

COMN 145C Proposal

This document proposes the course COMN 145C, which is equivalent to COMM 145, as a Foundations course within the Colonnade Program. Since the two courses are equivalent, the language of both proposals is very similar. We appreciate the help from the Department of Communications on this.

1. A sample syllabus for this course. This should contain course description, student learning outcomes, goals of the course, and types of assignments. You do not need to send us a course schedule of topics, exams, etc. **[Attached]**
2. Statement of how your course meets the Colonnade Plan's learning objectives.

COMN 145C: Fundamentals of Public Speaking and Communication (3 hours) meets the four learning objectives included in the Human Communication section of the Colonnade Plan. As documented in this section, COMN 145C develops foundational skills of critical listening, speaking, and presentation in a variety of social and cultural contexts. Further, students will learn to analyze arguments and to communicate ideas clearly and effectively in oral and written formats. Below, I specifically detail how COMN 145C meets each of the four learning objectives.

Learning Objective 1: Students will demonstrate the ability to listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.

Students in COMN 145C will demonstrate the ability to listen and speak competently in a variety of communication contexts, including public, interpersonal, and small-group settings. First, with respect to competent speaking in the public context, students give three speeches aimed at developing the ability to design and deliver messages appropriate to various audiences and occasions. Students are taught to communicate a clear thesis and purpose to their audience. Further, by the end of the course, the goal is for students to be able to demonstrate their ability to construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions. Students are also expected to deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages such as vocal variety, articulation, and movement.

Second, students acquire skills to communicate with others interpersonally, including being introduced to interpersonal communication theories which give students a broader and more complex understanding of how to communicate with others interpersonally. Course readings, discussion, and activities focusing on interpersonal communication assist students in acquiring skills and theoretical understanding that assist them in speaking with others in the interpersonal context. This also includes students being introduced to a variety of listening skills and strategies relevant to interpersonal as well as public and small group settings. Students have the opportunity to focus their theory/context paper on any of these areas.

Third, students will be exposed to reading, discussion, and activities related to small group communication. Students will not only learn how to communicate more effectively in the small-group setting, but also learn key elements of group decision making as well as specific

skills and communication strategies related to effective group processes. Students who take COMM 145 should be able to demonstrate understanding and be able to identify the basic principles of effective group communication and listening.

Learning Objective 2: Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.

Students in COMN 145C will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. These elements are prominent in both the three speeches in the course and the theory/context paper. In COMN 145C, students are taught to research, evaluate, and incorporate supporting material in both speeches and in their writing. Students are required to use the academic databases and are trained to use different academic databases for their speeches and papers. In their speeches, students learn how to use the academic databases available through the library system to locate primarily books, magazines, and newspapers and are also taught how to find and use credible internet sources. Students are required to cite at least three different sources in their informative and persuasive speeches, which must come primarily from the academic databases found within the WKU library system (they are restricted to using only one internet source). For the theory/context paper, students learn how to use the academic databases to find journal articles as well as how to analyze and cite these sources in their paper. Students are required to include a minimum of three primary and/or secondary sources cited within the text of their paper (primarily communication journals and books located within the academic databases).

Learning Objective 3: Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

Students in COMN 145C will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response in the Speech of Information and Diversity. In this informative speech, students must take a multicultural perspective, comparing and/or contrasting an aspect of two cultural groups or discussing an aspect of one cultural group in detail. This requires students to step outside of their own cultural perspective in some way and demonstrate ability to identify, analyze, and evaluate assumptions, ideas, and cultural practices and construct ethical arguments to present to their audience for the speech. Students must ethically incorporate primary and secondary sources as part of the supporting materials used in the speech.

Learning Objective 4: Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

Students in COMN 145C will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas primarily through their three speeches. Students are required to complete outlines to demonstrate their planning and organizational structure for their speeches. The outline includes a specific purpose, central idea, a sentence outline of the speech, as well as a list of sources used in the preparation of the speech. For each speech, students are required to turn in their outlines two class periods before they give their speeches. This allows students to receive feedback from their instructor in order to revise/edit their speeches to more clearly communicate their ideas, incorporating the suggestions as they practice for the presentation of their speech. Students are expected to create longer speeches with more sources as the speeches progress throughout the semester.

While students do not go through the same planning and revision process for their papers as they do for the speeches, students are expected to include an introduction, clearly organized and supported paragraphs in the body of the paper (incorporating topic sentences), a conclusion, and source citation along with a bibliography in APA format. Academic writing is expected and the paper is graded on content, organization, and writing. Thus, proofreading, editing, and revision are expected and evaluated.

3. Brief description of how your department will assess this course's effectiveness.

For COMN 145C, assessment will occur on three levels. First, to assess the speeches, an assessment team comprised of department faculty members will rate the problem-solution (persuasive) speech (students' final speech assignment) using the National Communication Association's Competent Speaker Speech Evaluation Form. The raters will view randomly selected recorded speeches via the Communicoach recording system adopted by the Department of Communication. This process enables us to assess eight public speaking competencies and compare the means across calendar years in order to continually improve our students' oral communication competencies related to topic selection, content, supporting material, organization, as well as vocal, verbal, and physical delivery. The eight public speaking competencies assessed correspond directly with the four learning objectives with respect to public speaking by addressing students' ability to demonstrate competent public speaking through delivery, organization, argument construction, development of clear ideas, and use of sources (including source citation). Approximately 100 speeches will be assessed per calendar year.

Second, to assess the course objectives related to listening, interpersonal, and small group settings (learning objective 1) we will use standardized testing. These objectives will be assessed using standardized test questions (10 questions per context: listening, interpersonal, and small group communication) across the sections of COMN 145C. This process has already been implemented and used for the first three years of the revised COMN 145C hybrid course; we have also assessed students' understanding of the communication process. Based on the results of the initial test assessment, changes were made to the test assessment questions for the 2010 calendar year. These changes included adaptations to both the teaching strategies and test questions (primarily wording of the questions) in order to help students' scores and overall comprehension of the objectives improve.

The Basic Course Director will randomly collect 100 tests per calendar year across designated sections of COMN 145C to help assess students understanding of listening, interpersonal, and group communication, scoring the questions in conjunction with each of these areas. These ten questions for each respective area are included on the test that covers the course readings and discussion of that specified area. The following criterion will be used to assess student learning outcomes for listening, interpersonal, and small group communication:

Excellent = at least 70% of students answer 9 out of the 10 the question correctly

Satisfactory = at least 70% of students answered 7 out of the 10 questions correctly

Unsatisfactory = under 70% of students answered 7 out of the 10 the question correctly

For example, in our most recent round of test assessment, students scored at the satisfactory level (at least 7 of the 10 questions for the objective were answered correctly by 70% of students) on the listening, interpersonal, and group objectives. This represented an improvement in students' scores on these learning objectives as compared to the previous year.

Third, the theory/context papers will be assessed to measure learning objective 2. 50 papers will randomly collected from across sections of COMN 145C. The papers will be assessed by an assessment team using a rubric which assesses organization, writing (grammar, clarity, and effectiveness), research (incorporation of supporting materials, quality and quantity of primary and secondary sources, APA format (in-text citations)), and explanation of the theory/context. Each area will be scored on a 5 point scale (5 -Excellent ; 4 - Good; 3 - Satisfactory; 2 - Poor; 1- Fail). The scores will be assessed on the following scale (all four areas assessed on 5 point scale): 20-18 Excellent, 17-16 Good, 15-12 Satisfactory, 11-8 Poor, 7 or less Fail. The goals will be as follows:

70% of students will score at the satisfactory level or better.

50% of students will score at the "good" level or better.

These three forms of assessment represent a comprehensive approach to evaluating the effectiveness of COMN 145C across the learning objectives.

4. If necessary, a list of any proposed revisions needed to bring you course in line with the Colonnade Plan.

Overall, very little needs to be done in terms of revisions for the course to bring the course in line with the Colonnade Plan. COMN 145C was revised three years ago, changing it from a purely public speaking course to a course that covers communication more broadly adding interpersonal, listening, and small group communication skills and theory to the course. At that time, a written paper was added to the course as well as objectives assessed through standardized test questions. This move, as outlined above, has allowed us to develop COMN 145C into a course that already meets the learning objectives in the Colonnade Plan. The only minor changes involve the additions of the language used in the objectives regarding the use of primary and secondary sources and academic databases as part of learning objective 2. These elements were

already addressed within the course; they just needed to be specified more directly in the syllabus.

CONN 145C Fundamentals of Public Speaking – Fall 2012 – Clint Haynes

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Course Description This class is designed to increase your understanding of the principles and processes of

communicating effectively in public contexts or situations. It is also designed to facilitate development of your own effective public communication skills. This will be done through a combination of speaking, listening, writing, and reading assignments. Specifically, you will outline, develop, and deliver extemporaneous speeches incorporating relevant sources. You will learn how to develop and deliver appropriate and effective messages for an audience, purpose, and context using logical arguments within an ethical framework. These assignments are designed to develop your understanding and skills progressively throughout the semester. This combination of understanding and development of actual speaking & communicating skills is difficult to accomplish with one single course. However, within the term, it is possible to begin to develop a positive attitude toward speaking/communicating and develop further confidence in your own speaking skills. When you leave this course, you should be sufficiently armed with a basic understanding of public speaking as well as an awareness of your own speaking skills (strengths and weaknesses) so that you can continue to progress throughout your life. This course, which satisfies the 3 credit hours needed for general education category A-III, meets the following General Education Goals set forth by WKU:

- Goal 1 – The capacity for critical and logical thinking • Goal 2 – Proficiency in reading, writing, and speaking

Course Objectives Through the presentations, small group communication, and coursework; students will become

competent communicators in a broad range of contexts. Lecture material and classroom discussions will provide an environment in which students learn the value of the communication process and cultural diversity. Students will be able to:

- Design and deliver messages appropriate to various audiences and occasions. • Communicate a clear thesis and purpose. • Research, evaluate, and incorporate supporting material. • Construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions. • Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages such as vocal variety, articulation, and movement. • Demonstrate understanding of the communication process. • Employ creative and sensitive language. • Acquire skills to communicate with others, both publicly and interpersonally. • Understand & identify principles of effective group communication & listening.

Supplies *Communicating Effectively* by Hybels & Weaver - It's a good idea to bring your book to class

with you for every lecture class. Quizzes may sometimes be "open book." Earlier editions of this textbook are fine.

Speech Assignments For the speeches, you are expected to use topics of your own choice, which meet the

guidelines for the specific speech assignment. A link on Blackboard will list some less-than-ideal topics. Explanations of the assignments and the grading criteria will be given in class, although I also intend to place these online via Blackboard. These speeches are to be delivered extemporaneously – that is, you need to prepare thoroughly, but you should neither memorize

the speech nor read it word-for-word from a manuscript. *You may use note cards, but you may NOT read directly from a paper.* Each speech has a time limit which has been designated to allow all class speakers to complete the assignment on schedule and to give you practice in fitting materials into a given time allotment. The time limit is an important part of each assignment. To abuse it by either speaking too long or not long enough means that your speech does not meet the assignment's requirements. As you prepare, please allow enough time to practice orally so that you can meet these time limits. Going over or under your time limit will result in a penalty to your grade on that speech.

The graded speeches will consist of: • Icebreaker Speech (1 - 2 min.)

This short practice speech will be about the greatest thing you have ever seen • Tribute Speech (4 - 6 min.)

Your goal is to honor a person or people who you feel are deserving • Persuasive Speech of Motivation & Engagement (5 - 7 min.)

Your goal is to persuade the audience to take action and do something that will improve our lives • Team Presentation of Research Findings (4 1/2 - 6 1/2 min. per person in group)

Your topic and goal will be decided by your randomly chosen team

Preparation Work For the graded speeches, in addition to providing advance notification of your topics, you will

also be required to: fill out worksheets (which will be available online), turn in an outline of your speech, and submit photocopies of the sources you used to research your speech. The worksheets will focus on planning and improving upon specific aspects of each particular presentation, and will need to be submitted at least 24 hours in advance of your speech. The sources may be turned in on the day of the speech, but the outlines and worksheets need to be turned in a day in advance; and may be submitted to me in person, via email, or left under my office door. You may not be permitted to give the speech unless your preparation work is submitted by the proper time. Any portion not submitted on time will also be subject to a 50% late penalty.

Presentation Aids A presentation aid will be required for the last two speeches, but optional for the others.

Appearance You will not have to dress up for these speeches. I ask that you do not wear items that cover

your face (hat, sunglasses, etc...) on speech days. Be comfortable, but not a slob.

Grading of Speeches Be sure to see me as soon as possible after receiving a speech evaluation if you have any

questions. I will not hand back your actual grade until after the last day of speeches, but if you want any feedback on your speech, see me anytime.

Late Speech Penalties You will sign up for dates to give your speeches. Failure to give your speech during class on

the date for which you signed up will result in a significant deduction unless the absence is excused. On the first offense, you will automatically lose 25 points off your total score. If it happens again, you will lose 50 points the second time. If it happens a third time, you will receive a zero.

Quizzes & Exams In-class quizzes will account for 25% of your semester grade. Quizzes may be administered at

any time during class, so make sure that you are here on time and ready to learn. We may even have more than one quiz during any given class period.

You do have the option to take a cumulative final exam to replace your quiz score. Your final exam score, whether higher or lower than your quiz average, will be the recorded score. If you have more than 3 unexcused absences, you will not be eligible to replace your quiz score with the optional cumulative Final Exam.

Impression Management Paper In this 3-4 page research paper, you will need to do the following: identify three of the most important problems (which you are able to change) that you personally face when it comes to making the right first impressions on people, address why they are problems, and then list proven ways to solve those problems through changes in the ways you communicate verbally and/or nonverbally. You will find that information within scholarly research from the Communication field, and will need a minimum of three credible sources. This paper is worth 10% of your total semester grade.

Community Speaker Observation/Analysis In addition to the speeches that you give, you will be expected to attend (in person) a live presentation outside of class at some point this semester and submit a one-page analysis of the speaker (what you liked or disliked about the person's style, etc...; not a summary of the speech content itself). This paper should be turned in no later than 1 week after you attended the event, and before the last day of class. The bulletin board outside of our classroom will usually have announcements of upcoming events, but you may certainly attend a live public presentation which is not listed on the bulletin board. This will be worth 3% of your total grade.

Speech Anxiety Surveys At the beginning of the semester, you will be asked to complete a survey on speech anxiety to measure your feelings before taking the class. The same survey will be given again at the end of the semester to gauge the amount of change that took place. You will not earn any points by completing neither or just one of the surveys – to get the points, you need to complete BOTH surveys. This task is worth 2% of your total grade, and it's very easy to fill out the two surveys.

Attendance Policy This is a performance course; therefore, you are expected to attend class regularly.

Attendance is strongly encouraged because those who miss many classes typically do poorly. Just as employees who miss days at work without excuses lose their jobs, you will lose points if you miss quizzes. As an added incentive, those of you with perfect attendance will receive an extra 2% on your overall grade.

An excused absence is defined as: 1. Illness of the student or serious illness of a member of the student's family 2. The death of a member of the student's family 3. Trips: for members of student organizations sponsored by an academic unit, for University classes, or for participation in intercollegiate academic or athletic events 4. Major religious holidays

MAKEUP SPEECHES AND WRITTEN WORK ARE AT THE DISCRETION OF THE INDIVIDUAL INSTRUCTOR. WRITTEN EXCUSES MUST BE PROVIDED TO MAKE UP SPEECHES. Speeches, homework, and in-class assignments cannot be made up unless I officially excuse your absence, which means you must provide me with proper documentation. You are responsible for contacting me regarding any excused absence. You must present written documentation in advance of an absence for a university-sponsored event and the day you return to class for any other absence or it will be counted as unexcused. Approved make-up work is due the first class meeting of your return. For presentations, the speech order is determined in advance; therefore, if you are traveling for a university related event, you must swap places with a speaker going on an earlier day.

Behavior Not only are you expected to be in class each day, but you also need to be on time. Tardiness is unprofessional and disruptive. Attendance is defined not only as being present in class, but being present at the start of class through the completion of the class session. Be here on time every day, and expect to stay here for the duration. Should tardiness become a frequent problem, the instructor reserves the right to punish frequent tardies with point deductions from the overall grade. Tardiness on your speech day(s) can also result in point loss. Should you technically attend class, but either act in a disrespectful manner or cause disruptions of *any type*, the quiz over the corresponding material will be administered immediately. If the misbehavior occurs during a fellow student's speech, you will be expected to

give your speech right afterward. Basically, if you are not conducting yourself in the manner of a decent audience member (i.e., sleeping, doing other work, playing with cell phones or laptops, coming to class late, harassing people, or distracting the class in some way), your grade will definitely be affected. If you cannot be attentive and respectful, you will not do well in this class, or in any professional setting. We will also be doing much group work during the class; your participation will benefit everyone.

Plagiarism & Cheating Plagiarism is defined as "...presenting the ideas and words of others as if they were your own

without acknowledging their origin." (Osborn & Osborn, 1994) YOU ARE RESPONSIBLE for telling your audience or reader whether you are (1) directly quoting from a source; (2) paraphrasing closely from a source, which means using significant portions of another source's sentences or language; or (3) are using the ideas advanced by a different source. To avoid this, you should carefully make notes to keep track of where your information came from. If you are summarizing someone else's material, have you used your own words and sentence structures? Are you giving that person credit for his work? Ignorance is not an excuse. It is your responsibility to read the textbook regarding plagiarism. If you are unsure, ask your instructor. Taking something directly from the Internet is considered plagiarism. Copying exact text or even presenting someone's ideas from the text without giving credit to the writer is considered plagiarism. In written form, you must use quotation marks when referring to another's work. In a speech where you are paraphrasing, you can say "According to... (give their name, name of source, date, etc...)..." Plagiarism is unnecessary in a speech or a written paper. It does not take much effort to make sure you follow the rules for using another's thoughts. Cheating is defined as receiving or giving assistance not authorized by the instructor in taking an exam or in the preparation of any work submitted for a grade. "Students who commit any act of academic dishonesty may receive from the Instructor a failing grade in that portion of the work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions." (*Hilltopics*, 1994)

Miscellaneous Classroom Info Due to liability issues, only registered students are allowed (no children, pets, friends, etc...)

without permission. Cell phones, laptops, iPods, etc. will not be allowed out during class time. If your device is visible or audible during class time, it can result in a deduction of points, and even a possible confiscation of the equipment. If it is visible during tests, I'll assume you are cheating and the penalties for cheating (previously described) will be enforced.

Technology It would be in your best interest to at the very least become familiar with e-mail, the Internet,

Blackboard, PowerPoint, and word processing software. The Learning Assistance Center has a CD-ROM for our class that can be very useful. It is not required; but you can use it for help on outlines and studying for tests, among other things.

If You Need Help If you have questions or concerns or find certain materials or assignments difficult please

contact me by e-mail or visit during my office hours. If you are unable to come during my scheduled times, email me to arrange an appointment. Tutoring and other resources are available in our Alice Rowe Learning Assistance Center at South Campus. If you need help with your writing skills, you can also contact the Writing Center in Cherry Hall (room 123) at 745-5719. Trained writing instructors are there to assist you in the writing process.

Should you require academic assistance with any of your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, 1-on-1 tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for

peer-to-peer tutoring) and offers a 32 machine Dell computer lab to complete academic coursework. Additionally, TLC has 3 satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call TLC @ DUC at (270) 745-6254 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Hours of Operation:

TLC @ DUC **TLC @ McCormack**

Sunday 4:00pm – 9:00pm Sunday – Thursday 6:00pm – 11:00pm

Monday – Thursday Friday

TLC @ Keen

Sunday – Thursday

8:00am – 9:00pm 8:00am – 4:00pm

TLC @ PFT

6:00pm – 11:00pm Sunday – Thursday 6:00pm – 11:00pm (PFT residents and their guests only)

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of DUC of the Student Success Center in DUC. Their phone number is 745-5004. Please DO NOT request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Grading Grades will be entered on Blackboard, but if you're curious about point values of the assignments or want to keep track of them manually, here's a breakdown:

Icebreaker speech Tribute Speech Prep. Work – 1st speech Speech of Motivation &

Engagement Prep. Work – 2nd speech

Team Speech Prep. Work – 3rd speech Impression Management Paper Speaker Analysis Paper

Speech Anxiety Surveys Quizzes (or Final Exam) Perfect Attendance Bonus TOTAL

90-100 = A 80-89 = B 70-79 = C 60-69 = D <60 = F

_____/1 ____/15 ____/3

_____/15 ____/3

_____/20 ____/3 ____/10 ____/3 ____/2 ____/25 + ____/0 ____/100

Here's a schedule of everything we're going to do in class (subject to change). You can also see which chapters you'll need to have read BEFORE that class meets. Note that depending on which edition of the textbook you purchase, the information may be located in different chapters.

date	day	27-Aug	Mon	29-Aug	Wed	31-Aug	Fri	3-Sep	Mon	5-Sep	Wed	7-Sep

10-Sep Mon

12-Sep Wed 14-Sep Fri 17-Sep Mon 19-Sep Wed 21-Sep Fri 24-Sep Mon

26-Sep Wed 28-Sep Fri 1-Oct Mon 3-Oct Wed 5-Oct Fri 8-Oct Mon

what we'll cover in class

Introduction to the course

The Communication Process

ICEBREAKER SPEECHES

Labor Day

Creating a Speech of Tribute

Getting Started, Finding Speech Material, & The Informative Speech

Getting Started, Finding Speech Material, & The Informative Speech

Organizing & Outlining

Organizing & Outlining

Introductions & Conclusions

Verbal communication

Delivering the Speech

Delivering the Speech

Delivering the Speech & Listening

Listening

work session

TRIBUTE SPEECHES

Fall Break Day

TRIBUTE SPEECHES

9th ed.

1

12

15

13 5 14

4

10th ed.

1

12, 15

13

13 3 14

5

10-Oct 12-Oct 15-Oct 17-Oct 19-Oct 22-Oct 24-Oct 26-Oct 29-Oct 31-Oct 2-Nov 5-Nov 7-Nov 9-Nov 12-Nov 14-Nov 16-Nov 19-Nov 21-Nov 23-Nov 26-Nov 28-Nov 30-Nov 3-Dec 5-Dec 7-Dec 10-Dec

Wed TRIBUTE SPEECHES

Fri Persuasive Speaking

Mon Persuasive Speaking

Wed Persuasive Speaking

Fri Persuasive Speaking

Mon Persuasive Speaking

Wed Visual Aids

Fri work session

Mon PERSUASIVE SPEECHES

Wed PERSUASIVE SPEECHES

Fri PERSUASIVE SPEECHES

Mon PERSUASIVE SPEECHES

Wed Group & Team Communication

Fri Participating in Groups & Teams

Mon Interpersonal Communication

Wed Developing Relationships

Fri work session

Mon TEAM PRESENTATIONS

Wed *Thanksgiving Break*

Fri *Thanksgiving Break*

Mon TEAM PRESENTATIONS

Wed TEAM PRESENTATIONS

Fri TEAM PRESENTATIONS

Mon Self, Perception, & Communication

Wed Nonverbal Communication

Fri work session

Final Exam Week

16 16

10 11 11 8 7 6 8 7

2 2 6 4

Impression Management Paper due, Part 2 of PRPSA Speech Anxiety survey due, analysis of local speaker due, optional Final Exam