Speech 100 CRN: 43818
Intro to Speech Communication
MW 2:00-3:20  IA 242
Kimberly Burdon
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The best way to reach me is by e-mail rather than phone.
Office South Santiam Hall (formerly AHSS) 210
Office phone 917-4836 Office hours: 12-12:50 MWF

MATERIALS TO PURCHASE FOR THIS COURSE
Three Scantron forms (100 question forms)

COURSE DESCRIPTION:
The focus of this course is the practical application of theories of human communication, (i.e., interpersonal, small group, public speaking, organizational, and social settings). Students are provided with a variety of opportunities to learn and improve their abilities to communicate with other people in face-to-face communication situations. In addition to text book material the course will cover some areas by the use of lecture that is not covered by the text.

LEARNING OUTCOMES:
After completing this course, you should be able to:
1. Develop practical skills to enhance your interpersonal relationships within various life roles by examining and altering your interpersonal communication.
2. Recognize the factors of self-concept and perception and how they influence communication.
3. Recognize and describe the relationship between nonverbal communication and oral
4. Explain the influences of language and nonverbals on communication interactions.
3. Apply group communication skills and knowledge to the small group environment.
4. Deliver at least one organized and prepared informative speech
5. Develop confidence in a variety of interviewing situations. Including knowing how to prepare resumes, cover letters and prepare for interviews.

INSTRUCTOR PHILOSOPHY:
I love teaching this class! This is a class, which will give you a broad range of experiences in the field of communication. We will cover interpersonal communication, small group, public speaking and interviewing. The skills learned in this course can be applied in all aspects of your life. This class can be perception altering and even life changing. Knowing how to organize your thoughts and articulate them clearly can dramatically make a difference in your life. You may not think so now but; you would be surprised how many different types of industry require public speaking and interpersonal communication skills. I look at our time together as an exciting adventure! I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful, take time to process and think reflectively about the communication choices, skills and experiences you have had. Apply the new skills you are learning in your life, both personal and work related. Take time to practice areas in your communication you would like to improve. Take time to share both failures and successes as together we engage in this process we call communication.
CLASS PREPARATION AND PARTICIPATION:

Coming to class prepared and participation in class is mandatory for successful completion of the course. Preparation means completing any assigned work and the reading in your textbook before class and being prepared to ask questions, answer questions, and participate in a discussion about the readings, videos, or small group activities of the class session. Participation means being present the entire class period, participating fully in your group, paying attention to what is going on in class, and being involved verbally and mentally in the class discussion. It also means demonstrating the interpersonal communication skills you are learning in class. For example: listening skills, appropriate self-disclosure, perception checking and change. The instructor values the participation of all class members; therefore, a class roll will be taken. Class participation can take a variety of forms. It could be small group activities, dyadic exercises, role-plays, participative lectures, games, or writing activities. Points will be deducted for non-participation. Class participation scores are based on 1) the quality of each student’s contribution to the classroom discussion, (I will be evaluating this throughout the quarter) 2) attendance, and 3) classroom conduct. In short, you cannot hide in the back of the class and not say anything. Full participation points must be earned. If a student comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. In short, you cannot hide in the back of the class and not say anything. If you are struggling with shyness please see me-this will be a great class for you!

Please note just coming to class does not mean that you are participating in class!

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course. It is your responsibility to sign the sheet each day you attend. Absences and or lack of participation will hurt your grade at the end of the quarter.

All class activity roll sheets accounted for equal +40 points (The 40 points include 4 bonus points, the maximum with excused absences 36 points.)

- One class missed and or non participation =36 pts
- Two classes missed and or non participation =30 pts
- Three classes missed and or non-participation =25 pts
- Four classes missed and or nonparticipation =20 pts
- Five classes missed and or nonparticipation = 5 pts

A NOTE ABOUT MISSING CLASSES:

Attendance and respectful participation in class is a way that you can positively influence your grade. I will periodically be evaluating your preparation and participation in class. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. Missing handouts can often be found on your instructor’s Website, you can send me an e-mail, or drop by my office hours.

GRADING SYSTEM:

- Test #1  50 pts
- Test #2  50 pts
- Final Exam  100 pts
- Group Project  50 pts
- Company Profile Project  100 pts
- Participation  25 pts
- Various class assignments  20 pts
Total points possible: 395 pts

395-355 A  100-90  A
354-316 B  89-80  B
315-277 C  79-70  C
276-237 D  69-62  D

Please note regardless of the amount of points achieved the top 5% of the class will earn an A for the course, if they reach the correct point total (355). If projects are assigned or omitted because of time, the point total will be changed so that the same percentage standards are retained. All written work is due on or before the last day of lecture.

*NOTE: Sometimes a student will underestimate the complexity of the textbook material and not devote enough study time for the text. There will be a make-up (for test 1 and 2) for those wishing to raise their grades. If a student, for good reason, misses the scheduled test, s/he will be expected to contact me to arrange for a make-up exam. Make-up exams will be in the Student Assessment Center HO-110. Please note you must have ID to take exams. Times available for make-up testing: Monday, Wednesday, Thursday and Friday from 9:00 a.m. to 3:00 p.m. (Office closes at 5p.m.). On Tuesdays, testing is available from 9:00 a.m. to 6:00 p.m. (Office closes at 8 p.m.)

Tuesday’s and Thursday’s have very limited space available.
All tests must be started no later than two hours prior to the office closing. If you have, more than two hours for an exam plan your test accordingly.

ONLINE HELP FOR EXAMS:
The following helps are available: Chapter reviews, sample test questions, crossword puzzles, flashcards, web links, and more. I would strongly encourage you to become familiar with the website http://ablongman.com/seiler6e

TIPS FOR SUCESS:
1. Attend every class. Make sure to sign in.
2. Take detailed lecture notes. Not all material will be covered in the text.
3. Participate in class, ask questions, make comments, about the discussion topic. In other words, be present in the class.
4. Read the text before coming to class so you are prepared for class.
5. Study with others
6. You may not always agree with the opinions of others- that’s ok, listen anyways
7. Be respectful- self-disclosure in class stays in class.
8. Have fun and laugh often.
CLASS ASSIGNMENTS:
Heading information such as name and course number and school should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. All assignments should be typed double spaced, and proofread for accuracy in both grammar and spelling. The assignments may vary in length and point value. Assignments can be from 1-6 points. If you complete the assignment, the paper is typed and turned in on time you will earn the full point value. Late papers may be turned in with a possible reduction in point value.

ARTS AND COMMUNICATION DEPARTMENT STATEMENTS:

Disability Statement
Students who have emergency medical information the instructor should know of, or who might need special arrangements in the event of evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC’s Office of Disability Services at 917-4789.

Plagiarism Statement
Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called “Works Cited” in MLA or References in APA) and in-text citations are required whenever you use outside sources, including the Internet. If you plagiarize a speech, or an assignment you will fail the assignment. No excuses!

Incomplete Policy
Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

E-mail
Your instructor is teaching this class at a number of different schools, with that in mind I would ask you include your name, class and school in your e-mail. I will not open e-mail without a subject line. Your subject line should include at a minimum, your name and school. Please send e-mail to my e-mail provided. I check my e-mail usually on a daily basis. I generally will not check e-mail on Sunday. I will commit to returning your e-mail within 48/72 hours.

SPEECH CRITIQUES:
Both the instructor and members of the class will provide written critiques to all speakers. Your participation both written and orally helping your classmates to improve their speaking is important and will be considered in evaluating your class participation grade for the quarter. One final note on critiques; if you write that you hated your classmate’s speech that it was boring …keep in mind that your speech will be evaluated as well...

DIRECTIONS FOR SPEECHES:
On the day of your speech, you will hear your name called. At that point, walk to the front of the classroom and write your name on the board.

**WALKING IN LATE ON SPEECH DAYS:**

If you walk in while another student is speaking, if you are chatting with your classmates, or if your cell phone rings while another student is speaking, you will receive an absence for that day **No Exceptions!** Please either wait (outside) until you see the student has completed their speech or hear the applause before entering the class.

**NOTES ON MISSING YOUR SPEAKING DAY:**

Speech dates are stated on the tentative schedule. You will know well in advance of your speaking day. If you miss a speech date and have not notified me in advance (I reserve the right to reduce the speech grade up to 10% of the grade) be prepared to deliver your speech on the day you return to class. If there is time after the regularly scheduled speakers, you will give your speech. If there is no time for a make-up, you will either, speak twice for the next assigned speeches, or be called on to fill in when someone else is absent during their speaking time. Please note; the later it gets in the term the less likely I will have time for make-up speeches. A make-up day is not guaranteed.

**COMPANY PROFILE PROJECT AND SPEECH**

Time limit: 3-5 minutes per speaker

This is a project, which will prepare you to feel more confident in your abilities to research material, present yourself in a professional manner as an interviewer and an interviewee. There are several steps for this project to be completed: You will need to research and create a profile of the company, organization or field in which you are interested in pursuing this will require at least 3 sources and a typed report of 2-3 pages. Secondly, you will need to arrange to complete an informational interview and construct questions for that purpose. Thirdly, you will create a resume and cover letter tailored to that specific job which you are interested in. Fourthly, you will present a short 3-5 minute presentation on the information you have researched. Finally, you will turn in all of this material in a professional binder or portfolio of some type. **You must hand in your full (typed) outline in complete sentences. It must follow the outline provided. I WILL ACCEPT NO LATE OUTLINES OR BIBLIOGRAPHIES. You must hand in your completed profile on the day you speak.**

**VISUAL AID RECOMMENDED FOR PROFILE SPEECH**

- Visual aids should truly aid the speech and audience understanding of the process.
- They should be large, visible and as professional in appearance as possible.
- Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.
- Be creative! Have fun!
THE SPEECH OUTLINE TO BE USED IN THIS COURSE!

Names of group members
General Purpose: To Inform
Specific Purpose: To inform my audience...(what do you hope to accomplish in your speech)

INTRODUCTION OF SPEECH
I. Attention getting material
II. Relate to the audience (tell them why this is important to them)
III. Establish credibility (tell them why they should listen)
IV. Central idea may be combined with preview of the speech (What is the most important aspect of the speech and in which order will you discuss your main points)

*Note a preview is required. It may occur in the IV section of the intro. Or, in the first transition into the body of the speech*

TRANSITION:

BODY OF THE SPEECH (Usually has three main points)
I. (What do I want to say? How can I order my main ideas?)
   A. Support Material
      EXAMPLES
      1.
      2.

*TRANSITION: optional*

   B. Support Material

      EXAMPLES
      1.
      2.

   TRANSITION:

II. (Second main point in the body of the speech)
   A. Support Material
      EXAMPLES
      1.
      2.

   B. Support Material
   1.
   2.

      a.
      b

CONCLUSION OF SPEECH
I. Transition signal
II. Summarize central idea of the speech
III. End memorably
A COMPLETE SPEECH OUTLINE SHOULD FOLLOW THE ABOVE FORMAT. IT SHOULD BE WRITTEN IN COMPLETE SENTENCES AND INCLUDES A BIBLIOGRAPHY IF NEEDED. IT IS DUE THE DAY OF YOUR SPEECH, NO EXCEPTIONS!

NOTES TO AID STUDENTS

TRANSITIONS

I. ADDITION-
moreover  likewise  next
further   also    first
besides   too     finally
and      in addition  last
and then  equally important  initially

II. COMPARISON-
similarly, likewise, in like manner, in this vein, in the same way, and so forth

CRITERIA FOR GRADING SPEECHES:
The grade of “C” is the normal grade for a speech that meets all the basic requirements of the assignment satisfactorily. Specifically, for the grade of “C” a speech should:
(a) conform to the type of assigned speech (inform, lecture, etc.);
(b) conform to the time limit (a 4-6 minutes speech should not be shorter than 3 1/2 minutes or longer than 6 1/2 minutes;
(c) conform to basic essentials of sound organization--a clear central idea adequately supported by main ideas;
(d) conform to the special requirements for the assignments that maybe made by instructor, such as a number of supporting materials, etc.
(e) conform to reasonable standards of intellectual achievement in the development of subject and support of assertions;
(f) conform to reasonable standards of direct and expressive delivery;
(g) conform to reasonable standards of correctness in grammar, pronunciation, and articulation;
(h) conform to the date for which the speech is assigned and is to be presented.

For the grade of “B”, the speech should meet the aforementioned standards AND IN ADDITION IT SHOULD:
(a) contain elements of vividness and special interest in style;
(b) be of more than average simulative quality in challenging the audience to think;
(c) demonstrate skill in understanding difficult concepts, or in winning agreement from listeners initially disposed to disagree;
(d) establish report of a high order through style and delivery which achieve especially communicative response from the audience.

For the grade of “A”, the speech should meet the aforementioned standards AND IN ADDITION it should:
(a) constitute a genuinely individual contribution by the speaker to the
thinking of the audience;
(b) achieve a variety and flexibility of mood and manner suited to the
multiple differentiations of thought and feeling demanded by the subject and by
the speaker;
(c) illustrate skillful mastery of transitions and of emphasis of the
speaker’s main ideas;
(d) achieve skillful mastery of progression of thought from resolution
that evolves naturally from the nature of the material presented by
the speaker;
(e) be delivered with ease, confidence and with superior poise.

Grade of “D” and “F” will result from speeches, which in relative degree fail to meet the standards
outlined for the “C” speech.

<table>
<thead>
<tr>
<th>POINT SYSTEM FOR COMPANY PROFILE SPEECH</th>
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<tbody>
<tr>
<td>Outstanding = 110</td>
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<tr>
<td>Superior = 100</td>
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<tr>
<td>Excellent = 90</td>
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<td>Good = 80</td>
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<td>Fair = 70</td>
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Unprepared 60 (This means that you at least made an effort to give a speech even though it was not
successful)

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<th>EXTRA CREDIT:</th>
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| Extra credit can often make the difference in getting the grade you want as far as point values. There
will be several options for extra credit with varying point values attached. You are welcome to select
three of them to be completed and turned in or electronically submitted (MS Word Only) by last
day of instruction. You may hand in the assignment (hard copy), you may turn in a floppy disk,
or CD or you may send an e-mail attachment. |

For those of you who would like to explore the web you may choose from several interactive tours
and explore various sites.

1.  [http://www.ablongman.com/seiler6e](http://www.ablongman.com/seiler6e) is the website for your author. There are multiple
exercises and opportunities for you to analyze and critically think about subjects we have
discussed in class. Pick an exercise print it out and discuss it with me. The discussion is
to make sure that the exercise you’ve selected meets the criteria for a 1-2 page paper.
(Value 2 pts)

2.  Our perceptions of the world around us is based our experiences and sensory data we use to
make sense of our world. In the above website on the right hand, side is an option to dig
deeper. Select the button “Hidden History” Look at the image and then “dig deeper” What
did you learn? Please answer the questions on the bottom of the page. Print out the first page
with the image you selected and write a one-page paper about your perception of the object
before “digging deeper” and your perception after. Did anything change, if so what? (Value
2 pts)
3. Accessing the internet locate a speech from the past and write an analysis
Identify the speech organization pattern chosen, attention getting material, central idea, and
orientational material. Also, discuss in general the strengths and weakness you either
observed or read. Ideally, you would be able to view the speaker giving the speech. If you
can’t that’s not a problem. Be sure to include a printed copy of the speech that you selected.
Helpful websites for locating speeches are as follows;

http://douglass.speech.nwu.edu/index.html
http://www.historychannel.com/gspeech
http://www.gos.sbc.edu/
http://www.pbs.org/greatspeeches/timeline/
http://www.news.wisc.edu/misc/speeches
or go to www.mhhe/lucas8 , which has the top 100 speeches of all time, and select one
there.

4. www.pbs.org/race On this website there are multiple opportunities to explore the concept of
race. Select one or more and print out the first page. Address the following question in your 1
to 2--page paper. What did you learn about Race? In what ways does the concept of race
perpetuate an illusion? (Value 2 pts)

5. Create a PowerPoint presentation of test questions. Three questions per chapter (covering all
of the chapters assigned in class). You should include a title slide, which includes: your name,
the name of the course and textbook. You should also include title separator slide, which would
include the chapter number followed by the first question. The first question slide would contain
the question; the answer slide should have the answer, chapter and page number where you found
it. Questions should be multiple choice, (following the example below). The CD would be due
the last day of classroom instruction (Value 5 pts).

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation

Slide 1: Title Slide Name and Chapter #
Slide2: Q1 (Multiple choice question)
Feedback may be all of the following EXCEPT...
A. AUDITORY
B. TACTILE
C. VISUAL
D. COGNITIVE

Slide 3: Answer Slide with Reference information
  D. COGNITIVE REFERENCE: Chapter 2, pp. 8-9

6. For Non-native speakers or those who can speak another language fluently, translate the course
syllabus into another language. (USING MS WORD ONLY) I will the post the course
syllabus on the web for other students to access. (Value 5 pts). For this assignment, I must
receive a CD or Floppy Disk with the translation in MS WORD.
7. For those of you who have taken or are currently taking an online class and would like to get some extra credit by sharing that experience with me, I have some questions I would like you to address in a short two-page paper (Value 5 pts)

EXTRA CREDIT STANDARDS FOR WRITTEN WORK

Extra credit assignments must be typed and double-spaced. Heading information such as name and course number, school should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. A cursory attempt at completion of the assignment will not be sufficient.

Please note: All extra credit will be graded on a quality basis. If an extra credit assignment is not up to instructor standard, points may be deducted. **All extra credit assignments must be completed on or before the last day of instruction. I will not accept late extra credit assignments on the day of your final exam or after.**

COURSE OUTLINE: Each person reads at a different speed. You are responsible to manage your time and complete the chapter reading before the tests. Each chapter is approximately 24 pages in length. I do not cover the textbook material chapter by chapter.

THE FIRST UNITS OF THE CLASS WILL EXPLORE INTERNAL FACTORS THAT INFLUENCE COMMUNICATION PATTERNS. **NOTE THE COURSE OUTLINE IS SUBJECT TO CHANGE WHEN I THINK IT MAKES GOOD EDUCATIONAL SENSE TO DO SO.**

- Course introduction
- Review of Course Syllabus
- Use of the Ungame
- Importance of interpersonal communication

**Chapter 1: Human communication, ethics, source, receiver, message, channel, noise, Intrapersonal, encoding, decoding, context, feedback & communication rules**

- Self Concept-Self Esteem
- Perceptual accentuation
- Johari Window
- Attribution
- Self-fulfilling prophecy
- Primacy Recency
- Self Perception
- Stereotypes
- Self exercise handout
- Social Darwinism
- Self-disclosure
- Perceptual accentuation
- Perceptions
- Jury bias (study results)

**Chapter 5: nonverbal communication, artifacts, emblems, illustrators, affects displays, regulators, adaptors, Halls Zones of Proxemics, haptics & paralanguage, silence, complementing, regulating, repeating, substituting, deceiving, masking, intensifying, neutralizing, deintensifying, territoriality, chonemics, artifacts and self monitoring**

- Nonverbal communication
- Gestures

LBCC
Speech 100 Intro to Speech Comm. @ 2:00.  Spring 2007
Ch. 6 *Listening, hearing, understanding, remembering, interpreting, evaluating, responding.* 
*functions of listening: listening for information, evaluative listening, empathetic listening, listening for enjoyment, barriers to effective listening, noise, listening skills, empathy, paraphrasing*

Fact inference Confusion
Active listening
Listening practice
Listening

**SELF-CONCEPT/SELF ESTEEM AND PERCEPTIONS ARE THE BUILDING BLOCKS FOR INTERPERSONAL COMMUNICATION. THE ABOVE IS TENTATIVELY THE MATERIAL THAT WOULD BE COVERED ON TEST 1 CHAPTER 1, 5, & 6**

Connotation – Denotation
“You” and “I” Statements
Shyness
Sapir-Whorf Hypothesis

**THE SECOND SECTION OF THE COURSE WE WILL FOCUS ON PUBLIC COMMUNICATION AND HOW TO PRESENT AN INFORMATIVE SPEECH.**

*Chapter 7: public speaking, speech topic, general purpose, specific purpose, informative speech, persuasive speech, speech to entertain, thesis, audience analysis, audience, demographics, captive and voluntary audiences, observation, survey interviews and, questionnaires*

Speech Anxiety
How to deliver a speech
Central idea practice
Outlining tips and tricks

Introductions
Conclusions
Speech organization types
Speech Delivery Types

*Chapter 8: expert opinion, World Wide Web, checking and evaluating websites, testimony, example, brief example, illustration, factual illustration, hypothetical illustration, analogy, figurative analogy, literal analogy, restatements, logical definition, definition by example, statistics, and tips for using statistics*

Subpoints
Support material
Ethics
Evidence
Chapter 11: information, difference between informative and persuasive speaking, topics for informative speeches, information relevance, planned repetition, advance organizer, choose language carefully, use concrete words, descriptors, contrast definitions, synonyms, antonyms, and etymology.

How to give a process speech
Practice speeches

Speeches in class
Speeches in class
Speeches in class

THE THIRD SECTION OF THE CLASS WILL EXPLORE COMMUNICATION PATTERNS IN RELATIONSHIPS, AND SMALL GROUPS. WE WILL ALSO DISCUSS ANGER AND CONFLICT

Chapter 15: small group communication, team, primary group, therapy group, problem solving group focus group, task roll, norms, interdependence, cohesiveness, group culture, and groupthink

Decision-making
Case studies
Schools of leadership
Leadership Styles

Chapter 16: goals, roles, leader, task needs, maintenance needs, types of leaders, democratic, autocratic, laissez-faire, meetings, problem solving, decision making, consensus, principled negotiation

Types of interviews
Resumes
Job skills
Customer service
Bypassing
Pedestal complex
Mentoring
Telephone etiquette
Ethics
Barriers to communication
Handling difficult situations
Dealing with anger and hostility in others

Conflict management
Rumors/Gossip
Good vs. Evil (conceptual bases of communication)
Conflict in communication
You and I messages
Do not date smart women
Abrasive personalities
Quality circles
Flow of information
Innovation

Appendix: resume, networking, behavioral interview, panel interview

REVIEW OF THE MATERIAL FOR THE FINAL EXAM, WHICH WILL COVER CHAPTERS 15, 16, & APPENDIX & ALL LECTURE MATERIAL

LBCC
Speech 100 Intro to Speech Comm. @ 2:00. Spring 2007
OTHER TOPICS OF COMMUNICATION WHICH MAY BE DISCUSSED INCLUDE THE ASPECT OF INTERCULTURAL COMMUNICATION

Culture shock  
Culture  
Domestic imperative  
Intellectual racism  
Stereotyping  
Minority Leadership

THE FINAL EXAM CAN BE CONSIDERED COMPREHENSIVE. ANY LECTURE MATERIAL COVERED IN CLASS IS FAIR GAME FOR THE FINAL AS WELL AS CHAPTERS 15, 16 & APPENDIX

Please Note: Each person reads at a different speed. You are responsible to manage your time and come prepared to discuss the material in class as well as, to complete the chapter readings before the tests. Each chapter is approximately 24 pages in length. I do not cover the textbook material chapter by chapter. Do not assume you can sit in the class and take notes and not read the text. Exams unless otherwise noted will cover the textbook material

**Tentative Schedule**

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<thead>
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<th>Week</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Week 1: April 2-4</td>
<td>Course Syllabus</td>
<td>Begin reading textbook and completing the study guide</td>
<td>Library Assignment April 4th</td>
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<tr>
<td></td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>Week 2: April 9-11</td>
<td>Chapter 5</td>
<td></td>
<td>Turn in Library assignment April 9</td>
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<tr>
<td>Week 3: April 16-18</td>
<td>Chapter 6</td>
<td>Perception checking</td>
<td>Perception checking due April 18 Company Profile Speech Assignment</td>
</tr>
<tr>
<td>Week 4: April 23-25</td>
<td>Chapter 7</td>
<td>Laws of Listening Make appointments for Informational Interviews</td>
<td>Be Prepared to Review for Test 1 Test 1 Ch. 15 &amp; 6</td>
</tr>
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<td></td>
<td>Review Test</td>
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<tr>
<td>Week 5: April 30-May 2</td>
<td>Chapter 11</td>
<td>Make-up test 1 Study Guide 2</td>
<td>Laws of Listening due April 30th Guest Speaker: Job Search</td>
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<tr>
<td>Week 6:</td>
<td>Scrambled</td>
<td></td>
<td>Guest Speaker-Resume, Cover</td>
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<tr>
<td>Week 7: May 14-16</td>
<td>Chapter 15</td>
<td>Continue research on selected company. Group Project-Begin Discussing the assignment.</td>
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<tr>
<td>Week 8: May 21-23</td>
<td>Chapter 16</td>
<td>Complete study guide 2. Be ready for review! Be Prepared for Test Review 2 on May 14th. Scrambled outline due 14th. Test 2 Ch. 5, 8, &amp; 11.</td>
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</tr>
<tr>
<td>Week 10 June 4-6</td>
<td>Review chapters and lecture material for final exam. Final Exam Ch. 15, 16, Appendix, and All Lecture Material. Final Papers due. All Extra Credit is due this week.</td>
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**School Closure Days**
April 20th College Inservice
May 28th Memorial Day

**Final Exam**
Monday June 11th 3-4:50