Class Location: Business 343  
Class Time:  T/R: 12:30 p.m.-1:45 p.m.  
Instructor: Kimberly Squyres Wagner  
Office Location: Vera Dugas Liberal Arts North Room 412  
Office Hours: T: 10 a.m.-10:45 a.m. & 2 p.m.-3:30 p.m.  
W: 2 p.m.-3:45 p.m.  
R: 10 a.m.-10:45 a.m. & 2 p.m.-2:30 p.m.  
Or by special appointment  
Phone/Email: 936.468.1086/squyreska@sfasu.edu DO NOT EMAIL VIA D2L

Text:  
1. REQUIRED: The Public Speaking Playbook by Gamble and Gamble  
2. REQUIRED: Communication 111 Workbook (cost is around $20)

Other Required Materials:  
• 2 Green 882 Scantrons for Exams  
• 3X5 or 4X6 note cards (optional)  
• "Business Casual" attire for speech delivery (points will be deducted otherwise)

Course Description: Theory and practice in oral communication. Analysis of communication as a function of public address.

Course Objectives/Student Learning Outcomes: After completing COM 111 students should:  
1. Understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.  
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices.  
3. Understand and appropriately apply modes of expression.  
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.  
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.  
6. Develop the ability to research and write an oral presentation.

Program Learning Outcomes:  
1. Students majoring in Communication Studies should display comprehension of major communication theories.  
2. Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.  
3. Students majoring in Communication Studies will be able to demonstrate competence in logical and critical thinking.  
4. Students majoring in Communication Studies will be able to recognize the central role of freedom of expression and inquiry in a diverse and democratic society.
General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Monroe’s Motivated Sequence Speech &amp; Workshop</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Monroe’s Motivated Sequence Speech &amp; Workshop</td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Monroe’s Motivated Sequence Speech &amp; Workshop</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Monroe’s Motivated Sequence Speech &amp; Workshop</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Monroe’s Motivated Sequence Speech &amp; Workshop</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Monroe’s Motivated Sequence Speech &amp; Workshop</td>
<td></td>
</tr>
</tbody>
</table>
**Academic Integrity:** Students in this class are expected to read and abide by the university policy on academic integrity. If a student is found in violation of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the proper university authorities. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Responsible use of technology:** It is expected that all students will only utilize cell phones, PDAs, laptop computers, MP3 players and other technology outside of class time or when appropriate in class. Answering a cell phone, texting, listening to music or using a laptop for matters unrelated to the course may be grounds for dismissal from class or other penalties.
Attendance Policy: Because a significant portion of the learning in this class is based on participation and observation, it is important that you come to class. No absences will be allowed for evaluated activities such as tests or speeches. If a student does miss a test, speech, or evaluated activity, then they MUST SHOW DOCUMENTED PROOF OF ABSENCE and students will be allowed to make up work for those absences when conditions are clearly beyond the student's control (death in family, official university business, sickness) and these conditions are well documented (ex: doctor's note) according to university standards. Makeup work must be completed within TWO WEEKS of the original due date. This is the responsibility of the student and not the professor. There is no extra credit for perfect attendance.

Course Policies: Please read through this section as it contains very valuable information that may drastically affect your success in the course. Always refer to the syllabus before coming to your professor with questions, which may very well be listed below.

1. Silence your phone. Vibrate mode is not silence. If a phone is heard during lecture or a class activity, you will be asked to leave. If a cell phone is seen, rings, or vibrates during a test, the student will receive a zero on the test. If a cell phone is seen, rings or vibrates during a speech, the student will receive a 20% deduction from their speech or assignment.

2. If you are talking, texting, checking Facebook, online, or participating in other activities not related to class, and it disrupts your professor or other students, you will be asked to leave the classroom. No warnings—no second chances.

3. No food or drink, except bottled water, is allowed in class—no exceptions.

4. Promptness is expected. Consistent tardiness or leaving class early will adversely affect your grade. The classroom door is locked at the exact time class begins and you will not be permitted into class once the door is locked. Excessive tardiness will result in point deductions.

5. You cannot leave during class. If you must leave the classroom for any reason, please collect your things and take them with you, as you will not be permitted back into class. Please use the restroom, get a drink of water, etc. before you enter the classroom.

6. Exams can ONLY be made up in the event of a religious holiday or officially documented emergency (i.e., medical or catastrophic events), as mentioned on previous page.

7. If you miss a class day it is YOUR responsibility to contact a reliable classmate to get that day’s notes and assignments before you come to your instructor with questions. If you know that you are going to miss class, please contact your instructor in advance.

8. Due to department budget, long distance calls will not be returned. If you don’t have a local contact number, contact your instructor via e-mail or in person.

9. Your chance to earn your grade ends when the semester ends. If you are struggling with any of the course material, please contact your instructor immediately. Your instructor is more than happy to help you, but only if you want to help yourself. It is up to you whether or not you want to be successful. You will be asked to sign a syllabus/grade disclosure form to acknowledge this.

10. Check D2L (Desire to Learn) weekly and keep up with all of your assignments and grades, which will be posted. Grades will not be discussed via email or in the classroom. Make an appointment during office hours to discuss your grade or any other concerns that you may have.

11. Please read all material in advance and come to class prepared to discuss and/or participate in activities including group discussion, role-play activities, quizzes, etc. These activities are designed to help you understand and apply the content of the course and not to hinder your learning. This is not just “sit and listen” course.

12. Be respectful and listen to your instructor and other students at all times. During class discussions, everyone should be courteous and respectful of others; no rude, sexist, racist, or other disrespectful or offensive comments or behavior will be acceptable. You are expected to be professional at all times. This course is preparation for your career.
How to Calculate Your Grade:
Please keep a record of your grades. Use the formula below to assess your work and grade. Please keep all graded assignments until after you have received your final grade.

Formula: Your grade % = (all the points you have earned) / (maximum points possible)
A = 90% and above – 900-1000 points
B = 80 – 89.99% - 800-899 points
C = 70 – 79.99% - 700-799 points
D = 60 – 69.99% - 600-699 points
F = Below 60% - 599 or less

Grading Criteria:
An F speech (a failing speech):
• Shows the problems of a D speech, but more prominently.
• It uses fabricated supporting materials & it deliberately distorts evidence.
• It is plagiarized & it uses inappropriate information or actions.

For a grade of D (a below average speech):
• Does not meet one or more of the standards for a C speech.
• It is unprepared & it is based on biased information or unsupported opinions.

For the grade of C (an average speech):
• The speech must be original. The speech must be appropriate to the assignment.
• The topic must be appropriate for the audience and sufficiently focused.
• The speech must fit the time restrictions assigned.
• The speech must be presented on the assigned date.
• Main idea or ideas must be supported with facts, examples, or testimonies.
• The speech must have a clear sense of purpose.
• The speech must be complete, with an introduction, body, and conclusion.
• The presentation must be extemporaneous.
• The speech includes the required outline.

For a grade of B (an above average speech):
• All requirements of a C speech must be satisfied.
• Select a challenging topic and adapt it appropriately for your audience.
• Reflect a greater depth of research (such as more references).
• Clearly identify sources of information and ideas.
• Create and sustain attention throughout the speech.
• Create an effective flow.
• Demonstrate poise and confidence. Present your speech with style.

For a grade of A (a superior speech):
• All requirements of B speech must be satisfied.
• Demonstrate imagination and creativity in topic selection development.
• Develop and sustain strong bonds between speaker, topic and audience.
• Reflect an even greater depth of research.
• Demonstrate artful use of language and stylistic techniques.
• Make a polished presentation integrating a variety of communication skills.

Course Requirements: Over the course of the semester, you will take two online exams, be graded on two outlines, and compose and deliver four speeches. Detailed assignments for each speech will be posted on D2L in advance of each assignment. You will also have multiple daily activity opportunities, which may include writing a self-evaluation, evaluating the performance of a classmate, out of class evaluation activities, oral readings, bringing video examples to class, group work, etc., which may count as bonus points.
Grading Assignments Total: 1000 points (detailed assignment instructions posted on D2L)

Speeches (700 points)
Speech 1: Icebreaker Speech 100 points
Speech 2: Informative Speech 200 points
Speech 3: Special Occasion Speech 250 points
Speech 4: Persuasive Speech 250 points

Exams (online) (200 points)
Test 1-- Chapters 1-10--100 points
Test 2-- Chapters 11 and beyond--100 points

Daily Activity Bonus Points (random bonus point opportunities)
- Speech-Evaluation
- Outlining Assignment
- Oral Reading & Delivery
- Class Participation/Group Work
- Timekeeper

Communication Studies COM 111 Public Speaking Core Curriculum Assignment Persuasive Assignment—Skills evaluated: oral and visual.

Grading Rubric: 250 Total Points (more information on D2L)
- Uploading required materials to LiveText by due date—25 points
- Visual Aid—25 points
- Speech—150 points
- Outline—50 points

Assignment Learning Objectives
- Apply concepts and theories of persuasion and public speaking
- Demonstrate effective research
- Develop a thoughtful and articulate speech outline
- Develop an effective visual aid
- Consider the importance of the audience in each step of the speechmaking process

Assignment Instructions
The Monroe’s Motivated Sequence speech is the persuasive speech delivered at the end of the semester. It represents the culmination of student learning throughout the course. Students will research, write, and deliver a 5-7 minute speech, using the Motivated Sequence as the organizational pattern. The written speech outline is dictated by the structure of the motivated sequence: an introduction (attention), three main points (need, satisfaction, and visualization), and a conclusion (action). As public speaking is an audience-centered endeavor, students will work carefully to develop a speech that is appropriate for and directed toward the unique circumstances of their audience.

A PowerPoint, Prezi, or other presentation aid will be required as part of the motivated sequence speech. You may also use additional visual aids, but there will be no bonus points for doing so.

Assessment of Assignment
<table>
<thead>
<tr>
<th>Product/Work Being Assessed</th>
<th>Core Competency Assessment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speech outline</td>
<td>Personal Responsibility</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>2. A PowerPoint, Prezi, or other visual presentation that will part of speech delivery</td>
<td>Oral/Visual Communication</td>
</tr>
<tr>
<td>3. Speech delivery</td>
<td>Oral/Visual Communication</td>
</tr>
</tbody>
</table>
**COM 111 Core Assessment Speech Assignment**

**Purpose:** This speech is designed to give you experience in persuading an audience using accurate, concise, and clear information.

**Instructions and Explanation:** The Monroe’s Motivated Sequence Speech is a persuasive speech in which you will ask your audience to change or maintain a specific attitude or behavior. We will use the Motivated Sequence as the organizational pattern for this speech, so begin by reading the description of the motivated sequence in Public Speaking Handbook. Your speech outline is dictated by the structure of the motivated sequence: you will have an introduction (attention), three main points (need, satisfaction, and visualization), and a conclusion (action).

The elements of your introduction are basically the same as they have been for the previous speeches. You are responsible for creating a speech outline consistent with the instruction provided in the COM 111 Workbook.

It is absolutely crucial that you establish relevance with your audience and credibility for yourself. Establish relevance by stating in your introduction why this topic should be of importance to your audience. Public speaking is audience-centered: if you can’t figure out why your topic is relevant and important for your audience, you may want to find another topic (ethical self-awareness - involves evaluating one’s own beliefs and comparing and contrasting with that of the audiences; ethical issue recognition – involves recognizing ethical issues that might lie within the topic being identified).

Before you go looking for another topic, though, ask someone in your audience’s demographic why they might find the topic important and of interest (ethics in different contexts/settings – involves your fully considering the context within which the significance of the topic lies).

You must also establish credibility in your introduction. Credibility is communicated to demonstrate why the audience should listen to you, in particular, speak on the given subject. If you are not an expert on the subject, you may use information from research, cite that research, and thus, demonstrate your competence in collecting and using quality sources about the subject. You may add to this by describing what brings you to this topic—tell your audience what it is, whether it’s a personal experience you’ve had, an experience of your family or friends, or something you have come to care about deeply. Maybe you watched coverage of a natural disaster on the news and decided to donate money to the Red Cross or to become a volunteer. Maybe you have a family member or friend who has or had a particular disease. Maybe you improved your quality of life by changing a particular attitude or behavior (ethical self-awareness). Whatever your motivation is for being interested in this topic, it needs to be included in your introduction.

As the section on the motivated sequence in your textbook explains, your first main point establishes a need. To establish a need, you may describe and analyze a problem pertinent to your audience/context (ethical issue recognition). Your second main point lays out a plan to satisfy that need. In other words, you propose a realistic and beneficial solution to address the need (application of ethical perspectives – involves application of an ethical perspective to the problem). Your third main point shows your audience what will happen when your plan is or is not adopted, using either positive or negative motivation (evaluation of different ethical perspectives/concepts – involves recognizing and evaluating different perspectives). This is an opportunity for you to use vivid language, strong evidence, and present sound cause-effect reasoning.

Your conclusion will include an action step, where you will specifically and directly ask your audience to change or maintain an attitude or behavior (application of ethical perspectives; evaluation of different ethical perspectives/concepts). You should know what your action step will be relatively early in your research process so that you can research and write toward that goal.

**Speech Presentation Requirements:**
- You must speak for 5-7 minutes.
- You must use and cite a minimum of five credible published sources.
- You must use at least 3 different types of research sources. For example, if you choose to use the minimum five sources, the requirement might be demonstrated by using two magazine articles, two
newspaper articles, and one web site.

- You must use clear oral and written source citations.
- You must employ each step of the Motivated Sequence.
- You must turn in a properly formatted and typed formal outline and reference list.
- You must note each step of the Motivated Sequence on your outline.
- You must use an extemporaneous delivery style.

**General Requirements for All Speeches and Written Work:**

1. Speaking order will be determined in advance. If you are absent on the day you are scheduled to deliver your speech, you will receive a grade of zero for your speech unless you have a documented, excused absence. Being sick on the day of your speech is highly suspicious. Remember, your instructor has heard every excuse there is and **KNOW WHEN YOU ARE LYING.**

2. Students cannot use Wikipedia. Wikipedia is not considered a credible source. Using Wikipedia will result in an automatic -20 on your work.

3. All assignment guidelines are posted on D2L. Speech outlines must be typed and a reference list (on a separate page) must always accompany the outline of speeches that require sources. No reference list will result in a grade of zero for your outline. Speech outlines are due on the day you deliver your speech. No credit will be given for outlines not turned in on time—no exceptions.

4. COM 111 grading procedures will be the standard for speech grades. A speech evaluation form, provided in your COM 111 Workbook must be turned in with each speech or 20 points will be deducted.

5. A 5% time penalty will be deducted for every 30 seconds under or over time. You may be stopped if your time violation is excessive.

6. All work should utilize APA style, unless otherwise indicated. This includes format for references and headings. Page guidelines listed are based on 1" margins, double-spaced with a 10 to 12 point font in Times New Roman unless otherwise specified. All handwritten work (unless otherwise specified) will not be accepted. This includes in-text citations and reference pages.

7. All assignments are due on the due dates listed. You are responsible for planning ahead and balancing the requirements of this class with your other classes and outside responsibilities.

8. Emailed assignments will **NOT** be accepted. Prepare in advance for technology malfunctions.

9. **All visual aids must be emailed at least 24 hours in advance** to the instructor. Otherwise, you will not be permitted to use your aid as this takes up too much class time. You cannot bring in a flash drive with your power point the day of the speech or search for a video, etc. Your instructor will have all visual aids saved to the desktop, ready to use before class begins. Videos cannot be more than 2 minutes in length and do not count as part of your speech time.

10. Written assignments must be typed unless otherwise instructed.

**A Few of Mrs. Wagner's Pet Peeves That Will Result in Major Point Deductions**

1. Using a Topic That is on the Off Limits Topic List—20 points
2. Forgetting Your Grade Form—20 points
3. Being Late for a Speech or Exam—30 points
4. Being Late for Class or Leaving Early in General—5 points each
5. Not Having a Reference Page—50 points
6. Not Having In-Text Citations—20 points
7. Phone Disruptions—100 on exams and 20% on assignments
8. Not Dressing Business Casual for Speeches—20 points
9. Speech Not Falling Within Time Parameters—5% each 30 seconds
10. "Reading" Your Speech—20 points
11. Being Disrespectful—Points Deducted According to Severity of Offense

***Students who have not violated any of the above offenses will most likely receive bonus points at the end of the semester. : )***
Tentative Course Calendar: All adjustments will be posted on D2L and discussed in class. It is YOUR responsibility to note any changes made to this calendar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 19</td>
<td>Syllabus overview &amp; icebreaker</td>
</tr>
<tr>
<td>Thursday, January 20</td>
<td>Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>Tuesday, January 26</td>
<td>Chapter 3 &amp; 5</td>
</tr>
<tr>
<td>Thursday, January 29</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Tuesday, February 2</td>
<td>Chapter 6 &amp; 9</td>
</tr>
<tr>
<td>Thursday, February 4</td>
<td>Speech #1</td>
</tr>
<tr>
<td>Tuesday, February 9</td>
<td>Speech #1</td>
</tr>
<tr>
<td>Thursday, February 11</td>
<td>Chapter 7 &amp; 8 Study Guide for Exam #1 Posted on D2L</td>
</tr>
<tr>
<td>Tuesday, February 16</td>
<td>Chapter 7 &amp; 8 continued</td>
</tr>
<tr>
<td>Thursday, February 18</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Tuesday, February 23</td>
<td>Chapter 10 continued &amp; Chapter 18 Exam #1 Available on D2L</td>
</tr>
<tr>
<td>Thursday, February 25</td>
<td>Chapter 17 &amp; Exam #1 Must be completed by midnight</td>
</tr>
<tr>
<td>Tuesday, March 1</td>
<td>Chapter 11 &amp; 12</td>
</tr>
<tr>
<td>Thursday, March 3</td>
<td>Chapter 11 &amp; 12 continued</td>
</tr>
<tr>
<td>Tuesday, March 8</td>
<td>Speech #2: Informative</td>
</tr>
<tr>
<td>Thursday, March 10</td>
<td>Speech #2: Informative</td>
</tr>
<tr>
<td>March 12-19</td>
<td>No Class. Spring Break!!!</td>
</tr>
<tr>
<td>Tuesday, March 22</td>
<td>Chapter 14, 15 &amp; 16</td>
</tr>
<tr>
<td>Thursday, March 24</td>
<td>No Class. Easter Break!!!</td>
</tr>
<tr>
<td>Tuesday, March 29</td>
<td>Chapter 14, 15 &amp; 16 continued</td>
</tr>
<tr>
<td>Thursday, March 31</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>Tuesday, April 5</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Thursday, April 7</td>
<td>Speech #3: Special Occasion</td>
</tr>
<tr>
<td>Tuesday, April 12</td>
<td>Speech #3: Special Occasion</td>
</tr>
<tr>
<td>Thursday, April 14</td>
<td>Speech #3: Special Occasion</td>
</tr>
<tr>
<td>Tuesday, April 19</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>Thursday, April 21</td>
<td>Chapter 20 &amp; Study Guide posted on D2L</td>
</tr>
<tr>
<td>Tuesday, April 26</td>
<td>Speech #4 Workshop (Typed Outline Mandatory)</td>
</tr>
<tr>
<td>Thursday, April 28</td>
<td>Speech #4</td>
</tr>
<tr>
<td>Tuesday, May 3</td>
<td>Speech #4 &amp; Exam #2 Available on D2L</td>
</tr>
<tr>
<td>Thursday, May 5</td>
<td>Speech #4 &amp; All items must be uploaded to LiveText by midnight. Exam #2 must be completed by midnight.</td>
</tr>
<tr>
<td>Thursday, May 12</td>
<td>No class. Final Office Hours 10:30-11:30.</td>
</tr>
</tbody>
</table>

SFA Debate Program: For more information on the SFA Debate Program, please contact Director of Debate, Kimberly Wagner. The team meets every Tuesday at 4 p.m. in Ferguson 471 and travels to 8-10 tournaments each academic year.