

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 1/27/2014

1b. Department/Division: Center for Instructional Communication

1c. Contact Person

Name: Deanna Sellnow

Email: Deanna.Sellnow@uky.edu

Phone: 257-2886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICR 384

2c. Full Title: Teaching and Coaching Public Address

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: Teaching and Coaching Public Address is a course designed to develop the instructional abilities of students who are interested in teaching public speaking or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach public address and limited preparation speaking events by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in a public address portfolio that can included in future job applications.

2k. Prerequisites, if any: CIS 110 and CIS 111 or equivalent.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course will be of interest to secondary school teachers who find themselves coaching competitive speech and debate, as well as UK students pursuing high school teacher certification (e.g., English Education). This course may also be of interest to secondary school teachers attempting to integrate Common Core requirements in Speaking and Listening into their curriculum.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Directing Forensics Certificate

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CEMONA2|E C Monaghan|ICR 384 NEW College Review|20140127

SIGNATURE|JMETT2|Joanie Ett-Mims|ICR 384 NEW Undergrad Council Review|20150331

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

<input type="button" value="Browse..."/>		Upload File
<input type="button" value="Delete"/>	ID	Attachment
	2922	ICR 384 - Teaching and Coaching Public Address - S
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>		
<input type="text" value="Select saved project to retrieve..."/>		<input type="button" value="Get"/> <input type="button" value="New"/>

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Teaching and Coaching Public Address is a course designed to develop the instructional abilities of students who are interested in teaching public speaking or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach public address and limited preparation speaking events by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in a public address portfolio that can included in future job applications.

k. Prerequisites, if any:

CIS 110 and CIS 111 or equivalent.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course will be of interest to secondary school teachers who find themselves coaching competitive speech and debate, as well as UK students pursuing high school teacher certification (e.g., English Education). This course

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Directing Forensics Certificate

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, requires two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#)

ICR 384: Teaching and Coaching Public Address

(3 credit hours)

Fall 2013

Instructor: Dr. I.M. Smart

E-mail: smart@uky.edu

Office Location: 123 Funkhouser Building

Office Phone: 257-1234

Office Hours: Monday and Wednesday 2:00 – 3:30 p.m. and by appointment

Catalog Description

Teaching and Coaching Public Address is a course designed to develop the instructional abilities of students who are interested in teaching public speaking or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach public address and limited preparation speaking events by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in a public address portfolio that can be included in future job applications.

Prerequisites: CIS 110 & 111 or equivalent

Student Learning Outcomes

In this course, students will demonstrate the ability to...

- develop and compose public address speeches for a variety of purposes including competitive speaking venues and in class speeches.
- effectively coach the public address speeches of others including the process of writing and delivering a prepared speech.
- analyze the speeches of others and evaluate them in writing.
- formulate, research, and critique public address topics.
- apply their knowledge of rhetorical and persuasive appeals to the speeches they help coach.
- facilitate, prepare, and successfully execute the event of extemporaneous speaking.

Required Materials

- Crick, N. (2014). *Rhetorical Public Speaking* (2nd ed.). Pearson: Boston, MA.
ISBN-10: 020586936X or ISBN-13: 9780205869367
- 3 x 5 inch index cards
- Stopwatch (a timer application on your phone will also suffice)

Course Assignments

You will complete four major speech units in this course. In addition to performing the actual speeches, each unit will include preparation, peer coaching, and peer feedback components as part of the overall grade. The projects will allow you to experience what is like to be on both sides of the ballot as a coach and as a competitor. The final course project will combine these experiences with reflection papers to give you a professional portfolio that represents your new coaching abilities. Readings will be found in the required textbook or will be made available online through Blackboard.

Point Distribution

Assignment	Points Possible	Percentage of Total Grade
Informative Speaking Annotated Topic List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Informative Speech (50 points)	100	20%
Extemporaneous Speaking News Source Collection (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Extemporaneous Speech (50 points)	100	20%
Impromptu Speaking Sample Impromptu Notebook (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Impromptu Speech (50 points)	100	20%
Persuasive Speaking Annotated Topic List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Persuasive Speech (50 points)	100	20%
Final Project Course Portfolio (100 points)	100	20%
TOTAL	500	100%

Assignment Descriptions

(1) Informative Speaking Unit

The first unit in the course covers the process of creating, coaching, and performing an informative speech. As with all of the speech units in the course, the unit will be broken into four components. The first component will be to create an annotated list of potential informative speech topics (10 points). After selecting one of those topics, you will compose a 6-8 minute informative speech. During this process, you will give and receive feedback from your peers which will give you experience coaching this event (20 points). On speech day, you will be assigned to write ballots for a number of your peers to give them feedback and to practice critiquing speeches (20 points). Finally, you will be graded by the instructor on the speech you personally deliver (50 points). This speech should clearly demonstrate your knowledge of the event and the process of writing an informative speech based on the topic you selected.

(2) Extemporaneous Speaking Unit

The second unit of the course will focus on the limited preparation event of extemporaneous speaking. By tackling this event head on, you will develop the skills and confidence to successfully coach extemporaneous speaking. It will follow the same format as listed above including a preparation assignment (collaborating with the class in creating extemporaneous files – 10 points), peer coaching (20 points), and peer feedback (20 points). The unit will conclude with an extemporaneous speech lasting between 5 and 7 minutes (50 points).

(3) Impromptu Speaking Unit

Impromptu speaking will be the focus of the third unit in this course. While impromptu speaking is very similar to extemporaneous speaking, it does require a different approach when coaching the event. This unit will illuminate these differences and give you the skills to successfully coach impromptu speaking. A preparation assignment (example notebook – 10 points), peer coaching (20 points), peer feedback (20 points), and individual speech (50 points) will compose your grade for this unit.

(4) Persuasive Speaking Unit

The last speaking unit of this course will explore the process of composing and coaching a persuasive speech. In this unit, you will combine what you have learned during the previous three speeches with your knowledge of persuasive strategies to deliver a 6-8 minute persuasive speech from memory. The same format as the previous units will be utilized for the persuasive speech including an annotated list of potential persuasive topics (10 points), peer coaching (20 points), peer feedback (20 points), and individual persuasive speech (50 points).

(5) Course Portfolio

The course portfolio (100 points) will serve as the final project in this course. You will combine your previous work from the four speaking units into a single document. This portfolio will also include a 2-3 page reflection paper about your experiences coaching and performing public address events. The finished portfolio will serve as a testament to your new abilities as a coach and will be a great resource for you as you apply and interview for jobs in the future.

Grades

Grading and Grading Scale

450-500 points	A
400-449 points	B
350-399 points	C
300-349 points	D
299 points and below	E

All students in the class start out with 0 points. By submitting assignments and completing speeches, you will be able to earn points towards your final grade. This course will function just like the workplace you will find after graduating. Showing up is not enough to get a paycheck. You must complete the work and will receive points for assignments in proportion to the quality of the product.

I will not round grades up at the end of the semester, so do not ask me to do so. If you earned 359 points in the course, you will receive a "B". Your future boss will not allow you to go redo a project from a month ago, and neither will I. Decide what grade you must earn to be satisfied with your performance in the course **now** and create a game plan to achieve it.

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Final Exam Information: The final exam period for this course can be found on the University's Academic Calendar. (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Course Policies

Submission of Assignments

All assignments not completed in person in class will be submitted via Blackboard. Any documents that are uploaded **MUST** be submitted in a .doc, .docx, or .pdf format unless otherwise specified. To do this, you will click on the Assignments tab in Blackboard, click on the name of the assignment, attach the file, and click on submit. If you have submitted correctly, you will see a screen that confirms your submission and you can check the grade book to see that the assignment has been submitted.

Attendance

As in the "real world," the **decision** about whether you attend class will be yours, as will the **consequences**. Consider this course to be a job you have taken to gain experience and skills for future employment opportunities. If you were unable to come in to work, you would notify your supervisor beforehand. In much the same way, you must notify me before class time if you are going to be absent. You are expected to be in class every day so that you can benefit as much as possible from this course. Students that are not prepared for class will also be marked absent for that day. Showing up is not enough to get paid at work. You actually have to complete the tasks assigned by your employer. Because this class is application based, missing course for any reason will impact your ability to succeed.

As in the workplace, you will start out in this course with 2 “days off” that you can use to cover times when you will not be in class. Make sure to use these 2 days wisely because additional absences will affect your grade in the course. For each subsequent unexcused absence, your final course grade will be reduced by 5% (1/2 letter grade) for each such absence. If you have unexcused absences for 20% or more of the course, you will be unable to pass this course. For this semester, 7 absences would equal 20% of the course meeting times. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. As in the workplace, repeatedly missing work would result in your supervisor docking your pay accordingly.

Students are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, points will be deducted from your course grade total as follows: 15 points for each missed day. These are “mandatory work meetings” for this course. **If you fail to complete any of the major assignments, this will result in an “E” for the course.**

For any emergency situation that arises, call the Division of Instructional Communication and Research office (859-257-8370) to leave a message with Kaitlin Black or Erin Berger. Also, be sure to email your instructor as soon as you know about the situation.

Excused Absences

If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work **only** if the absence is officially excused. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin for essays and papers and in the form of "oral footnotes" in public speeches. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a **Letter of Accommodation** from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior Policies

Participation

To benefit from this course, you are expected to fully engage with the material, instructor, and your peers. This means you are expected to (a) read and consider applications of the information **before** coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction. On days readings have been assigned, students will be required to come to class with three questions/observations/applications for **each** chapter or reading assigned. During that class, I will randomly ask students to explain one of their ideas or to ask one of their questions. Students that are not prepared will be counted as absent that day. On occasion, I may ask the entire class to turn in these reading notes as verification that everyone is completing the readings.

Late Assignments

Late work for this course will only be accepted if the absence is approved in advance by the instructor and is part of an excused absence as explained above. Because all assignments are submitted via Blackboard, there is no excuse for turning in an assignment late.

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. This means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

Email Policy

I will endeavor to respond to e-mails within 24 hours of receiving them during the week. However, as mentioned many times before, this course will function much like your future job will. You would not expect your boss to respond to e-mails after working hours or on weekends. In much the same way, I will likely wait to respond to e-mails until the next business day. Please take this policy into account as you prepare your assignments during the semester. I am more than happy to answer your questions, but I also must sleep, eat, and attend to my other responsibilities on campus.

Blackboard Policy

All assignments for this course will be submitted via Blackboard unless otherwise instructed by me. If you are encountering problems with Blackboard, make sure to e-mail me prior to the deadline of the assignment. If you are having trouble submitting an assignment, e-mail it to me so that I can verify you completed it by the deadline.

Additional Student Resources

Multimodal Communication Consulting Center (MC3 Lab)

The Multimodal Communication Lab (MC3) is located in 107A Grehan (phone: 859-218-0221). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://cis.uky.edu/icd/mc3-schedule>. Their e-mail address is mc3lab@gmail.com.

The Study

According to the Academic Enhancement website, The Study located in 306 Complex Commons Building, is responsible for programs and services for students intended to promote effective learning strategies in and out of the classroom in order to enhance the academic experience of all students at the University of Kentucky. For more details check out their website at: <http://www.uky.edu/AE/>.

University of Kentucky Writing Center

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 859-257-1368). The staff can help you identify and correct problems with your writing. You can also schedule an appointment online at: <http://wrd.as.uky.edu/writing-center>. Their website is <http://ukwrite.wordpress.com/>.

Media Depot

The Media Depot is located in The Hub at the W.T. Young Library and is a digital media resource center for students at the University of Kentucky. The Media Depot will provide online assistance, recording equipment and space, editing stations with software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between Academic Planning, Analytics and Technologies (APAT) and UK Libraries and is in support of the QEP, Presentation U. Their website is <http://www.uky.edu/ukit/mediadepot>.

Tentative Course Schedule

Date	Topic	Assignments
Thursday August 29 th	Introduction to the class, overview of the syllabus and course content	Read the syllabus
Tuesday September 3 rd	Public address topic selection and research	Read pp. 1-18
Thursday September 5 th	Outlining and drafting public address speeches	Read pp. 19-31 Informative Topics Due
Tuesday September 10 th	Revising and editing speech drafts	Read pp. 32-41
Thursday September 12 th	Memorization and delivery	Read pp. 42-54
Tuesday September 17 th	Informative speeches peer coaching day	Peer Coaching Notes
Thursday September 19 th	Informative Speeches	Audience Ballots
Tuesday September 24 th	Informative Speeches	Audience Ballots
Thursday September 26 th	Informative Speeches	Audience Ballots
Tuesday October 1 st	Genres of public speaking and public address event descriptions	Read pp. 55-72 and event descriptions (on Blackboard)
Thursday October 3 rd	The rhetorical situation	Read pp. 73-96
Tuesday October 8 th	Coaching extemporaneous speaking	Persuasive Topics Due
Thursday October 10 th	Extemporaneous speaking peer coaching day	Peer Coaching Notes
Tuesday October 15 th	Extemporaneous Speeches	Audience Ballots
Thursday October 17 th	Extemporaneous Speeches	Audience Ballots
Tuesday October 22 nd	Extemporaneous Speeches	Audience Ballots
Thursday October 24 th	Extemporaneous Speeches	Audience Ballots
Tuesday October 29 th	Advanced rhetorical appeals - Logos	Read pp. 117-142
Thursday October 31 st	Advanced rhetorical appeals – Ethos	Read pp. 97-116
Tuesday November 5 th	Advanced rhetorical appeals - Pathos	Read pp. 143-168
Thursday November 7 th	Persuasive appeals – narratives and humor	Read pp. 169-194
Tuesday November 12 th	Persuasive speeches work day	
Thursday November 14 th	Coaching impromptu speaking	

Tuesday November 19 th	Impromptu speaking peer coaching day	Peer Coaching Notes
Thursday November 21 st	Impromptu Speeches	Audience Ballots
Tuesday November 26 th	Impromptu Speeches	Audience Ballots
Thursday November 28 th	Thanksgiving Break – No Classes	
Tuesday December 3 rd	Persuasive speaking peer coaching day	Peer Coaching Notes
Thursday December 5 th	Persuasive Speeches	Audience Ballots
Tuesday December 10 th	Persuasive Speeches	Audience Ballots
Thursday December 12 th	Persuasive Speeches	Audience Ballots
Tuesday December 17 th	Final Exam Period	Course Portfolios Due