

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:

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| 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 |
| Week 2: Monday, 1/14 | DUE Self-Concept Exercise READ In-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) |
| Week 3: Monday, 1/21 | Martin Luther King, Jr. Day / University Closed / No Class |

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| Wednesday, 1/23 | <p>DUE: PROJECT #1 A & B SPEECHES</p> <p>Packet includes: Typed Outlines, Notecards, Flipcam practice video</p> <p>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/</p> <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 <p>In-Class Discussion & Workshop: Interpreting your poem</p> |
| Week 4: Monday, 1/28 | In-Class Workshop: Poetry Out Loud |
| Wednesday, 1/30 | In-Class Practice and Flipcam Recording |
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| Week 5: Monday, 2/4 | <p>DUE: Poetry Out Loud – Recitation & 1 page reflection</p> <p>BEGINNING UNIT 2: SYNTHESIZING PERSPECTIVE</p> <p>READ TAB 2, RESEARCHING</p> <p>Especially, "What does the internet have to offer you?" pages 70-77 and "How do you take good research notes?" pages 102-106</p> |
| Wednesday, 2/6 | <p>DUE: Three research articles related to issue's history and divergent points of view</p> <p>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;</p> |
| Week 6: Monday, 2/11 | <p>DUE: 1 minute (argument) presentation – Issue and key stopping points; ALSO DUE: Three research articles and summaries of each article</p> |

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| | <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> |
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| 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>READ TAB 7, PERSUADING, especially 370-379 Introduce Project #5 Speaking to persuade using (Toulmin Model) Aristotelian traditional appeals.</p> |
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After gaging our progress the first few weeks, I will complete our calendar for Weeks 8-15.

FINAL EXAM = Friday, May 3 @ 3:30 a.m. in our classroom, STC 116