussion board called: Ask the Class. It is a board designed to get clarification on due dates, where to find material, and any questions that you may have about the class. Either myself or one of your classmates will answer your questions within 24 hours.

### **Early Alert**

You will be getting an email after the third week of the semester letting you know if I have seen either attendance or academic problems in the course. This is an excellent opportunity to meet with me during office hours to discuss progress.

### **Assignments:**

There are three main presentations, two minor presentations, two exams and one paper in this course. All assignments must be ON TIME and TYPED. One assignment this semester, the informative speech, will be submitted to the ePortfolio through D2L. (The ePortfolio will be used to assess your progress throughout your college career.) You may include the speech, critique, and self analysis for review.

Speeches and quizzes can only be made up with an excused absence. An excused absence can be verified with items such as a doctor's note, a bill from a garage, etc. It is your responsibility to make an appointment within one week of the absence.

All major assignments, speeches, and exams must be completed in order to pass the course.

## **Library Resources**

One of our goals in this course is to familiarize you with the Polk Library resources. We will be using many different strategies and databases throughout the semester to prepare you for other classes. To help you with your research, Ted Mulvey, the Information Literacy Librarian, is available as a resource in the library. You will also be able to refer to commonly used resources from the link on our D2L site.

## **Students with Disabilities**

Students with disabilities have a right to receive equal academic opportunities. If you require any accommodations, provide me with your Accommodation Recommendation (AR) form the first week of the semester.

## **Religion**

If a religious observance will impede your attendance to class, you must let me know within the first week of class. Claiming religion mid-semester will result in an unexcused absence.

## **Extra Credit:**

Extra credit will be made available once during the semester to the entire class. No student will be given an individual extra credit opportunity.

## **Course Expectations**

I love teaching this class and look forward to a fun semester. I expect you to work hard to improve your own personal speaking style. If you don't try anything new, the chances of you improving are slim. Care less about the grade and more about the skill—the grade will follow.

## Grading Criteria for Speeches

The *average speech* (C) should meet the following criteria:

- Conform to the speech assigned...informative, persuasive, etc.
- Be ready for presentation on the assigned date.
- Meet the time limit.
- Fulfill any special requirements of the assignment—preparing an outline and bibliography or using visual aids.
- Have a clear purpose and thesis statements.
- Have an identifiable introduction, body, and conclusion.
- Show reasonable directness and competence in delivery.
- IN OTHER WORDS...it meets the bare minimum requirements of the assignment.

The *above average speech* (B) should meet the preceding criteria and also:

- Deal with a challenging topic.
- Fulfill all major functions of a speech introduction and conclusion.
- Display clear organization of main points and supporting materials.
- Support main points with evidence that meets the tests of accuracy and relevance.
- Exhibit use of transitions and signposts.
- Be delivered skillfully enough so as not to distract attention from the speaker's message.

The *excellent speech* (A) should meet all the preceding criteria and also:

- Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience.
- Adapts throughout the message to the audiences' needs and knowledge.
- Contain elements of vividness and special interest in the uses of language.
- Be delivered in a fluent, polished manner that strengthens the impact of the message.

A D or F speech is does not meet the basic requirements of the assignment.

I understand the policies of this course and agree to comply with them.

\_\_\_\_\_ (name) \_\_\_\_\_ (date)

## Assignments

Introductory speech	25
Outline	5
Peer Evaluation	5
Informative Presentation	80
Written Outline	15
Peer Evaluation	5
Persuasive Speech	120
Written Outline	15
Peer Evaluation	5
Audience Analysis	10
Final Speech	30
Written Outline	10
Chapter Quizzes (12 of 15)	180
Weekly Reflection (2.5pts each)	40
Topic Submissions	10
Practice days	10
Library Assignment	15
Self Analysis	15
Participation	55
<b>Total</b>	<b>/ 650 points</b>

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	Below 60

## Weekly Schedule (MWF) Subject to Change

Quizzes will be at the beginning of the week. Reflections will be due at the end.

<b>Weekly Goals</b> <small>(Focus Questions)</small> <b>Students will be able to:</b>	<b>Dates</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>Week 1</b> (What is 96-111?) <ul style="list-style-type: none"> <li>• Describe the areas within the communication discipline.</li> <li>• Identify the pillars of sustainability</li> </ul>	Monday, Sept 5	No Class Labor Day	
	Wednesday, Sept 7	Introduction to Class	Bring a copy of the syllabus
	Friday, Sept 9	Chapters 1 & 2 Bring assignment descriptions on D2L Week 1	
	Sunday, Sept 11	Quizzes on 5 & 9	
<b>Week 2</b> (What are the basic components of a message?) <ul style="list-style-type: none"> <li>• Create a speech foundation</li> <li>• Identify structural options in a message</li> <li>• Describe an effective introduction and conclusion</li> </ul>	Monday, Sept 12	Intro to Sustainability	
	Wednesday, Sept 14	Chapters 5 & 9	
	Friday, Sept 16	Reflection on Chapter 5: Using the topic of sustainability (this is purposefully broad for you to narrow), write 2 sets of purpose statements. For each, include the General Purpose, Specific Purpose, Thesis and Preview. Submit to the dropbox by midnight.	
	Sunday, Sept 18	Quizzes on 10 & 11: Quizzes right in D2L	
<b>Week 3</b> (What sustains me?) <ul style="list-style-type: none"> <li>• Prepare 2 different types of outlines</li> <li>• Recognize the values and traits you want to sustain.</li> </ul>	Monday, Sept 19	Chapter 10 & 11	
	Wednesday, Sept 21	<b>Introduction Speech</b>	Preparation Outline Due in dropbox
	Friday, Sept 23	<b>Introduction Speech</b> Reflection on Chapter 10: Using your introduction speech as an example, brainstorm 3 different attention getter options you could have used. Label each technique.	

	Sunday, Sept 25	Quizzes on 7 & 8 in D2L	
<b>Week 4</b> (How do we find and use information?) <ul style="list-style-type: none"> <li>• Locate credible information through our Polk library resources.</li> <li>• Use research to support claims.</li> <li>• Explain was to measure sustainability</li> </ul>	Monday, Sept 26	Chapter 7 & 8	Informative Speech Topic Due
	Wednesday, Sept 28		
	Friday, Sept 30	Reflection on Chapter 7: Using your informative speech topic, <ul style="list-style-type: none"> <li>• Who is an expert in this field?</li> <li>• How do you know?</li> </ul> Where have you had the best luck finding information? Do you think this is the most efficient and effective path?	
	Sunday, Oct 2	Quizzes on Chapter 6 & 14	
<b>Week 5</b> (What sustains others?) <ul style="list-style-type: none"> <li>• Analyze the audience with a variety of tools</li> <li>• Anticipate audience side of message.</li> <li>• Create listening goals</li> <li>• Apply extemporaneous delivery style</li> </ul>	Monday, Oct 3	Chapter 6 & 14	Library Assignment Due
	Wednesday, Oct 5		
	Friday, Oct 7	Reflection on Chapter 6: Using your informative speech topic, <ul style="list-style-type: none"> <li>• How have you adapted your speech to your audience?</li> <li>• Did you make any false assumptions about your topic or audience knowledge?</li> <li>• What are you most concerned about with your delivery?</li> </ul>	
	No Quizzes		
<b>Week 6</b> (How does sustainability influence my field?) <ul style="list-style-type: none"> <li>• Present a speech that is clear, accurate, meaningful and interesting about a special topic in sustainability.</li> <li>• Recognize the impact of sustainable practices in other fields.</li> </ul>	Monday, Oct 10	Informative Speech Practice Day	Bring Preparation outline to class for workshop
	Wednesday, Oct 12	Workshop	
	Friday, Oct 14	<b>Informative Speeches Begin</b>	Preparation Outline due in dropbox
	No Reflections	Can start looking toward Self Reflection	

	No Quizzes		
<b>Week 7</b> (How do the components of sustainability influence each other?) <ul style="list-style-type: none"> <li>Critique peer speeches with meaningful praise and criticism.</li> </ul>	Monday, Oct 17	<b>Informative Speeches</b>	Do not forget to complete your peer evaluations.
	Wednesday, Oct 19	<b>Informative Speeches</b>	
	Friday, Oct 21	<b>Informative Speeches</b> See Self Reflection Assignment	Upload speech and critique to ePortfolio.
	Sunday, October 23	Quiz Chapter 3 & 17	
<b>Week 8</b> (How can communication encourage change?) <ul style="list-style-type: none"> <li>Replace preexisting conflict myths that affect persuasion.</li> <li>Redefine persuasion.</li> <li>Differentiate different types of persuasion.</li> </ul>	Monday, Oct 24	Chapter 3 & 17	Bring final two assignment descriptions
	Wednesday, Oct 26		Self Analysis Due
	Friday, Oct 28		Persuasive Speech Topic Due
		<b>Reflection on Chapter 17:</b> To better understand how discussions about a controversial topic combines fact, value, and policy claims, use one of your topic choices to write: <ul style="list-style-type: none"> <li>A statement of fact</li> <li>A statement of value</li> <li>A statement of policy</li> </ul>	
	Sunday, October 30	Quiz Chapter 16	
<b>Week 9</b> (How do we institutionally encourage or discourage sustainability?) <ul style="list-style-type: none"> <li>Identify policies at various levels.</li> <li>Explore methods of persuasion using ethos, pathos, and logos.</li> </ul>	Monday, Oct 31	Chapter 16	
	Wednesday, Nov 2		
	Friday, Nov 4	<ul style="list-style-type: none"> <li>✓ Surveys posted on SurveyMonkey.com</li> <li>✓ Reflection on Chapter 16: <ul style="list-style-type: none"> <li>Brainstorm how you might use re-sourcement, in which you creatively respond by framing the issue in a different way, to offer your perspective to an audience that disagrees with your position.</li> <li>Describe what you could do to create conditions in which your audience members feel safe to consider another point of view.</li> </ul> </li> </ul>	

	Sunday, Nov 6	Quiz Chapter 4 & 13	
<b>Week 10</b> (How do we create ethical arguments?) <ul style="list-style-type: none"> <li>Develop a set of best practices for PPT presentations.</li> <li>Identify contemporary fallacies and provide recommendations in groups.</li> </ul>	Monday, Nov 7	Chapter 4 & 13	Surveys completed on SurveyMonkey.com
	Wednesday, Nov 9		
	Friday, Nov 11	<b>Reflection on Chapter 4:</b> Think about the linguistic, cultural, and personal barriers that most often hinder your effectiveness as a listener, and then consider which of the strategies outlined in your reading can help you overcome these barriers and improve your listening skills. Use your insights to develop a Listening Skills Development Plan that will help you overcome the listening barriers you identified. (Your answer should include both challenges that are unique to you as well as an action plan.)	
	Sunday, Nov 13	Quiz Chapter 12	
<b>Week 11</b> (How does our language reflect what we value?) <ul style="list-style-type: none"> <li>Choose the most effective language.</li> <li>Assess the impact of language choice on persuasion.</li> </ul>	Monday, Nov 14	Chapter 12	
	Wednesday, Nov 16		
	Friday, Nov 18	<b>Persuasive Speech Practice Day</b> Bring Preparation Outline to Class for workshop	
<b>Week 12</b> (How do we encourage sustainable changes?) <ul style="list-style-type: none"> <li>Evaluate classmate speeches for use of ethos, pathos, logos.</li> <li>Provide constructive criticism</li> </ul>	Monday, Nov 21	<b>Persuasive Speeches</b>	Preparation Outline, A.A. Appendix and Visual Aid due in dropbox
	Wednesday, Nov 23	<b>Thanksgiving</b>	Don't forget to bring your peer evaluation forms this week.
	Friday, Nov 25	<b>Thanksgiving</b>	
		<b>Enjoy your break.</b>	No Quizzes or Ref.
<b>Week 13</b> (How do we encourage sustainable changes?) <ul style="list-style-type: none"> <li>Finish speeches and evaluations</li> </ul>	Monday, Nov 28	<b>Persuasive Speeches</b>	Don't forget to bring your peer evaluation forms this week.
	Wednesday, Nov 30	<b>Persuasive Speeches</b>	
	Friday, Dec 2	<b>Persuasive Speeches</b>	

	No Quizzes or Reflections for Week 13.		
	Sunday, Dec. 4	Quiz on Chapter 18	
<b>Week 14</b> (How can we as individuals create a more sustainable world?) <ul style="list-style-type: none"> <li>Identify occasions or people that sustain your life or community</li> <li>Create a special occasion speech to honor that person or occasion.</li> </ul>	Monday, Dec 5	Chapter 18	
	Wednesday, Dec 7		
	Friday, Dec 9	Final Speech Workshop	
	No reflection Week 14		
	No quiz Week 15		
<b>Week 15</b> (How can we as individuals create a more sustainable world?)	Monday, Dec 12	<b>Final Speeches</b>	Preparation Outlines due in dropbox
	Wednesday, Dec 14	<b>Final Speeches</b>	
	Friday, Dec 16	<b>Final Speeches</b>	Congratulations!

## Tuesday/ Thursday Weekly Schedule Subject to Change

Quizzes will be due before the week begins. Reflections will be due as the week ends.

<u>Weekly Goals</u> (Focus Questions) <b>Students will be able to:</b>	<b>Dates</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>Week 1 (What is 96-111?)</b> <ul style="list-style-type: none"> <li>• Describe the areas within the communication discipline.</li> </ul>	Tuesday, Sept 6	No Class	
	Thursday, Sept 8	Introduction to Class, Chapters 1 & 2	
	Friday, Sept 9	No reflection Week 1	
	Sunday, Sept 11	Quizzes on 5 & 9	
<b>Week 2 (What are the basic components of a message?)</b> <ul style="list-style-type: none"> <li>• Create a speech foundation</li> <li>• Identify structural options in a message</li> <li>• Describe an effective introduction and conclusion</li> </ul>	Tuesday, Sept 13	Introduction to Sustainability, Chapters 5 & 9	
	Thursday, Sept 15		
	Friday, Sept 16	Reflection on Chapter 5: Using the topic of sustainability, write 2 sets of purpose statements. For each, include the General Purpose, Specific Purpose, Thesis and Preview. Submit to the dropbox by midnight.	
	Sunday, Sept 18	Quizzes on 10 & 11: Quizzes right in D2L	
<b>Week 3 (Who am I?)</b> <ul style="list-style-type: none"> <li>• Prepare 2 different types of outlines</li> <li>• Recognize the values and traits that you share with your classmates.</li> </ul>	Tuesday, Sept 20	<b>Introduction Speech Chapter 10 &amp; 11</b>	Preparation Outline Due in dropbox
	Thursday, Sept 22	<b>Introduction Speech</b>	Don't forget your peer evaluations
	Friday, Sept 23	Reflection on Chapter 10: Using your introduction speech as an example, brainstorm 3 different attention getter options. Label each technique.	
	Sunday, Sept 25	Quizzes on 7 & 8 in D2L	
<b>Week 4 (How do we find and use information?)</b>	Tuesday, Sept 27	Chapter 7 & 8	Informative Speech Topic Due

<ul style="list-style-type: none"> <li>• Locate credible information through our Polk library resources.</li> <li>• Use research to support claims.</li> <li>• Explain ways to discuss difference</li> </ul>			
	Thursday, Sept 29		
	Friday, Sept 30	Reflection on Chapter 7: Using your informative speech topic, <ul style="list-style-type: none"> <li>• Who is an expert in this field?</li> <li>• How do you know?</li> </ul> Where have you had the best luck finding information? Do you think this is the most efficient and effective path?	
	Sunday, Oct 2	Quiz on 6 & 14	
<b>Week 5</b> (How do we understand others?) <ul style="list-style-type: none"> <li>• Analyze the audience with a variety of tools</li> <li>• Anticipate audience side of message.</li> <li>• Create listening goals</li> <li>• Apply extemporaneous delivery style</li> </ul>	Tuesday, Oct 4	Chapter 6 & 14	Library Assignment Due
	Thursday, Oct 6		
	Friday, Oct 7	Reflection on Chapter 6: Using your informative speech topic, <ul style="list-style-type: none"> <li>• How have you adapted your speech to your audience?</li> <li>• Did you make any false assumptions about your topic or audience knowledge?</li> <li>• What are you most concerned about with your delivery?</li> </ul>	
	Sunday, Oct 9	No Quizzes	
<b>Week 6</b> (What do we misunderstand about difference) <ul style="list-style-type: none"> <li>• Present a speech that is clear, accurate, meaningful and interesting about a special topic surrounding a co-culture.</li> </ul>	Tuesday, Oct 11	Informative Speech Practice Day	Bring Preparation outline to class for workshop
	Thursday, Oct 13	<b>Informative Speeches Begin</b>	Preparation Outline due in dropbox
	Friday, Oct 14	No formal reflection, start speech Self-Reflection if you have already given your speech.	
	Sunday, Oct 16	No Quizzes	
<b>Week 7</b> Critique peer speeches	Tuesday, Oct 18	<b>Informative Speeches</b>	Do not forget to complete your peer evaluations.

with meaningful praise and criticism.	Thursday, Oct 20	<b>Informative Speeches</b>	Upload speech and critique to ePortfolio
	Friday, Oct 21	See Self Reflection Assignment	
	Sunday, October 23	Quizzes on 3 & 17	
<b>Week 8</b> (How can communication encourage change?) <ul style="list-style-type: none"> <li>• Replace preexisting conflict myths that affect persuasion.</li> <li>• Redefine persuasion.</li> <li>• Differentiate different types of persuasion.</li> </ul>	Tuesday, Oct 25	Chapter 3 & 17	
	Thursday, Oct 27		Persuasive Speech Topic Due
	Friday, Oct 28	Reflection on Chapter 17: To better understand how discussions about a controversial topic combines fact, value, and policy claims, choose one of the topics that you submitted on D2L and write a <ul style="list-style-type: none"> <li>• A statement of fact</li> <li>• A statement of value</li> <li>• A statement of policy</li> </ul>	
	Sunday, Oct 30	Quiz on Chapter 16	
<b>Week 9</b> (How do we institutionally encourage or discourage diversity?) <ul style="list-style-type: none"> <li>• Identify policies at various levels.</li> <li>• Explore methods of persuasion using ethos, pathos, and logos.</li> </ul>	Tuesday, Nov 1	Chapter 16	
	Thursday, Nov 3		Surveys posted on SurveyMonkey.com
	Friday, Nov 4	<ul style="list-style-type: none"> <li>• Surveys posted by midnight</li> <li>• Reflection on Chapter 16: Brainstorm how you might use re-sourcement, in which you creatively respond by framing the issue in a different way, to offer your perspective to an audience that disagrees with your position.</li> <li>• Describe what you could do to create conditions in which your audience members feel safe to consider another point of view.</li> </ul>	
		Survey responses due by following Tuesday	

	Sunday, Nov 6	Quiz on 4 & 13	
<b>Week 10</b> (How do we create ethical arguments?) <ul style="list-style-type: none"> <li>Develop a set of best practices for PPT presentations.</li> <li>Identify contemporary fallacies and provide recommendations in groups.</li> </ul>	Tuesday, Nov 8	Chapter 4 & 13	Surveys completed on SurveyMonkey.com
	Thursday, Nov 10		
	Friday, Nov 11	<b>Reflection on Chapter 4:</b> Think about the linguistic, cultural, and personal barriers that most often hinder your effectiveness as a listener, and then consider which of the strategies outlined in your reading can help you overcome these barriers and improve your listening skills. Use your insights to develop a Listening Skills Development Plan that will help you overcome the listening barriers you identified. (Your answer should include both challenges that are unique to you as well as an action plan.)	
	Sunday, Nov 13	Quiz on Chapter 12	
<b>Week 11</b> (How does our language reflect what we value?) <ul style="list-style-type: none"> <li>Choose the most effective language.</li> <li>Assess the impact of language choice on persuasion.</li> </ul>	Tuesday, Nov 15	Chapter 12	
	Thursday, Nov 17	Persuasive Speech Practice Day	Bring Preparation Outline to Class for workshop
	Friday, Nov, 19	NO Reflections: work on your editing your speech.	
	No Quizzes		
<b>Week 12</b> (How do we change our world?) <ul style="list-style-type: none"> <li>Evaluate classmate speeches for use of ethos, pathos, logos.</li> <li>Provide constructive criticism</li> </ul>	Tuesday, Nov 22	<b>Persuasive Speeches</b>	Preparation Outline, A.A. Appendix and Visual Aid due in dropbox
	Thursday, Nov 24	<b>Thanksgiving</b>	
	No Reflection	Enjoy your break!	
	No Quizzes		
<b>Week 13</b> (How do we change our world?) <ul style="list-style-type: none"> <li>Finish speeches and evaluations</li> </ul>	Tuesday, Nov 29	<b>Persuasive Speeches</b>	Don't forget to bring your peer evaluation forms this week.
	Thursday, Dec 1	<b>Persuasive Speeches</b>	
	No Reflections		

	Sunday, Dec 4	Quiz on Chapter 18	
Week 14 (How do we honor our traditions?)	Tuesday, Dec 6	Chapter 18	
Create a special occasion speech to honor that person or occasion.	Thursday, Dec 8		Workshop Day
	No Reflection		
	No Quizzes		
Week 15 (How can we honor our values and traditions?)	Tuesday, Dec 13	<b>Final Speeches</b>	Preparation Outlines due in dropbox
	Thursday, Dec 15	<b>Final Speeches</b>	Congratulations!
	No Reflections		

