



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS Department Hugh Downs School of Human Comm
 Subject COM Number 225 Title Public Speaking Units: 3
 Is this a cross-listed course? No
 If yes, please identify course(s) _____
 Is this a shared course? Yes If so, list all academic units offering this course DT, West
 Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Belle A. Edson Phone 5x8264
 Mail code 1205 E-mail: bedson@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Linda Lederman Date: 2/16/15
 Chair/Director (Signature): 

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	<i>L-1 All speeches have proposals, research outlines, self-evaluations, peer evaluations</i>
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	<i>L-2 - See syllabus p. 2, 3, 4, 9, 10</i>
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	<i>See syllabus - p. 4, 10</i>
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div>			
C-3			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	p. 10, 9,
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

COM 225 Public Speaking

L-1 All speeches have proposals that are written, they also include research outlines for the speeches and many of the speeches include written self and peer evaluations. The only speech that does not include this is impromptu.

L-2—All speeches in this class involve gathering, interpreting and evaluating evidence in the production of the speech itself. All speeches that are informative, persuasive and the group project are all evidence based. Some of impromptu's will be as well depending on who is teaching the class and whether they require evidence.

L-3—All COM 225 speeches are in depth, and require all of the above.

L-4—All speeches in this course receive feedback from the instructor, from the peers in the class and also each long speech requires a self-evaluation.

Public Speaking

Verbal and nonverbal communication in platform speaking. Discussion and practice in vocal and physical delivery and in purposeful organization and development of public communication.

COM
225

Allow multiple enrollments: No **Primary course component:** Lecture

Repeatable for credit: No **Grading method:** Student Option

3_L

Offered by: College of Liberal Arts and Sciences -- Hugh Downs School of Human Communication

Pre-requisites: ENG 101, 105 or 107 with C or better

The Hugh Downs School of Human Communication

COM 225 – Public Speaking

Fall 2014 – Section #: 70326

Room: LL 262

Time: Monday, Wednesday, & Friday, 9:00 am – 9:50 am

Instructor: Patrick McDonald

Office: Stauffer A218

E-mail: pgmcdona@asu.edu

Office Hours: Tues & Thurs, 1:00 pm to 2:30 pm
or by appointment

Required Materials:

- Class Textbook:** O'Brien, Liz. *Speak Well for Arizona State University*, 2013, McGraw Hill.
- Online Learning:** McGraw Hill "Connect" (paid access code)
- Media:** A reliable portable storage device (such as a USB flash drive)
A digital recording device (such as a smart phone, video camera, laptop, or tablet – sharing is OK)

Additional course readings may be posted on Blackboard.

Course Description: The purpose of this course is to enable you to better understand theories and practices of public speaking. This course is designed to improve not only your delivery techniques but also your speech-writing and persuasion abilities. Additionally, this course is arranged to develop the skills necessary for you to critically evaluate both written and spoken speeches of others and to enter the public dialogue on issues that are important to you and your life.

I am confident there is much to gain from the study of public speaking. The skills developed by engaging in this course work have practical applications in each of your lives. Although your participation may take place in various forms and environments, each of you will inevitably face the task of delivering, constructing, or consuming speeches. Developing your public speaking skills will prepare you for school or work presentations, job interviews, political campaigns, community meetings, and many other situations as well.

The objectives of this course are to:

- Improve your speech delivery
- Understand the ability to create effective speeches
- Improve your listening skills
- Improve your ability to think critically on a variety of subjects and genres
- Improve your research skills
- Develop skills to analyze your own and other's speeches
- Build greater confidence in yourself when speaking in front of others
- Develop greater physical and psychological comfort when speaking in front of others
- Improve your writing skills

Assignment Descriptions:

Here is a brief overview of the speeches you each will be giving in this course. Details will be discussed in class:

Award Introduction Speech (1-2 minutes): For this special occasion speech you will be paired with a fellow student. You will work together in class in preparation for this assignment. Each will introduce the other as the honoree of an award, who is about to make an acceptance speech. There will be no actual acceptance speech, just the introductions. You must make arrangements to have a classmate record your speech.

Informative Speech (3-5 minutes): This speech may take the form of an explanatory or definitional speech where you describe something that interests you personally to the class. This speech is very broad, and for that reason I recommend thinking in advance about what interests you and what you would like to contribute to this class. News services are good places to look for ideas. Try online news sources, blogs, and social networking feeds for interesting and current ideas. PowerPoint is required. You must make arrangements to have a classmate record your speech.

Persuasive Speech (3-5 minutes): In this speech you must compel your audience to take action on an issue that is significant to their lives. The persuasive speech should center on a controversy of a political, social, economic, cultural and/or religious nature. Please keep in mind this is not just a speech about your opinion on a topic; it should be a well-reasoned and researched argument on an issue of civil importance. PowerPoint required. You must make arrangements to have a classmate record your speech.

Group Facilitated Discussion (20-24 minutes): For this speech, you will be placed in a group with 4 other students. The goal of this speech is to present differing views on a current topic and, as a group, facilitate a classroom discussion on the topic. The goal is not to try to persuade the audience about a particular viewpoint. PowerPoint required. You must make arrangements to record your group's presentation.

Impromptu Speeches: Throughout the semester, each of you will participate in impromptu speaking to develop your speaking skills. Speeches will be very brief, will help you prepare for graded speeches, and will count toward your participation points.

Other Assignments:

All written assignments must be typed in double-spaced 12 point font with 1-inch margins all the way around, your name included in a header on the front page, and page numbers printed on every page. All assignments must be stapled. Assignments that are not typed or submitted without staples will receive an automatic failing grade. I expect correct spelling, grammar, and punctuation in any assignment you turn in. Points will be deducted for spelling and grammatical errors.

Additionally, I strongly encourage informal networks in class. It is a good idea to exchange phone numbers and email addresses with one or more students. If you are unable to attend class, I will NOT provide you with missed lecture notes or homework assignments.

L-1 **Speech Proposals:** I will collect speech topics in the form of proposals before speech dates to ensure your topic is appropriate and not the same as others in class. You may change topics after that time, but you must get approval from me. In short, I want to know why this topic is important and how it relates to your audience.

L-2 **Research/Outlines:** A full sentence outline with a bibliography in APA format is required for each of the speeches. Proper spelling and grammar is required for the outlines. I am happy to look over your outline and provide feedback for outlines given to me well in advance of the due date. All research/outlines must be submitted to the anti-plagiarism program, SafeAssign, located on Blackboard.

L-4 **Self-Evaluations:** These will be short self-critiques emphasizing thoughtfulness and self-reflection turned in the class period after you speak. In addition, you will complete a final self-evaluation in which you will assess your development as a public speaker from the beginning to the end of the semester. You must incorporate observations from your recorded speech.

Peer Evaluations: For each speech, you will complete evaluation(s) of your peers so that each speaker gets ample feedback from various audience members and also to aid you, as an audience member, to practice skills of critical thinking and listening. These evaluations should assess both strengths and weaknesses of the presentation in a respectful manner. They are due at the end of each day of speeches. Each person will complete 4-5 peer evaluations per round of speeches.

Connect LearnSmart: This is an interactive and adaptive reading program that will help you engage and understand the class readings more fully. You will access the LearnSmart program through your McGraw Hill "Connect" registration. All LearnSmart sessions will be completed outside of class. All LearnSmart assignments are due by 11:59 pm on the due date posted on the class schedule.

Active Participation: Active participation means more than "showing up." It means engaging the class by asking questions, sharing experiences and contributing positively to the in-class exercises. It also means supplying material to help facilitate discussion and developing a relationship with your instructor. Points will be based on my evaluation of your participation level and class attitude during all class activities, and especially during impromptu speeches and other preparation exercises.

FINAL GRADES

The following list will help you to keep track of your graded assignments – these will be posted on Blackboard as well.

Award Introduction Speech

- Speech
- Peer Evaluations
- Self Evaluation
- Outline

- points earned _____ / 25 points
- points earned _____ / 10 points
- points earned _____ / 10 points
- points earned _____ / 15 points

Informative Speech

- Proposal
- Outline
- Speech
- Peer Evaluations
- Self Evaluation

- points earned _____ / 10 points
- points earned _____ / 50 points
- points earned _____ / 100 points
- points earned _____ / 10 points
- points earned _____ / 10 points

Persuasive Speech

- Proposal
- Outline
- Speech
- Peer Evaluations
- Self Evaluation

- points earned _____ / 10 points
- points earned _____ / 50 points
- points earned _____ / 100 points
- points earned _____ / 10 points
- points earned _____ / 10 points

Group Facilitated Discussion

- Proposal
- Outline
- Speech
- Peer Evaluation

- points earned _____ / 20 points
- points earned _____ / 50 points
- points earned _____ / 100 points
- points earned _____ / 10 points

Additional Assignments

- LearnSmart (10 x 10 points)
- Final Self-Evaluation
- Active Class Participation

- points earned _____ / 100 points
- points earned _____ / 100 points
- points earned _____ / 50 points

TOTAL GRADE

points earned _____ / 850 points

- A+ 842-850
- A 791-841
- A- 765-790
- B+ 740-764
- B 706-739
- B- 680-705
- C+ 655-679
- C 595-654
- D 510-594
- E <510

L-1 w2

L-1
L-3

L-1
L-3

L-1 L-3

Grading

Course Policies:

Classroom Respect:

This course mirrors a greater theme of audience-centered public speaking, which is that of civility. Civility is the “care and concern for others, the thoughtful use of words and language, and the flexibility to see many sides of an issue” (Griffin, 2006, p. 4). This classroom will be a civil environment where all students can engage in the sharing of ideas and dialogue with one another about issues pertinent to their lives and close to their hearts.

To facilitate this process, I request that you:

- Maintain respect for instructors, guests, and one another in the class regardless of different opinions, values, or other group differences.
- Give one another equal opportunity for discussion.
- Practice good listening skills. This means no talking, doodling, sleeping, eating, and/or messaging during class.
- Refrain from using any degrading or offensive language. Consider the effects of your language choices.

Attendance:

Attendance is mandatory. You are expected to be here, to be on time, and to be well prepared. You will find this class moves at a very fast pace; thus it benefits you to be present every time we are scheduled to meet. In the event you do not show up for class, be aware of the following consequences:

- All assignments are due in class at the beginning of the class period. If an assignment is late (anything submitted after papers are collected is considered late) you will lose 10% automatically. Additionally, every 24 hour period later, another 10% will be deducted from your grade.
- We will be engaging in a number of in-class activities for which class participation points will be awarded. Students not present for these activities will not receive points. There is no make-up for these projects.
- Non-excused class absences will count against your participation points.
- Absences from non-speaking speech days will result in a 10% grade reduction to your speech grade for each day missed. You are expected to be a supportive audience member when not speaking.

Additionally, tardiness is not acceptable. We have a lot of material to cover in each class session, so it is important class discussion begins on time. Late arrivals delay and disrupt our class, and show disrespect to your classmates and instructor.

***If you arrive late, DO NOT enter the classroom while someone is giving a speech.
Wait for the applause at the end of the speech to enter the room.***

IMPORTANT: If you are absent on your assigned speech day, or arrive late on your speech day and miss your scheduled speaking slot, you will receive a zero grade for your speech.

Blackboard:

There is a Blackboard component to this course. It is your responsibility to know how to access and interact with the Blackboard site. Check the Blackboard site often! This is where course material, discussion points, grades, and course updates will be posted. Blackboard will have your portal to your "Connect" web link. And you will also submit your outlines through the Blackboard Safe Assignment system (use .doc, .docx, or .rtf file extensions only.) NOTE: I will not accept any assignments via email. You can find more information about Blackboard at <http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/>

Grade/Speech Reviews ("24/7")

I endeavor to be clear in my expectations of assignments and fair in grading the score the assignment has earned. You may disagree with me on a grade, therefore I have a 24/7 policy. Use the first 24 hours after a graded assignment is returned to review the instructions, your work, and my feedback. After the initial 24 hours, you may come see me or email me asking me to detail why you received the grade you did. I will do my best to reply promptly. You have seven days to make these requests; after the 7 days I will assume all scores are accurate and the grade earned is understood.

Classroom Disruptions

While cell phones, iPods, laptops, and other electronic devices are important channels for communication, they are not appropriate for an academic classroom. You may ONLY use and are REQUIRED to use electronic devices for speech recording purposes. Thusly, turn off and store ALL electronic devices and set all ringers to "silent" (not "vibrate") before lecture begins. **Laptops may NOT be used in this class for any other purpose.** You will be asked to leave and will be marked absent if you use your cell phone during class. Additionally, I do not appreciate (nor do your classmates) people getting up and leaving during a speech or lecture. It disrupts discussion and it implies you do not value the thoughts and ideas of others. Plan your bathroom/snack/phone breaks for before or after class.

Class Notes:

I strongly encourage informal networks in class. It is a good idea to exchange phone numbers or email addresses with one or more students. Do NOT rely on the instructor to provide you with class lecture notes or assignments if you are unable to attend class.

Course Readings:

It is expected that you will come to class having read the assigned reading so you may participate in discussion and activities. Readings are due on the date on which they are listed in the syllabus.

Disability Service:

Students needing accommodations in this course due to disabilities must be registered with the Disability Resource Center (DRC) before requesting accommodations. Please contact me at the beginning of the semester, as I will be more than willing to make the necessary arrangements. The DRC is located on the first floor of Matthew's Center. They can be contacted at <http://www.asu.edu/studentaffairs/ed/drc/>. They can also be contacted at 480-965-1234 (voice)/480-965-9000 (TTY).

Academic Integrity:

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at:

<http://provost.asu.edu/academicintegrity>

Academic dishonesty, including inappropriate collaboration, will not be tolerated. *The submission of your previously written material is also considered plagiarism.* There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

E-mails:

Email is the best way to contact me. Please allow 24 hours for me to respond to your messages. When you send an email, please adhere to the following protocols:

- Put “COM 225” in your subject line.
- Provide a proper salutation (you may address me as **Mr. McDonald or Patrick**), clearly state your question/concern, and sign the email with your full name.
- Do not use IM language. This is an academic correspondence so prepare your email accordingly.
- Follow the guidelines for Classroom Respect when composing your message. Disrespectful emails will not receive replies, and may, if warranted, be forwarded to administration for review.

Extra Credit:

Extra credit *may* be offered in this class.

Electronic Devices (Laptops, Cell Phones, iPods, etc):

Laptops and cell phones are NOT permitted in class. All electronic devices must be turned off before entering the classroom. Plan to stow your iPod when entering class, as well – no headphones in or near ears or wrapped around necks or shoulders.

If you have extenuating circumstances that require you to be in contact or available for contact, please see me to work out a plan. I reserve the right to initiate a punitive policy regarding the continued use of technology such as texting during class.

Class Conduct:

The classroom should be a safe place. Language and behavior that marginalizes people on the basis of gender, sexuality, race, age or any other aspect of identity will not be tolerated. On occasion, class discussions could involve controversial issues that make some people uncomfortable; however, we will approach these issues in a professional and respectful manner. In addition to normal judicial mechanism, the use of marginalizing language in class will impact your grade. Refer to the Arizona Board of Regents code of conduct for information regarding your classroom and university personal conduct:

http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5-308.pdf

Sensitive Material:

In many instances, course theories and concepts can be better understood by watching mediated events. As such, I may incorporate different films and television shows into class lectures. Some of the material may contain “R” ratings and depict sensitive material, including (but not limited to) violence, sex, drug use, racism, sexism, and/or profanity. This syllabus and your enrollment in this class signify that you are aware of the potentially offensive material that we may witness in class.

Office Hours:

Office hours provide an opportunity for you to have one-on-one time with me to discuss issues and questions that you may have regarding this course. Please use office hours. I have this time set aside exclusively for your benefit. If your schedule does not work with my office hours, please contact me to find a time that we are both able to meet.

Course Schedule Changes:

A tentative course schedule is attached to this syllabus. It indicates all reading assignments, exam dates, presentation dates, and all other assignments that are due. Please note that this is a tentative schedule that may change at any time. I will notify the class of any changes, but if students miss class when a change is announced or miss the announcement due to inattention, it is the students’ responsibility to find out what changes (if any) were made to the course schedule. I will not seek out students to update their syllabus or initiate reminders.

Tentative Course Schedule (Subject to revision if necessary)

Class Day	Topics	Readings & Learn Smart	Assignments Due (at the start of class)
F 8/22	Welcome / Course Overview		Purchase Book
M 8/25	Elements of Public Speaking	Chapter 1 <i>LearnSmart – ch 1 (by Wed. 8/27)</i>	
W 8/27	Elements of Public Speaking		
F 8/29	Types of Public Speaking		
M 9/1	<i>NO CLASS – LABOR DAY</i>		
W 9/3	Listening to the Speeches of Others	Chapter 2 <i>LearnSmart – ch 2</i>	
F 9/5	Giving Feedback		
M 9/8	Creating Confident Speeches and Ethical Speaking	Chapters 3 & 4 <i>LearnSmart – ch 3 & 4</i>	
W 9/10	Creating Outlines		
F 9/12	Creating Speaker's Notes		
M 9/15	Special Occasion Speeches -- goals and styles		
W 9/17	Introductory and Acceptance Speeches		
F 9/19	Introduction Speech Work Day		
M 9/22	Introduction Speech Work Day		
W 9/24	AWARD INTRODUCTIONS		Outlines Due - hard copy & Safe Assign
F 9/26	AWARD INTRODUCTIONS		
M 9/29	Analyzing Your Audience	Chapter 5 <i>LearnSmart – ch 5</i>	Self Evaluations Due – hard copy
W 10/1	Speech Purpose and Topic Selection	Chapter 6	
F 10/3	Research and Supporting Your Ideas	Chapters 7 & 8 <i>LearnSmart – ch 7</i>	
M 10/6	Organizing Your Ideas and Outlining Your Speech	Chapters 9 & 10	
W 10/8	Speak To Inform and Topic Selection		
F 10/10	Introductions, Conclusions, and Transitions	Chapters 11 & 15 <i>LearnSmart – ch 15</i>	
M 10/13	<i>NO CLASS - FALL BREAK</i>		
W 10/15	Informative Speech Research Day		

L-4

L-2

F 10/17	Using Visual Aids		Proposals Due - hard copy
M 10/20	Visual Aid Practice		
W 10/22	Informative Speech Outline Workshop		
F 10/24	Informative Speech Work Day		
M 10/27	INFORMATIVE SPEECHES		Outlines Due - hard copy & Safe Assign
W 10/29	INFORMATIVE SPEECHES		
F 10/31	INFORMATIVE SPEECHES		
M 11/3	Speaking to Persuade and Building Convincing Arguments	Chapter 16 & 17 <i>LearnSmart - ch 16 & 17</i>	Self Evaluations Due - hard copy
W 11/5	Persuasion Activity		Proposals Due - hard copy
F 11/7	Communicating with Language, Body, and Voice	Chapter 14 <i>LearnSmart - ch 14</i>	
M 11/10	Persuasive Speech Work Day		
W 11/12	PERSUASIVE SPEECHES		Outlines Due - hard copy & Safe Assign
F 11/14	PERSUASIVE SPEECHES		
M 11/17	PERSUASIVE SPEECHES		
W 11/19	Civil Communication		Self Evaluations Due - hard copy
F 11/21	Creating Group Presentations and Facilitating Group Discussion		
M 11/24	Creating Group Presentations and Facilitating Group Discussions (select groups)		
W 11/26	Group Work Day - Outline Workshop		Proposals Due - hard copy
F 11/28	<i>NO CLASS - THANKSGIVING</i>		
M 12/1	FACILITATED GROUP DISCUSSIONS		Outlines Due - hard copy & Safe Assign
W 12/3	FACILITATED GROUP DISCUSSION		
F 12/5	FACILITATED GROUP DISCUSSIONS		
W 12/10	FINAL SELF-EVALUATION 7:30 am - 9:20 am		

L-3
L-4

L-3
L-4

L-3

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L-4

Speak Well

Liz O'Brien
Phoenix College

Custom Edition for Arizona State University

**Mc
Graw
Hill
Education**

restricted

ors.

Page 4 of 4

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Education

Communication

Speak up and
speak out.

You can and
you must.

of America.
may be
without prior

Dedication

To my parents.

You continue to earn an A+ in all things family.

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