Course: Public Speaking

This syllabus is subject to change!
It is your responsibility to note announcements regarding change(s) to the syllabus and update your records accordingly.

Instructor: Charlotte Klesman
Telephone: 391-391-4976
Office: Conger, Rm 303
Email: cklesman@abac.edu
Office Hrs: 8-9 a.m. M-F, 11-12 p.m. T&U, 12-3 p.m. MWF, and by appointment.

Course Description: Designed to develop techniques in research, organization and delivery of different types of speeches; to develop communication skills including the clear, concise, effective oral presentation of ideas; and to develop an acceptable speaking voice.
Pre-requisites/Co-Requisites: Pre-requisite – Exemption from or successful completion of READ 0099 and ENGL 0099.

Board of Regents Core Curriculum Outcome:
Students will apply effective communication skills that demonstrate clarity, critical analysis, rhetorical awareness, persuasion, and precision when presenting oral arguments.

USG General Education Outcomes Pertinent to this Course:
Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision and rhetorical awareness.
Competence within the context of collegiate general education is defined by the following outcomes. Ability to:
- assimilate, analyze, and present in oral and written forms, a body of information
- analyze arguments
- adapt communication to circumstances and audience
- consider and accommodate opposing points of view
- interpret content of written materials on related topics from various disciplines
- communicate in various modes and media, including the proper use of appropriate technology
- produce communication that is stylistically appropriate and mature
- communicate in Standard English for academic and professional contexts
- interpret inferences and develop subtleties of symbolic and indirect discourse
- sustain a consistent purpose and point of view
- compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:
Course objectives: This course is designed to provide the opportunity for improvement in both the theoretical understanding and practical performance of human communication. To complete this course successfully you will present speeches which demonstrate:
- coherent organization of information
Abraham Baldwin Agricultural College  
Charlotte Klesman, Ph.D.  
COMM 1110 Course Syllabus

- inclusion of significant content
- sound research
- adaptation to audience and situation
- use of clear language and appropriate methods of delivery
- compliance with assigned time constraints

Institutional Absence
A student who serves as an official representative of the college is defined as one who:
- Is authorized to use the college name in public relationships outside the institution
- Regularly interacts with non-college individuals and groups over an extended period of time (at least one semester)
- Represents the college as a part of a group and not as an individual
- Represents the college under the direct supervision of a college faculty or staff member
- Is authorized in writing, in advance, by the President of the college

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which she/he represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty

Academic Dishonesty: Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

Disciplinary Procedures: When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty and staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will
submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegations.

Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

Prior to any findings of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

**Appeals Process:**  Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

Requests for appeals must be submitted in writing to the Office of Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.

Written requests for appeals must be specific and detailed as to the nature and substance of the student’s complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:

- A violation of due process
- Prejudicial treatment by the original hearing body
- New evidence has become available which was not available at the time of the hearing

Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.

If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President’s decision or the Vice President’s decision will be considered final and conclusive.
Within five business days of receiving the appeal the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel’s report, the President will within five business days make a decision which shall be final so far as the College is concerned.

Should the student be dissatisfied with the President’s decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades
Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student’s permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in the course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan on ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

Course Requirements:
Email access: Use the campus email system to send all emails to cklesman@abac.edu. Any course emails will be sent through D2L.
Storage Device: Online storage (i.e. Dropbox) and USB flash drive
Desire2Learn: Course related material, quizzes and announcements will be sent and received through D2L. It is your responsibility to maintain and check this account.
Basic Preparation: *I expect you to bring your textbook, a notebook and something to write with to class every day. Come to class prepared – read the assignments and be ready to participate.*

Course Policies
Tobacco: No tobacco, in any form, is to be used during class.
Classroom Behavior: *If you behave in a way that is disruptive to the learning environment, you will be asked to leave the classroom.* Texting, talking, taking phone calls during class, etc. is
disrespectful, rude and unprofessional. These behaviors will not be tolerated. You are expected
to demonstrate utmost respect and courtesy to your classmates and me at all times.
Turn off or silence all phones and other devices that might cause a distraction to other students. If
an electronic device is heard during a speech there will be a 10 percent deduction in your
presentation grade and you will receive a zero for your peer evaluation grade (no exceptions).
Never interrupt a speech in progress! Under no circumstances should you enter the classroom
while a student is speaking. If you are late on a speech day, (I recommend you make a special
effort to arrive early) wait for the speech to end before entering the classroom. If you must (for
an extreme emergency) leave the classroom, do so discreetly and do not re-enter the room until
the speech has concluded. Students failing to show speakers and the audience this level of
respect will receive a 10 percent deduction from their own presentation grade and receive a zero
for their peer evaluation grade.

**Be respectful!** This class teaches speaking AND listening. During speeches you are to listen
respectfully and attentively. Do NOT text, play games, read, study, work on homework for other
classes, or organize your belongings. Do not bring food or drink to the class on speaking days.
All these behaviors are distracting to the speaker and the audience. A student violating these
guidelines will receive a 10 percent reduction from her/his presentation grade and a zero for the
peer evaluation grade.

**Completion of Work**

**Assignments are due at the time and date assigned.** In fairness to all class members, absences
on a test day will result in an automatic 50 percent deduction on that test (except for an ABAC
sponsored activity or other excused absence). **Students involved in an ABAC sponsored event or
activity must arrange a time/day to complete their assignments ahead of time.** Students NOT on
an ABAC sponsored activity who miss a speech for any reason will be added to the end of the
presentation list, allowed to make up the speech IF there is time available. Also, 50 percent of the
speech grade will be deducted. Missed tests must be made up before the next class period.
**Students are only allowed one (1) make-up for the semester (except for ABAC sponsored
events).** Any other missed assignments or exams will earn a zero (0).

**Computer, printer or transportation problems do not constitute an excuse for late or
incomplete work, or missed class.** You are encouraged to keep a copy of all work handed in
and to back up your computer files regularly. Do NOT wait until the last minute to finish and
print your work – if there are problems with the printer or computer you will have time to correct
them.

You are expected to come to class prepared to work. This means you have read and understood
reading assignments, and your work is properly completed and ready to hand in. **If you are not
prepared to participate you will be expelled from class.**
Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ungraded Speeches (4)</td>
<td>Pass/fail</td>
</tr>
<tr>
<td>Informative, Brown Bag, Special Occasion, Impromptu</td>
<td></td>
</tr>
<tr>
<td>Graded Speeches (5)</td>
<td></td>
</tr>
<tr>
<td>Informative (100 pts)</td>
<td></td>
</tr>
<tr>
<td>Visual Aid (100 pts)</td>
<td></td>
</tr>
<tr>
<td>Group, Speech Interpretation (100 group, 100 individual)</td>
<td></td>
</tr>
<tr>
<td>Persuasive (200)</td>
<td></td>
</tr>
<tr>
<td>Community Engagement (200)</td>
<td></td>
</tr>
<tr>
<td>Self-assessment (4)</td>
<td>100 total points (25 pts each)</td>
</tr>
<tr>
<td>Peer evaluations (4)</td>
<td>100 total points (25 pts each)</td>
</tr>
<tr>
<td>In-class assignments (TBA)</td>
<td>20 points each</td>
</tr>
<tr>
<td>Quizzes (TBA)</td>
<td>20 points each</td>
</tr>
<tr>
<td>Midterm Exam (1)</td>
<td>100 points total</td>
</tr>
<tr>
<td>Final Exam/Portfolio (1)</td>
<td>100 points total</td>
</tr>
</tbody>
</table>

Course Requirements and Assignments

A. Speeches

A total of four ungraded (pass/fail) and five graded speeches will be required. Failure to deliver all five of the graded speeches will result in a failing grade for the course. Specific guidelines will be posted in D2L prior to each assigned speech.

The ungraded speeches are:

**Introductory Speech: Brief self-introduction, 1-2 minutes long (pass/fail).** Select a central idea or theme you want to share with the class as the basis for this speech. Think about the first questions you ask someone you have just met and try to incorporate these into your speech. Be sure to tell listeners something new, different, interesting or exciting that will help you stand out from others in the class – what makes you special?

**Brown Bag Speech: Informative speech with visual aids, 2 minutes long (pass/fail).** Bring a bag that represents something about you. Select three objects to put in the bag. One object represents your past, one your present, and one your future plans/hopes/goals. Use narration to connect the objects. Be SURE to write an outline, practice your speech, and watch your speech length. IF YOU COME TO CLASS UNPREPARED YOU WILL FAIL THIS SPEECH.

**Special Occasion (or Ceremonial) Speech: Use note cards; 2 minutes long (pass/fail).** An *epideictic* or *ceremonial* speech is a speech of praise or blame, celebration or thanksgiving, condemnation or mourning. Ceremonial speaking stresses that sharing of identities and values that unites people into communities (Osborn and Osborn, p. 426).
Eulogies, Fourth of July orations, speeches of condemnation or commendation, farewell addresses, etc. are instances of epideictic discourse. Ceremonial speeches often serve to establish standards for action or provide the ethical and moral basis for future arguments. Use language that is clear, vivid, inspiring and arousing. Your style will be critical in the delivery of the epideictic speech; style is your word preference and syntax (i.e., the structure of your sentences).

**Impromptu Speech:** A role-play exercise; 2 minutes long (pass/fail) An impromptu speech is prepared ahead of time but you must wait for an opportunity to present it to an appropriate person. It should be short and direct so choose a topic you might want to discuss with a friend, a community or club member, or someone from work. You will work with a partner so you will have someone to address. On speech day you will randomly draw a speech situation, tell the class what your situation is and what topic you want to discuss, then give your speech.

Each graded speech will be evaluated by the speaker and a student audience member. You MUST record your speech as part of your self-evaluation.

The graded speeches are:

- **Speech #1: Informative Speech:** 4-6 minutes in length; 2 sources, minimum (100 points). This speech will be an informative speech that conveys useful and interesting information to the audience. Select a speech topic based on your interests and your audience evaluation (what will interest your audience?) Two reliable sources, minimum, are required. Use the APA style to list sources on the Resources page at the end of your outline. A double-spaced, typed outline is required and must be turned in just before you present your speech (see D2L for outline example). Self reviews are due IN CLASS following speech presentation. Peer reviews are due IN CLASS the class following the peer speech presentation. Both must be typed, using the appropriate form. Hand written assignments will not be accepted. (See D2L for guidelines.)

- **Speech #2: Visual Aid Speech:** 4-6 minutes, at least one speech aid; 2 sources, minimum (100 points). This is an informative speech with a speech aid component. Select a speech topic based on your interests and your audience evaluation (what will interest your audience?) It MUST include an effective speech aid element (activity to engage audience, handout, demonstration, etc.). Be SURE you have a backup plan in case your speech aid does not work properly, particularly if you have an online or technical component. Two reliable sources, minimum, are required. Use the APA style to list sources on the Resources page at the end of your outline. A double-spaced, typed outline is required and must be turned in at the beginning of class just before you present your speech (see D2L for outline example). Self reviews are due IN CLASS following speech presentation. Peer reviews are due IN CLASS the class following the peer speech presentation. Both must be typed, using the appropriate form. Hand written assignments will not be accepted. (See D2L for guidelines.)
Speech #3: Group Speech Interpretation: 5-6 minutes per person, at least one speech aid per speaker; 2 sources, minimum (200 points). This speech has two components, a speech evaluation component and a group speaking component. The content of this speech will focus on evaluating the presentation style of a well-known American speech. You will present your findings as a member of a group, requiring you to use specific group speaking skills for this speech. Each group member will contribute two credible sources specific to the speech topic. The speech MUST include an effective speech aid element (activity to engage audience, handout, demonstration, etc.) contributed by each speaker. Divide the speech into logical sections and assign each to a group member. Each group member will be responsible for rewriting his or her part of the speech and presenting it, with the group, to the class. Each presenter must include, 1) a description of the part of the speech selected for discussion – the main topic, 2) what the original speaker wanted to accomplish with this particular piece of rhetoric, 3) how the audience, culture, and historical events affected the way this particular topic was presented and received, 4) how the presenter believes the original speaker would want this speech point interpreted today (what is similar and different in our understanding based on historic and cultural changes) and 5) what the presenter feels listeners should take away from this speech today – does it matter in today’s world and if so in what way.

Speech #4: Persuasive Speech, 7-8 minutes in length (200 points). A persuasive speech is designed to change, instill, or intensify the audience’s attitudes, beliefs, values, or behaviors. It MUST be on a debatable topic. It MUST include an effective speech aid element (activity to engage audience, handout, demonstration, etc.) that does NOT involve technology. Four credible sources, minimum, are required. Use the APA style to list sources on the Resources page at the end of your outline. A double-spaced, typed outline is required and must be turned in before you present your speech (see D2L for outline example). Your speech must include, 1) a strong emotional component expressed through vivid, emotive language, 2) credible sources clearly stated – the logical speech component, and 3) demonstrate awareness of the consequences you anticipate as a result of your speech, based on audience reaction. Use a persuasive speech organizational pattern. Self reviews are due IN CLASS following speech presentation. Peer reviews are due IN CLASS the class following the peer speech presentation. Both must be typed, using the appropriate form. Hand written assignments will not be accepted. (See D2L for guidelines.)

Speech #5: Community Policy Speech, 7-9 minutes long (200 points). A community engagement speech is different from many other types of persuasive speeches in that one assumes that one’s audience already believes in a particular cause enough to attend a public protest where they can express and share their support. Like other persuasive speeches, this is designed to change, instill, or intensify the audience’s attitudes, beliefs, values, or behaviors AND motivate them to take action. It MUST be on a debatable topic. It MUST include an effective speech aid element (activity to engage audience, handout, demonstration, etc.). Four credible sources, minimum, are required. Use the APA style to list sources on the Resources page at the end of your outline. A double-spaced, typed outline is required and must be turned in before you present your speech (see D2L for outline example). The body of your speech must include a need or problem, satisfaction,
visualization and action. As you write your speech, be sure to include a memorable message, some form of alliteration, and guidelines to yourself for presentation. Self-reviews are due IN CLASS following speech presentation. Peer reviews are due IN CLASS the class following the peer speech presentation. Both must be typed, using the appropriate form. Hand written assignments will not be accepted. (See D2L for guidelines.)

**Final Exam – Portfolio:** This is a collection of your work. Save samples of all your speeches, evaluations (self and peer), graded assignments and other work you feel is relevant. Compile your work in a portfolio. Include a title page, content page, and tabbed sections for each of the required categories. The final exam will be a scheduled, personal review with me to review the portfolio and your work for the semester.

**Criteria for Grading Speeches:**

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

1. Conform to the kind of speech assigned (e.g., informative, persuasive).
2. Be delivered on the assigned date.
3. Conform to the time limits.
4. Fulfill any special requirements of the assigned (such as preparing outlines, using visual aids etc.).
5. Have a clear, specific purpose and central idea.
6. Have an identifiable introduction, body, and conclusion.
7. Show directness and competence in delivery.
8. Be free of serious errors in grammar, pronunciation, and word usage.

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

1. Deal with a challenging topic.
2. Include all major functions of a speech introduction and conclusion.
3. Display clear organization of main points and supporting materials.
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency.
5. Exhibit proficient use of connectives—internal previews, transitions, internal summaries, and signposts.
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message.

The *superior speech* (“A”) should meet all of the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience.
2. Sustain positive interest, feeling, and/or commitment among the audience.
3. Contain elements of vividness and special interest in the use of language.
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message.

**Important Notes About the Speeches**

1. **Time Management:** You have 15 seconds of leeway time for each speech. Anything over 15 seconds results in a half a letter grade reduction. You should never go under time with your speech and there is no leeway for this. Do not worry; this is not as bad as it sounds. Just remember to practice, practice, and practice!

2. **Outlines:** All speech outlines must be handed to me just before you speak. There will be a letter grade reduction for each day (or partial day) your outline is late. Even though you may deliver your speech without your outline, your outline is still a big portion of your grade—it forms the key organizational structure of your speech. **ALL OUTLINES MUST BE TYPED AND DOUBLE-SPACED with your name and the name of speech in the top left corner, pages stapled together! If they are not, I will not accept them.**

3. **Topics:** I strongly encourage you to check out your speech topic with me so that we can make any necessary adjustments. All speech topics should be important, responsible, challenging, interesting, adapted to the audience, and of an appropriate level for a university audience.

4. **Note Cards and Sources:** All graded speeches require cited, well-researched sources. All but the Brown Bag and Impromptu speeches require note cards. **DO NOT write your speech on your note cards** — adapt your outline to fit on **1-3 cards. CITE SOURCES in your speech.** To ensure you cite properly, include citations in your note cards.

5. **Respect:** I will tolerate no form or level of disruption or disrespect during speeches. **If you must enter the room late or exit the room early, tell me beforehand. You must do so between—never during—the speeches. Inappropriate language, racial or sexual slurs, and other inconsiderate language will not be tolerated.** As a speaker you must demonstrate respect for your audience and the public in general. If I feel you are violating this rule I will stop your speech.

**B. Participation**

Your participation grade is made up of four areas: 1) self-assessment, 2) peer evaluations, 3) in-class assignments and 4) in-class participation. Participation includes attentive listening. Listening means you are paying attention, with all distractions (phones, computers, etc.) put away.

1. **Self-Assessment:** For the informative and the persuasive speeches you will be asked to review your video recorded speech and write a brief self-analysis of what you think you did well and how you think you could improve the speech. These self-assessments provide an opportunity for you to reflect on your own public speaking goals and to set
measurable goals for future speeches. You will watch your speech and complete the evaluation form about your speech performance (see D2L for evaluation form).

2. Peer Evaluations: In addition to preparing, delivering, and evaluating your own speeches, you will evaluate speeches given by your class colleagues. These evaluations will be based on the speech’s structure, content, and delivery. After review by the instructor, these evaluations will be returned to the speaker. Thus, not only will you receive a formal evaluation from the instructor about your speech, but you will also receive informal evaluations from your colleagues.

3. In-class assignments: There may be weekly in class activities illustrating various course concepts. Some take-home assignments may be handed out in order to enhance selected topics in the course. **In-class exercises may not be made up.** For example, if we are watching a film and your are to turn in examples of class concept that you observe in the film and you are only in class for one day of the assignment you will not receive full credit. **In-class assignments are (generally) 20 points each.**

4. In-class civility: As members of this class we have a responsibility to be open to and considerate of the thoughts and ideas of others. This is especially important given that some of the issues we will discuss in class may be uncomfortable for some individuals. While disagreement of issues is welcomed and appropriate, you must agree to respect others’ points of view. Respecting someone’s view does not mean that you have to agree with their viewpoint. **Civility includes active listening.** You are required to listen attentively, with distractions such as phones and computers put away. **Civility also includes showing respect for other groups, including those from different races, religions, cultures, etc. in your speeches and in your class participation.**

C. Quizzes

There will be regular quizzes posted in Blackboard. These quizzes will be based on the readings and in-class lectures. The final exam questions will be drawn from the quizzes.

D. Midterm Exam

There will be one cumulative, multiple choice exam for the midterm. In order to do well on the exam you will need to do the assigned reading when assigned, take complete notes on the lectures, and study before taking the exam. This exam will take place during midterm week, before midterm grades are posted, at the time specified by the university. **The exam is worth 100 points.**

E. Final Exam – Portfolio Review

Since the final semester of this class is based on speeches, your final exam will be a portfolio review. **SAVE YOUR WORK from the class (everything I hand back to you must be included) and use this material to develop a portfolio.** Individual reviews will be scheduled for finals week, on the day and time specified by the university. See the schedule posted in D2L for your specific review times and for detailed portfolio instructions. **The portfolio review is worth 100 points.**
F. Attendance Policy

Attendance is mandatory. Attendance is extremely important in order for you to gain maximum knowledge from this class. Since this is a course dealing with public speaking, there is a presumption of a public. You and your classmates will be that public. It is not fair to expect a public for yourself if you are not willing to reciprocate. Furthermore, this is a class in which you will learn from one another. It differs from a straight lecture course in that much learning occurs in class as a result of being both a speaker and a listener; this learning cannot be gained from just reading the textbook. Much of the learning in this course takes place in classroom discussion and cannot be measured by grades on specific assignments. Therefore, if you do not attend the classes you do not deserve the credit. Hence, the attendance policy is as follows:

- 0-1 unexcused absences: no effect on your grade as determined by assignments and participation
- Each additional unexcused absence: a ½ grade point deduction to your overall letter grade in the class (i.e., 3 unexcused absences will likely result in a full letter grade reduction to your course grade). However, because of the presumption of a public (audience) in this course, missing a speaking day counts as two absences. For example, if you have not missed any classes and you miss a speaking day it will count for 2 of your “free” absences. If you miss two speaking days, that would count as your “free” absences and one additional absence, thereby resulting in a full letter grade deduction.

- Excused Absences: An absence will be excused if all of the following conditions are met:
  1. You have an institutional excuse or a serious and compelling reason for the absence (e.g., illness). Leaving town for a long weekend or an early start for an official break doesn't come close to “serious and compelling.”
  2. You must contact the instructor ahead of time to have an absence excused with the exception of severe emergencies.
  3. In most cases (e.g., institutional excuses), assignments must be completed in advance of the absence.
- Work from unexcused absences cannot be made up.
- Late Penalty: Habitual tardiness is rude and disruptive. Those who arrive more than a few minutes late (i.e., after the roll is taken) more than three times will receive a grade penalty of 10 points deducted from the final grade for each time they enter class late.

G. Make-up and Late Work

Any unexcused absence that results in a speech not given on the day assigned will receive a 50 percent grade reduction (half of the possible point value). If you miss your speech you will only be allowed to present your speech if/when time is available. (If you are absent or are not ready to present when your name is called, your name will automatically be added to the end of the presentation list.) Any unexcused written assignments will generally NOT be accepted late. (Excused absences include contacting me beforehand to make arrangements for missed
work. IF unexcused, late assignments are accepted, it will be ONLY with a grade reduction.) All speeches must be completed to receive a passing grade in the course; “make-up” speeches may be given only at the convenience of the instructor AND you may be required to recruit at least 6 people to act as your audience if the class is not available.

I have read and understand the course syllabus and course calendar. I agree to abide by the parameters of these documents and to fully accept the consequences.