**PURDUE**
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**FORT WAYNE**

# COM 114 Fundamentals of Speech

Department of Communication

## Course Information

Semester: Spring, 2026

Credit Hours: 3

Days and Time: TR 9:00 – 10:15 AM

## Instructor

**Prof. Steve Carr**

Office: NF 230K

Phone: 260-481-6545

Email: carr@purdue.edu

Office Hours: MW 1:30-2:45 pm and happily by appointment when we both are available

## Course Description

A study of communication theories as applied to speech; practical communicative experiences ranging from interpersonal communication and small-group process through problem identification and solution in discussion to informative and persuasive speaking in standard speaker-audience situations.

## Student Learning Outcomes

The student learning outcomes approved for the course may also be found in the [University Catalog](#).

1. Use appropriate organization for logical sequencing to deliver an oral message;
2. Adapt an oral message for diverse audiences, contexts and communication channels;
3. Identify and demonstrate appropriate oral and nonverbal communication practices;
4. Advance an oral argument using logical reasoning;
5. Provide credible and relevant evidence to support an oral argument;
6. Demonstrate the ethical responsibilities of sending and receiving oral messages;
7. Summarize or paraphrase an oral message to demonstrate comprehension.

## Supplemental Learning Outcomes

The student supplemental learning outcomes approved by the Department of Communication are:

1. Identify key characteristics and functions of small groups;

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2. Describe various leadership styles and sources of leadership power;
3. Describe the development, maintenance, and dynamics of personal relationships;
4. Analyze the impact of technology and media on interpersonal relationships.

## Course Access

Brightspace is our institution's course management system. You can access this course at https://purdue.brightspace.com/. The suggested browsers are Chrome and Firefox. It is strongly suggested that you explore and become familiar not only with the navigation, but with content and resources available for this course. For help with Brightspace or specific tools, go to Student Resources on the IT Services page or watch Brightspace videos in the video playlist.

Brightspace course and e-text access are the sole responsibility of the student. Students are expected to obtain access to Brightspace, the e-text, and university email prior to the start of term. Failure to do so does not excuse student inability to fulfill assignment parameters or submit coursework in accordance with established due dates.

## Learning Resources & Texts

Course fees include eText access via Brightspace where the following textbook is available:

- Required: Duck, S. & McMahan, D. (2024) *Communication in Everyday Life* (4th Ed). Sage.
- Additional Readings: assigned as needed

## Professionalism

Professionalism in the classroom includes your active participation in class, interest in learning, attitude toward the course, and attendance. Professionalism consists of presenting yourself *and your work* in a manner consistent with respect for the subject, your class colleagues, your team members, yourself, and the instructor. It also includes ethical academic behavior, submission of complete assignments, respectfully engaging in dialogue with other students in the course, turning off cell phones, cooperation in study groups, responsiveness to questions, and the composition of communication with your professor. Failure to adhere to basic expectations of professionalism with result in reduced participation grades.

## Religious and Civic Observances

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. The University believes that intellectual and cultural diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Students requesting special consideration in scheduling will be expected to make their needs known to their course instructors in advance and be flexible in arranging alternative times to complete any assignments they might miss.

## General Course Policies

**Office Hours**. If the times I have listed for office hours are not convenient for you, please contact me to set an appointment for an alternative time. Office hours should be used to clarify and refine ideas from

class. I will not use my office hours to repeat course material you missed in class due to unexcused absence(s).

**Email**. Students must use Purdue email to contact the instructor. I check email regularly during the weekdays and will respond to your email requests within 48 hours. If you do not receive a response within this time frame, please kindly email again. If you can find the information you are seeking on the syllabus or on Brightspace your email will not be my priority. I do not respond to email over the weekend or holidays. Please plan accordingly.

**Course Accessibility**. I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions provided they do not compromise the intent of the assessment or learning activity. You are welcome to contact the Disability Access Center at dac@pfw.edu or 260-481-6657 or visit them at Walb Union, Room 113 to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students at Purdue Fort Wayne.

**Course Contribution**. This course relies heavily on your contribution to in-class discussion. Your commentary can take a variety of forms, but there are a few general parameters to help guide our interactions. Our primary goals are to understand and then act on the material. We must read and discuss generously and think critically. Our secondary purpose is to keep an open mind. Take each reading and different interpretations of what it might mean on their own terms. You do not have to agree with an argument to understand it and its logical framework.

**Academic Integrity.** I expect academic honesty. You must understand how to maintain academic honesty. Academic honesty includes refraining from cheating, the appearance of cheating, or permitting or helping someone else to cheat.

**Assignment Due Dates**. When assignments are due, they are due Sundays by 11:59 pm on the due date listed in the course schedule unless otherwise indicated.

**Brightspace Notifications**. It is highly recommended that you utilize the notification settings in Brightspace to stay on top of your work in the course.

**Course Schedule**. Deadlines are an unavoidable part of life and this course is no exception. Course requirements must be completed and posted or submitted on or before the specified due date and delivery time deadline. Due dates and delivery time deadlines are defined as Eastern Standard Time. Please note, students living in distance time zones or overseas must comply with this course time and time and due date deadline policy. To encourage you to stay on schedule, due dates have been established for each assignment; 25% of the total points will be deducted for assignments received 1-6 days late; assignments received more than 1 week late will receive 0 points.

## Course Conduct Policies

**Classroom Conduct**. You can disagree with me and still earn an A in the course. You also can disagree without being disagreeable. You must show mutual respect for all similarities and differences that might emerge as we get to know each other over the course of the semester, in accordance with the PFW Civility Statement. Showing intolerance or hostility to different backgrounds, beliefs, abilities, or ideas works against the goals of this course. Extreme or disruptive behaviors may result in disciplinary action.

**Course Engagement.** I expect you to read and regularly review the syllabus and course schedule, weekly Brightspace announcements, assignment instructions/rubrics, emails from the instructor, and any other Brightspace course-related content. Students with questions about an upcoming assignment should contact the instructor at least 48-hours prior to its due date.

**Attendance and Participation**. Many studies suggest that attendance has a direct relationship with learning and grading outcomes for college students. This course can be challenging; missing class only exacerbates the potential difficulty of the course. For the purposes of participation I do **not** distinguish between excused and unexcused absences. However, **to pass this class you must fully attend more than half of the scheduled meetings for the semester**. For example, if we met 32 times total then to pass the course you must show that you attended at least 17 of the meetings. **Failure to do so may result in a failing grade, even if you successfully completed all other requirements for the class**. Please plan accordingly.

You earn a grade for participation, not attendance. To participate, you must first attend class meetings. But attendance alone will not determine a participation grade. Instead, a participation grade will assess the quality of your consistent participation throughout the semester. That assessment will consider your active engagement in class discussion and with experiential learning activities. It also will consider whether you made a positive difference to the course experience.

**Late Arrival**. Students who will not arrive to class on time should email the instructor when possible prior to a late arrival. Whether or not you email the instructor in advance, you must email the instructor after class to request an update to the attendance register from 'absent' to 'late.' If you dispute an attendance record, you have the burden of proof to show attendance. **If you cannot show that you attended more than half of all class meetings on time and for the full time, the instructor may assess a grade-based penalty that may result in a failing grade, even if you have successfully completed all other course requirements**.

**Digital Respect**. Focus your attention on face-to-face interactions, not screens. Save your electronic connections and communications for outside of class time. No cell phones or laptops unless you use them for notetaking or DAC accommodations. If your use of a screen disrupts the educational atmosphere I may ask you to put the device away for the remainder of class. Digital respect extends to emails. Write emails to your professors as a formal letter, not a text. Emails should include an opening greeting, complete sentences, correctly spelled words, and your full name at the end. I reserve the right to disregard any emails that do not clearly identify the sender in the body of the email or otherwise fail to meet the minimum requirements of professionalism.

**Equity**. Each of you has something of value to contribute. Please respect differences across experiences, beliefs, and values expressed by everyone in the class. I continue to support Purdue Fort Wayne's commitment to diversity and welcome individuals of all ages, backgrounds, citizenships, disabilities, sexes, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

## Course Assignment Policies

**Expectations for Submitting Required Work**. You must submit all written work via Brightspace using a standard academic format such as APA and include a cover sheet and references. You must present all oral work in person during a scheduled class meeting.

**Assignment Completion**. You must complete all course elements with a passing average of 65%. Course elements include a) public speaking, b) interpersonal communication, and c) small group communication. All assignments within each learning area must average 65% to pass the course. Failure to complete any one assignment may result in a failing grade for the course. I may make exceptions to this policy at my discretion. Exceptions may require appropriate documentation. See the syllabus *Documentation* policy below for guidelines about appropriate documentation.

**Late/Missing Coursework**. **I do not accept late work**. Failure to submit an assignment by the scheduled due date will result in failure of the assignment. If you have an in-class assignment due such as a presentation and you are late to class, your assignment is late too. I may make an exception to this policy at my discretion. Exceptions may require documentation. See the syllabus *Documentation* policy below for guidelines.

**Documentation**. Exceptions to course policies may require additional documentation. The Office of Student Conduct and Care *Student Absence Policies* requires students absent due to illness, bereavement, jury duty, parenting leave, or medical issues must [submit a formal request](#) to the Office of Student Conduct and Care to demonstrate a legitimate excuse. Students with OSCC approval then may request exceptions to a course policy, including any late work.

**Technical Difficulty Documentation**. You must document absences or missed assignments resulting from technical issues. Examples of appropriate documentation for submission to the instructor include a helpdesk ticket email, Internet Service Provider text or email notification of internet outage, or other official communication documenting Internet unavailability, power outage, or hardware failure.

**Make-up Work**. You may make up any missed assignments once the Office of Student Conduct and Care provides you with a document confirming the university has excused the absence or missed assignment. You must notify me in advance of your absence and arrange to complete your assignments within the week of your return. If you miss an exam, you will need to take it before your absence. See the syllabus *Documentation* policy above for guidelines about appropriate documentation.

**Revise and Resubmit**. Students have the option to revise and resubmit select written assignments for an improved score. The revised assignment must address instructor comments or feedback and should be resubmitted within 72-hours of when you receive my assessment. I may make an exception to this policy at my discretion.

**Grievance Process**. If you believe I entered a grade in error you are welcome to contest this assessment provided you adhere to following procedure: a) wait at least 24 hours, but not more than 7 days from receipt of grade; b) meet with me in person to discuss both the assignment and my evaluation of your performance on it; c) provide a professional written document free from typos and other stylistic errors presenting clear and thoughtful arguments about specific and concrete ways in which your grade did not reflect the actual quality of your work. I evaluate your work on its own terms and the terms of the assignment. I do not evaluate aspects of your personal life, how your work compares to other students in the course, or broad complaints you might have about me or the course itself.

## Course Requirements

In this course, **students must complete each course element with a passing average of 65%.** Course elements include a) public speaking, b) interpersonal communication, and c) small group communication. To pass the course, **all assignments** within each learning area must average 65%. Failure to complete an assignment may result in a failing grade for the course. The instructor may make

exceptions to this policy at my discretion alone. Exceptions may require appropriate documentation. See the syllabus *Documentation* policy above for guidelines.

You will complete several different types of assignments throughout this course. These assignments may include some combination of speeches, quizzes, reflection papers, self-assessment, group work, or other written or oral work. Assignment details, instructions, rubrics, and due dates are available from within the Brightspace course.

| Assignments and Other Graded Activity | Points |
| --- | --- |
| Participation | 20 |
| Persuasive Speech Outline (written) | 10 |
| Persuasive Speech (oral) | 10 |
| Informative Speech Outline (written) | 10 |
| Informative Speech (oral) | 10 |
| Small Group Campaign and Portfolio (oral and written) | 30 |
| Interpersonal Communication Reflection (written) | 10 |
| Total | 100 |

**Participation**. I do not evaluate attendance. I evaluate participation resulting from a baseline of regular attendance. This includes completing all assigned readings, coming to class prepared, contributing to class discussion, engaging with others in the work of the class, and participating in small group work.

**Persuasive Speech Outline**. You will draft, review, revise, and submit an approved outline for the persuasive speech in fulfillment of course learning outcomes 1,2, and 6. Full assignment instructions available in Brightspace.

**Persuasive Speech**. You will complete a persuasive speech of 8 - 10 minutes. To fulfill learning outcomes 1- 7, this speech must present a focused call to change a policy, rule, law, regulation, norm, or practice. Your call must make a quantifiable demand that will solve a specific problem and name specific decision-makers who can say yes or no to that demand. To identify a solution, make a specific and concrete demand, and name a target who can say yes or no to the demand, your persuasive speech will make strong arguments, build an informed perspective drawing from high quality sources, and demonstrate use of at least one artistic proof. Along with the informative outline and speech (see below) you must complete both the persuasive outline and this speech with a cumulative passing average of 65% or higher for all public speaking assignments to earn a passing grade for the course. Full assignment instructions available in Brightspace.

**Informative Speech Outline**. You will draft, review, revise, and submit an approved outline for a group informative speech. The assignment fulfills course learning outcomes 1,2, and 6. Full assignment instructions available in Brightspace.

**Informative Speech**. You will complete a group informative speech lasting 8 - 10 minutes. To fulfill course learning outcomes 1 – 7, this group speech must provide 1) a researched historical overview of a social issue involving a policy, rule, law, regulation, norm, or practice; 2) a power map showing your own group power, where you get it from, and potential allies and opponents; and 3) a target analysis identifying at least one specific decision-maker who can say yes or no to a demand and conducting a detailed examination of what their interests are and where they stand on your team's social issue. Along with the persuasive outline and speech you must complete both the informative outline and this speech with a cumulative passing average of 65% or higher for all public speaking assignments to earn an individual passing grade for the course. Full assignment instructions available in Brightspace.

**Small Group Campaign Portfolio**. In groups of three or more you will work collaboratively to recruit allies, research, strategize, and then launch a public-facing campaign before the end of the semester. To fulfill learning outcomes 1- 7, this activity must focus on changing a policy, rule, law, regulation, norm, or practice and then make at least one specific and quantifiable demand that a specific decision-maker can say yes or no to. Your group will submit evidence of this ongoing work throughout the semester in a cumulative written portfolio documenting the history of your campaign. You must complete both the campaign and portfolio with an individual passing average of 65% or higher to earn a passing grade for the course. Full assignment instructions available in Brightspace.

**Interpersonal Communication Reflection**. At the end of the semester you will complete an interpersonal communication reflection to reflect upon how well you have individually fulfilled learning outcomes 1-7. Full assignment parameters available in Brightspace.

## Grading Scale

You can see Purdue Fort Wayne grading scale information at [Academic Regulations Grades](#). Some departments use pluses and minuses, while others do not. In this course, the instructor rounds up in instances where tenths are >.55.

A = 94 - 100; A- = 90 - 93.

B+ = 87 - 89; B = 84 - 86; B- = 80 - 83.

C+ = 77 - 79; C = 74 - 76; C- = 70 - 73.

D = 66 - 69; F = 0 - 65.

## Course Evaluation

During the last two weeks of the course, you will receive a link to evaluate this course and your instructor via an anonymous Qualtrics survey. Your feedback is integral to the success of the course and will help improve education at Purdue University Fort Wayne. I strongly urge participation in the evaluation.

## Academic Dishonesty

Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or misrepresenting your own work from a current or

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previous course as original to this course potentially violates the Student Code of Conduct. Please be aware of what behaviors constitute [academic misconduct](#) (See Part II. A) If caught cheating or plagiarizing, a student may receive no credit on the assignment which in turn may result in an F for the course. University regulations require that I report any instances of academic dishonesty to the Office of Student Conduct and Care and your Department Chair. Such reports may result in expulsion from the University. Additional potential consequences can be found in **Student Conduct Procedures** (See Part III. A) of such behavior.

## AI Use Policy

I encourage responsible use of AI to address specific components of an assignment that you then will assemble to produce your own original work. Responsible use includes specific prompts to help you initially address precise requirements for each assignment before evaluating, filtering, analyzing, and synthesizing results from AI on your own. Using AI to help you find the best decision-maker who can say yes or no to a demand constitutes acceptable use of AI. Giving AI a prompt to write for you a demand you will make of the decision-maker constitutes academic misconduct. Any misrepresentation of work as your own original work if caught may result in zero credit for the assignment which in turn may result in an F for the course.

You are responsible for any errors or inaccuracies that occur as a result of using AI, including plagiarism, even if you yourself did not intend to commit plagiarism. You should always independently check and verify results of an AI prompt before including them as part of a graded assignment.

## Statement on Civility

In this course, each of you has something valuable to contribute. Please respect different experiences, beliefs, and values expressed during our class meetings. Purdue Fort Wayne welcomes individuals of all ages, backgrounds, citizenships, disabilities, sexes, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences. Related to civility, Purdue Fort Wayne [Policies](#) include the following statements:

"Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the university…. Purdue Fort Wayne prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran…"

## Disability Statement

Purdue University Fort Wayne strives to create inclusive learning environments and experiences for all students. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Access Center to begin this conversation or to establish accommodations. Contact the center at [dac@pfw.edu](mailto:dac@pfw.edu) or 260-481-6657, or visit them at Walb Student Union, Room 113. For more information, please visit the center's website at [pfw.edu/dac](http://pfw.edu/dac).

## Student Mental Health

Please make this class a priority. I will never ask you to make it *the* only priority. Taking classes can be stressful, so please remember to put your emotional wellness and mental health first. I recognize that you have significant responsibilities that often pull in many directions away from this course. Consider scheduling recurring weekly times outside of class meetings both to work on course assignments *and* to take care of yourself. If you have a mental health disorder, struggle with mental health, find yourself overwhelmed by stress, or just need some emotional support, please talk to someone. If you or someone you know has a mental health crisis, call 911 or go to the local emergency room. Otherwise, please reach out to our Center for Student Counseling (CSC). All currently enrolled PFW and IUFW students have access to free counseling at the center. To make an appointment to talk with a counselor call 260-481-6200 or email csc@pfw.edu. You may also walk-in during operating hours if you need immediate assistance. The CSC is open 9:00am – 4:00pm on Mondays, Wednesdays, and Thursdays; 9:00am – 8:00pm on Tuesdays and 9:00am – Noon on Fridays. The CSC is located on the ground floor of Kettler Hall at the end of the corridor between the Department of Anthropology and Einstein Bros. Bagels, room G02.

## Emergency Statement

Course requirements, deadlines and grading percentages may change as a result of inclement weather, emergencies or other campus crises. Visit the Campus Safety and Security page for more information about situations that would warrant potential changes to class meetings or course requirements.

## Student Support Services

Purdue University Fort Wayne provides numerous resources to help with your academic and personal success. Visit the student support services page for a list of student support services, including academic services, technology services, health and wellness, and support from administrative offices.

If you observe and/or are made aware of behavior that leaves you concerned, worried, and/or alarmed, trust your instincts and say something. The CARE Team can assist with the student of concern, whether that's you or someone you are referring. Report the concern through the online CARE referral form. Do not use this form for emergencies. If you know of a student who is injured, is injuring themselves or others, or is about to injure themselves or others, please call 911 immediately.

**Campus Safety**. In case of emergency, dial 911. Contact University Police for non-urgent campus matters including parking, security, weapons, drugs and alcohol, or crime reports. Call non-emergency services at 260-481-6827 for jump starts, unlock service, safety escort, lost and found, and bicycle registration.

**Center for Student Counseling**. Many students feel anxious, depressed, confused, or overwhelmed at any time. You can get help in dealing with feelings and problems that seem out of control through the counseling center. The Center for Student Counseling offers free mental health services to students including an unlimited number of onsite counseling visits. To schedule an appointment, call 260-481-6200, visit the center's website or stop by their office located on the ground floor of Kettler between Einstein Bros. Bagels and the Department of Anthropology.

**Disability Access Center (DAC)**. If you have, or develop a disability during the semester, contact DAC at dac@pfw.edu or 260-481-6657. Each student registered with DAC will receive a Course Accessibility Letter (CAL). To activate an accommodation students must provide this CAL to each instructor via the

AIM Portal. No student can receive a retroactive accommodation. DAC accommodations serve students with all types of diagnosed difficulties.

**Financial Assistance**. Students may be eligible for financial assistance through the following programs. For additional resources visit the Office of Student Conduct and Care Financial Resources webpage.

- Emergency Assistance
  - Brown Ink Society - Makes grants to students based on recommendations by PFW faculty and staff of up to $500 to academically deserving students faced with financial emergencies that would significantly but temporarily disrupt their studies. Students seeking this assistance should request instructor nomination. Learn about the Brown Ink Society.
  - Zielinski Relief Fund - Provides emergency financial support to currently enrolled degree-seeking students who experience an accident, illness, financial hardship, or other situation that may jeopardize their ability to succeed academically. Complete the Zielinski Relief Fund request form.
- Child Care Assistance – The Choi-Frank Childcare Award offers support for current students experiencing difficulty paying for childcare. Complete the Choi-Frank award request form.

**Food Assistance**. The Friends of the University Pantry provides food items to members of both the university (including students, staff, and faculty) and the Fort Wayne community.

- Students & Employees Only: Kettler Hall Room G06D | Mondays 12:00 pm – 3:00 pm
- Open to All: Walb Student Union Room G36 | Thursdays 10:00 am – 2:00 pm

**Health Services**. The Center for Healthy Living is dedicated to the health and wellness of the Mastodon community. For information about services provided call 765-494-0111 or visit the patient portal. Located in Walb Union.

**Helmke Library Liaison**. The College of Liberal Arts (COLA) has a dedicated librarian who provides COLA students with one-on-one assistance using library databases and tools, acquiring unavailable research materials, and providing useful training.

**Military Student Services**. The Center for Veteran and Military Student Success is a dedicated resource center with trained education benefit experts providing support to service members and veterans.

**Mental Health Assistance**. If you or someone you know is struggling or in crisis, help is available. Call or text 988 anytime to connect with the Suicide and Crisis Lifeline. Other resources include:

- Crisis Text Line -Text HOME or HOLA to 74174 | Free 24/7 confidential crisis counseling
- Trevor Project Lifeline – Text START to 678-768 or call 866.488.7386 |Free 24/7 confidential crisis support for LGBTQ+ youth
- Veterans Crisis Line – Text 838255 or dial 988 then Press 1 | Free 24/7 confidential crisis support for veterans and their loved ones. No VA benefits enrollment required

## Students Called for Military Duty

If you must attend mandatory military training, you may receive up to 15 excused absence days per academic year (no more than 10 consecutive during fall and spring semesters), plus possible additional excused days for travel based on the distance from Purdue Fort Wayne. Contact the Office of Student Conduct & CARE (OSCC) to request that they send notice to instructors of dates for mandatory military training. With a verified absence notification from the OSCC, any student absent for military training will

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receive an excused absence, and the student will have the opportunity to make up coursework. Please visit the Military Student Services for more information. You then have the responsibility of contacting the instructor to meet and develop a plan for making up coursework. Failure to initiate contact, meet with the instructor, or follow through on a makeup plan, even after an excused absence, may result in a failing grade for the assignment or for the course itself.

## Important Dates

Below are a few important dates from the academic calendar for Spring 2026.

| Date | Item |
|---|---|
| January 12 – 18 | Late Registration |
| January 18 | Last Day for Full Refund |
| February 20 | Last Day to Request Withdrawal (First Half-Term Classes) |
| April 17 | Last Day to Request Withdrawal (Full-Term Classes) |
| April 24 | Last Day to Request Withdrawal (Half Second-Term Classes) |
| May 4 – 10 | Final Exam Week |

## Course Schedule

| Week | Topic & Readings | Assignments and Due Dates |
|---|---|---|
| Week 1<br>13-15 **Jan** | **On Your Mark**: Syllabus and Small Group Campaign Issue Development | |
| Week 2<br>20-22 Jan | **Go**: Introduce Persuasive and Informative Speech Assignments; Issue Development for Persuasive Speech Outline<br><br>**Read**: Chapter 14*<br><br>* Unless otherwise indicated, prepare all readings before coming to class on Tuesday | **Due**: Persuasive Speech Outline (written)**<br><br>** Unless otherwise indicated, submit all assignments on Brightspace no later than Sunday at 12 AM midnight after Thursday class meeting |
| Week 3<br>27-29 Jan | **Get Set**: Group Dynamics and Walking Tour<br><br>**Read**: Chapter 8; Savage; USHMM Encyclopedia; Weddle; Kaelber et al. | |

| Week | Topic & Readings | Assignments and Due Dates |
|---|---|---|
| Week 4<br>3-5 **Feb** | **Go**: In-Class Persuasive Speeches | **Due**: Persuasive Speeches (oral)***<br><br>*** Unless otherwise indicated all oral presentations will take place during class time beginning with the first class meeting of the week |
| Week 5<br>10-12 Feb | **Go**: In-Class Persuasive Speeches and Finalize Campaign Issues | **Due**: Persuasive Speeches (oral)<br><br>**Due**: Finalize Campaign Issues in-by end of Thursday 12 Feb |
| Week 6<br>17-19 Feb | **Theory**: Making Change within Organizations and Introduce Small Group Campaign Assignments<br><br>**Read**: Chapter 9 | **Due**: Group Portfolio 1 (complete assignment in class on Thursday) |
| Week 7<br>24-26 Feb | **Build Power**: Identities, Perceptions, and Allies<br><br>Prepare Informative Speech Outline<br><br>**Read**: Chapters 2 and 5 | **Due**: Informative Speech Outline (written) |
| Week 8<br>3-5 **Mar** | **Build Power**: Recruitment through Verbal Communication<br><br>**Read**: Chapter 3 | **Due**: Group Portfolio 2 (complete assignment in class on Thursday) |
| Week 9<br>10-12 Mar | **Spring Break – No Scheduled Class Meetings** ||
| Week 10<br>17-19 Mar | **Strategy and Tactics**: In-Class Informative Speeches | **Due**: Informative Speeches (oral) |
| Week 11<br>24-26 Mar | **Strategy and Tactics**: In-Class Informative Speeches | **Due**: Informative Speeches (oral) |
| Week 12<br>31 Mar – 2 **Apr** | **Build Power**: Recruitment through Non-Verbal Communication<br><br>**Read**: Chapter 4 | **Due:** Group Portfolio 3 (complete assignment in class on Thursday) |
| Week 13<br>7-9 Apr | **Go**: Campaign Kickoff and Target Interview<br><br>**Read**: Chapter 11 | **Due**: Group Portfolio 4 (evidence of campaign action) |

| Week | Topic & Readings | Assignments and Due Dates |
|---|---|---|
| Week 14<br>14-16 Apr | **Go:** Campaign Action<br>**Read**: Chapter 12 | **Due**: Group Portfolio 5 (complete assignment in class) |
| Week 15<br>21-23 Apr | **Issue Campaign Debriefings** | |
| Week 16<br>28-30 Apr | **Issue Campaign Debriefings and Course Wrap-Up** | |
| Week 17<br>TBA | | **Due at scheduled exam time**: Completed Group Portfolio and Interpersonal Communication Reflection |

* Schedule and assignments subject to change. Any changes will be posted in Brightspace or discussed in class.