

Syllabus as Guide:

This syllabus is designed as a detailed blueprint for the semester and should be followed on a day-to-day basis. However, the professor reserves the right to make adjustments in due dates and/or assignment criteria if she determines such changes are in the best interest of the particular students enrolled in the course. Notification of such changes will be made orally in class or via the class email list.

Day-To-Day Course Schedule for Spring 2013:

Week 1: Wednesday, 1/9	Discussion of Learning Community, Assignments, and Intro to 5 LC "thinktank" domains: 1) environment, 2) gender and culture, 3) authenticity / deception & performance of identity, 4) "electracy" (technology and human behavior), 5) advocacy / civil rights. Introduction to the Course and to One Another
Friday, 1/11	ALERT: There could be a quiz over your SYLLABUS today! Preparation for Project #1. Homework: Self-Concept Exercise
Week 2: Monday, 1/14	READ BEFORE CLASS, Part 1: Special Occasion Speeches Quick Intro to Project #8: Electronic Portfolio (Interface & Required Uploads) IN-CLASS WORKSHOP, Project #1-A: DRAFTING "SPEECH OF INTRODUCTION"-----Research & Developing Outline (PRACTICE WITH I-PODS)
Wednesday, 1/16	IN-CLASS WORKSHOP, Project #1-B: DRAFTING "Elevator Speech"-----Research & Developing Outline (PRACTICE WITH I-PODS)
Friday, 1/18	DUE: PROJECT #1 A & B SPEECHES Packet includes: Typed Outlines, Notecards, (best) iPod practice video DUE: active website shell to host efolio (show access in class!)
Week 3: Monday, 1/21	Martin Luther King, Jr. Day / University Closed / No Class
Wednesday, 1/23	Finish presenting: PROJECT #1 A & B SPEECHES Packet includes: Typed Outlines, Notecards, (best) iPod practice video DISCUSSION of Project #2: Interpretive Reading/Performative Speaking (text, music, visuals)—READ and WATCH VIDEOS from

	"Poetry Out Loud": http://poetryoutloud.org/poems-and-performance/
Friday, 1/25	QUIZ: "Judges Scoring Rubric" (See our website class assignment page) <ul style="list-style-type: none"> • Review "Tips on Reciting": • Physical Presence • Voice and Articulation • Dramatic Appropriateness • Level of Difficulty • Evidence of Understanding • Overall Performance • Accuracy In-Class Discussion & Workshop: Interpreting your poem
Week 4: Monday, 1/28	In-Class Workshop: Evidence of Understanding—begin iPod practice sessions in groups of 2-3
Wednesday, 1/30	DUE: Poetry Out Loud – Recitation & 1 page reflection
Friday, 2/1	DUE: Poetry Out Loud – Recitation & 1 page reflection
Week 5: Monday, 2/4	DUE: Poetry Out Loud – Recitation & 1 page reflection BEGINNING UNIT 2: SYNTHESIZING PERSPECTIVE READ TAB 2, RESEARCHING Especially, "What does the internet have to offer you?" pages 70-77 and "How do you take good research notes?" pages 102-106
Wednesday, 2/6	DUE: Three research articles related to issue's history and divergent points of view In-Class Research Workshop: Carving out the history of an issues related to one of the 5 Domains; Creating a shared discursive history about an issue; Key stopping points;
Friday, 2/8	DUE: 1 minute (argument) presentation – Issue and key stopping points; ALSO DUE: Three research articles and summaries of each article

Week 6: Monday, 2/11	<p>READ TAB 6, INFORMING, especially pages 348-360 Introduce Project #4, Informational Speeches</p> <p>READ TAB 3, CREATING: especially "Different Types of Outlines" pages 152-158 and "Linking Speech Parts Together" pages 160-163</p> <p>In-Class Workshop: Creating "Working Outlines" and "Formal Outlines"</p>
Wednesday, 2/13	<p>DUE: Bring Draft of "Formal Outline" for Project #4 Informational Speech (3 minutes) and "Delivery Outline" on Notecards In-Class workshop and speech practice</p>
Friday, 2/15	<p>DUE: Project #4 Informational Speech (3 min)—ALSO DUE: Working Outline, Formal Outline, and Delivery Outline</p>
Week 7: Monday, 2/18	<p>DUE: Project #4 Informational Speech (3 min)—ALSO DUE: Working Outline, Formal Outline, and Delivery Outline</p>
Wednesday, 2/20	<p>FINISH SPEECHES READ TAB 7, PERSUADING, especially 370-379 Introduce Project #5 Speaking to Persuade using (Toulmin Model) Aristotelian traditional appeals.</p>
Week 8: Monday, 2/25	<p>Introduce Toulmin and Aristotelian Argument (3 minute Persuasive Speech) Read TAB 7 in textbook Sign-up for Prezi and explore on your own before NEXT class</p>
Wednesday, 2/27	<p>IN-class Research Topics & Preliminary Outline</p>
Week 9: Monday, 3/4	<p>DUE: Draft Outline for Persuasive Speech Supporting Speech with Prezi----at least 5 slides (Speech & Prezi Workshop)</p>
Wednesday, 3/6	<p>DUE: Persuasive Speeches – 3 min. each & Packet</p>

	SPRING BREAK – 3/10 TO 3-17 NO CLASSES
Week 10: Monday, 3/18	Rogierian Argument & Compassionate Listening Persuasive 3 minute speech
Wednesday, 3/20	Proposal Topics – Preliminary Outlines DUE NEXT CLASS 3 ARTICLES & SPEECH OUTLINE
Week 11: Monday, 3/25	DUE: Speech Outline and 3 articles—printed out before class Video tape practice session – Record & Critique
Wednesday, 3/27	Speech Revision and Practice Sessions Video tape practice session – Record & Critique
Week 12: Monday, 4/1	Speech Revision and Practice Sessions
Wednesday, 4/3	DUE: Rogierian Persuasive Speech 3-min & Packet
Week 13: Monday, 4/8	Listening, Communication, Body Language Interactive – In class exercises
Wednesday, 4/10	University College Day—Instead of class, attend at least 3 of the 20 minute sessions—have your program signed by the presenters
Week 14: Monday, 4/15	Introduce Presentation ZEN Principles and Pecha Kucha as a presentation form
Wednesday, 4/17	Gesture, Vocalization, Articulation, Eye-Contact Review – Your Body Language and Audience Body Language
Week, 15: Monday, 4/22	IN-Class Extemporaneous 1 minute speeches to practice body language, voice, articulation, eye-contact Online web-uploading of videos to Speech Page on ENG Website
Wednesday, 4/24	In-class workshop for Final Project: Pecha Kucha

Week 16: Monday, 4/29	Group Practice & Video Recording – Practice & Critique
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FINAL PROJECT: PECHA KUCHA, Friday, May 3 @ 3:30 a.m.

Practice, Practice,
Practice
Make Me Proud!!!!