

**De Anza College, Spring 2025**  
**COMM-1.59Z: Public Speaking**  
**Online Asynchronous**

### **Instructor & Contact Information**

Instructor:  
Nick Chivers  
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Office Hours (F31B & Zoom):  
Tues & Friday 9:30a-11:20a *and by appointment.*

**A note about contacting me:** *Please do it!* You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun). I am available via e-mail or Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. ***Don't wait until the last minute!*** Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

**How you can contact me:** please use Canvas inbox for inquiries regarding the course. If we are outside of the active dates of the course, feel free to email me. Also you can drop in to office hours to chat 1-on-1 about anything you may need.

**How i will contact you:** my primary communication to the whole class will be **Canvas announcements**, so be sure you receive those and are notified when they are sent in Canvas (*they may be time sensitive!*). I may also use Canvas inbox to send direct messages regarding information that will need your attention specifically. Finally, i will use canvas rubrics and comments to communicate feedback on assignments and exercises.

### **Public Speaking: Description & Outcomes**

#### **Course Description**

**De Anza College Course Catalog:** Theory and techniques of public speaking in a democratic society. An introduction to a variety of perspectives and approaches used to research, assess, organize, present, and evaluate public presentations. Students will develop and apply effective research strategies.

**Your Instructor:** The primary objective of this course is to empower us all to be more capable and confident communicators. To meet this objective, we will reduce our communication apprehension by incrementally improving our communication skills. A second objective is to develop an understanding and appreciation of the importance of public speaking in a democratic society. Whatever expertise or talents any of us may have, the ability to *speak effectively* remains fundamental to our success; as a student, as a professional, and as a citizen of an increasingly complex world, this skill is paramount. We will develop the critical skills needed to research complex material effectively and ethically, to synthesize information, to structure a coherent message or argument, and to deliver this message or argument in an engaging and persuasive manner to a range of diverse audiences.

#### **Class Meetings**

This is an **asynchronous** online course. "Asynchronous" means that there are **no** regular, fixed, mandatory meeting times. This class **does not** have required weekly meetings. However, two important caveats:

- this course is **not** "self-paced": we will move through course content together as a group in a weekly rhythm.
- this course requires presentations in front of a live audience of your instructor and peers at fixed, predetermined times. These specific times will be communicated to you through college email and Canvas.

#### **COMM – 1: Student Learning Outcomes**

**Upon completion of COMM-1, students will be able to:**

1. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation.
2. Display increasing confidence in speaking extemporaneously.
3. Demonstrate effective listening skills in various public speaking contexts.
4. Identify, locate, evaluate, and use information technologies and information sources.

#### **Comm – 1: Course Objectives**

**In order to meet the above outcomes, students in COMM-1 will:**

1. Examine historical and cultural traditions of oral communication in both domestic and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public.
2. Evaluate how making the decision to respect diversity, speak ethically, and think critically influences communication outcomes.
3. Select, locate, evaluate, and use information technologies and information sources.

4. Apply research, analyze, organize, compose, present, and evaluate informative and persuasive speeches.
5. Develop confidence in delivering speeches extemporaneously in front of a live audience.
6. Develop listening skills to foster respectful, reflective, and critical listening appropriate in public presentation.

### Required Text/Materials

- ❖ *Stand Up, Speak Out: The Practice and Ethics of Public Speaking in LibreTexts* (November 8 2016). University of Minnesota. [https://socialsci.libretexts.org/Bookshelves/Communication/Public\\_Speaking/Stand\\_up\\_Speak\\_out - The Practice and Ethics of Public Speaking](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Stand_up_Speak_out_-_The_Practice_and_Ethics_of_Public_Speaking) CC BY-NC-SA 3.0
  - Stand Up, Speak Out is an Open Education Resource available online at no cost to students. It will be made available to students in several formats through our Canvas course.
- ❖ This class will be in a distance learning format, therefore reliable access to technology, including audio & video capabilities, as well as reliable internet, will be necessary.

## Assignments & Grading

### Course Assignments & Exercises

Assignment	Points Possible	Your Total
6 Word Memoir Speech (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	15	_____
Listicle Speech (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	40	_____
Informative Speech (SLO: 1, 2, 3, 4; CO: 1, 2, 3, 4, 5, 6)	100	_____
Nonprofit Persuasive Speech (SLO: 1, 2, 3, 4; CO: 1, 2, 3, 4, 5, 6)	90	_____
Impromptu Speech (15pts) (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	15	_____
Quizzes (5 total @ 15ea.) (SLO: 1, 2, 3, 4; CO: 1, 2, 3)	75	_____
Discussion Boards (5 total @ 20 ea.) (SLO: 1, 2, 3, 4; CO: 1, 2, 3)	100	_____
Peer Evaluations (3 total @ 15ea.) (SLO: 2; CO: 6)	45	_____
Course Engagement (SLO: 1, 2, 3; CO: 1, 2, 4, 5, 6)	20	_____
<b>Total Points Possible:</b>	<b>500</b>	_____

### Final Grading Scale

Letter Grade	Percentage of Total Points	Total Point Range
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	72-76	360-384
D+	67-71	335-359
D	63-66	315-334
D-	60-62	300-314
F	0-59	0-299

### Grading vs. Feedback

**Tldr:** you're gonna get points, but your points won't help you be successful in class; *feedback will*. Before you see your points, you'll get comments and feedback through canvas rubrics, and if you have questions about the comments and feedback you should talk to me.

In this class, we will prioritize narrative feedback over quantitative scoring. The longer explanation of the philosophy will be described on Canvas, but you should know that the evaluation of your execution of the above assignments will be quantified with grade points as described above, and your final grade will be calculated by the total number of grade points scored, as described above. *However*, during the course, as each assignment is submitted and evaluated, you will be given narrative feedback through Canvas rubrics and comments – *without revealing* the associated quantitative points – to inform you on areas of strength and opportunities to help guide your progress through the outcomes and towards the objectives of the course. Your quantitative points will be recorded and revealed to you some time after the narrative evaluations have been completed, but we will prioritize the narrative feedback over the quantitative scoring.

## Brief Descriptions of Assignments & Speeches

### Speeches

All quarter we will progressively work to reduce your public speaking anxiety and build your public speaking skills through class work, textbook lessons, and practice in the classroom. Over the quarter you will deliver 6 different speeches:

- **Six Word Memoir Speech:** In this ice-breaker introductory speech, you will describe your life in exactly six words.
- **Listicle Speech:** In this short speech, you will use well-crafted slides and extemporaneous style to share with us your ranked list on any topic you want.
  - **Video Reflection Paper:** record your performance of the Listicle Speech for you to watch back for reflection! ☺
- **Informative Speech:** Introduce the class to a *socially significant topic* of your choosing using specific skills for *research*, content development, organization, and delivery.
  - **Annotated Bibliography for the Informative Speech:** In preparation for this speech, you will find and cite several sources, and create useful notes for yourself as to why this source will be useful for project.
  - **Evaluating Sources of Supporting Material for the Informative Speech:** A worksheet and discussion questions asking you to analyze the quality and effectiveness of your researched sources.
- **Nonprofit Persuasive Speech:** In this speech, you will be asked to convince your audience to support a nonprofit organization of your choice. You will inform us of the need this organization addresses and convince us that your organization does the most good for the most important cause. Get yourself and us involved in this mission.
- **Impromptu Speech:** Choose at random a topic of common knowledge, and with little time, develop a short but effective and organized speech on that topic.
- **Perspectives Speech:** (this one will be a bonus speech as needed) Take a stance on anything and support or defend that stance in *three minutes or less*.

### Quizzes

Throughout the quarter you will be required to complete short quizzes that will test your knowledge of course content, including information from both required readings and in-class lessons. Quizzes will be on Canvas.

### Discussion Boards

Throughout the quarter you will be required to engage in online discussion with your peers to enhance our skills in speech construction and speech critique and foster community in the classroom. These discussions will be on Canvas.

### Peer Evaluations

You will be required to evaluate your peers' performance for three of the live speeches using the materials provided at the time of the speech. Critical and focused listening will help you reflect on effective public speaking, further assisting you in delivering an effective speech. Your feedback will also help your peers further develop their skills.

### Course Engagement

In a communication course, the classroom time and space are incredibly important, perhaps sacred. Developing a community within the classroom is crucial to the success of this course, and *Course Engagement* is an evaluation of your *consistent contribution the community* we are creating. There will be several miscellaneous opportunities to demonstrate course engagement throughout the course, including but not limited to low-prompt module discussion boards, post-presentation conversation and discussion, in-class activity participation receipts, Canvas content page "hidden gems" or community Wikis, etc. Most of these engagements will be "credit/no-credit" evaluation and must be present in-time to complete.

## Course Policies

### Speeches

Two important things to know: first, the defining characteristic of a live presentation is a live audience of your peers. Second, the quarter system is a very strict calendar. Therefore we must adhere to the speech schedule. Please use the course calendar to avoid any conflicts *in advance*. Before each round of speeches, we will assign specific speech dates, and **you must present your speech on your assigned date, no exceptions. There will be no make-up speeches.**

- **Live Speeches:** Several of our speeches this quarter will be delivered live to your peers via Zoom. During each week of live presentation, you will have several appointment windows from which to choose to deliver your speech. **You are expected to be present – on camera – for the entire appointment window for which you have signed up.** (No popping in to deliver your speech and then bouncing out; be an audience for your peers.)
- **Choosing Speech Days:** For each live speech performance, you will have several appointment windows from which to choose to deliver your speech. These days will be communicated well in advance of the quarter. You will have an opportunity to choose exactly which day you will speak at least 5 days before the first day of speeches.
- **Missing any two speech performances can be grounds for removal from the course.**

## Online Course Work

This class is constructed to mirror the rhythm of a face-to-face class. That is, there will be several different learning materials to review and assignments due every week, and assignments will scaffold to build skills needed for later assignments, and we will move through them together as a group. You must check our Canvas course regularly to stay current with course concepts and complete assignments in order. Failure to log-in to Canvas to complete course work for 7 consecutive calendar days will be interpreted as abandoning the course and grounds for removal from the roster.

## Artificial Intelligence & Coursework

Please know that my intention is not to stubbornly hold an artificial line of “*academic rigor*” with this policy, but rather want to transparently assist you in achieving success in this course. At its very core, this course is about **human communication**. Its primary objective is to help you feel confident and competent in your communication and interaction with your communities around you. Every exercise and assignment in this course is rooted in this goal. Which means *overuse of AI will do you more harm than good, as overuse of AI will move you farther away from the primary objectives of this course*. **AI can and should be used for help with basic writing skills, such as grammar, syntax, and citation formatting. In some instances, it can be used for brainstorming. Any assignment that is suspect or evidenced to have overused AI will be docked severely, potentially on grounds of plagiarism (see below), but more likely due to missing the objectives of the assignment and the course.**

## Assignment Submissions

All assignments will be submitted via Canvas; i will not accept assignments via email unless cleared with me *in advance*. I will evaluate submissions with variable urgency depending on the assignment (for example, a “rough draft” assignment will be evaluated with maximum haste for you to successfully complete a final draft, but a “reflection paper” may take longer since no subsequent assignment is relying directly upon that feedback), with an approximate maximum of 7-10 days after initial due date. Assignments will be accepted late with no penalty up until I have completed assessing that assignment and redistributed feedback and evaluations for the whole class, or the very end of the quarter, **whichever comes first**. Once assignments have been closed for submission, they will not be reopened for any reason.

- There are two notable exceptions to this late submission policy in COMM-01 and COMM-10:
  - There are no make-up speech performances. Please see above.
  - Speech outlines must be submitted *before* speech performances. The speech outline assignment will close at the start of speech performances.

## Class Etiquette

This class is based on active engagement with the subject matter; attendance, punctuality, and focus on course material are essential. I feel that class time is sacred. **Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers.** We will learn much from each other, so long as we are all present and contributing to the learning environment. Furthermore, *the audience is a crucial part of the public speaking process*; **show up for each other, support each other, and we’ll grow together.** The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) *listening to others actively and dialogically*; 3) staying focused on the material of the class; 4) not disrupting class; and 5) *engaging in genuine dialogue, even amidst differences of opinion*.

- **Etiquette in Regard to Zoom Meetings:** The etiquette expectations in regard to our Zoom meetings can be divided into two parts: standard class discussion lead by the instructor, and student presentations.
  - **Standard Class Discussion & check-in:** Just show up. That’s it, full stop. *Ideally* you will be present in the Zoom meeting, on video, dressed, alert, and ready to participate and engage. i understand you may not be able to meet those expectations, but please don’t let that be a deterrent from coming to the Zoom meetings. Show up as best you can to maximize the results of our meetings... but just show up.
  - **Student Presentation Zoom Meetings:** **When students are presenting, there will be a higher expectation for Zoom etiquette.** Speaking to a screen full of attentive faces is far more engaging and dynamic than a screen full of black boxes. When you or your peers are presenting, you must be on video with your camera steady and your face visible for the duration of the class meeting.
  - **Parents & Families (including pets):** Having a child or living with your family should not be a barrier to your success in academia. I am sure that you have set up regular childcare or activities for the times you are attending class, however I also know that things happen. Do not fret if your children or family are present during our class meetings; it will happen to all of us, and we’ll react with grace and empathy. No big deal. (and pets are always hella welcome)

## Plagiarism & Academic Integrity

The faculty of De Anza is convinced that academic integrity is an essential part of any true educational experience, requiring integrity on the part of faculty members, administrators, staff members, and students, and that each of us has expectations of integrity in each other. The Center for Academic Integrity defines academic integrity as a



commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a “love of learning,” and holds each person responsible for defining and supporting academic integrity standards. Such tenets of integrity have a great impact on students’ ability to succeed in their educational and life goals. In all phases of teaching and learning--from preparing for a class, interacting in class, taking and preparing for exams, and attending to written assignments and homework, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all - faculty, students, administrators and staff.

If you were to ever consider breaking this code of academic integrity ... don’t. The amount of trouble you get into is not worth the effort of cheating. If you are unclear about plagiarism, please see me. Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized **will be given an “F” grade (zero points)**. All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean and may be reported to the Vice President of Student Services for further action.

### For Your Information & Consideration

*\*\*most of De Anza’s student services are working to assist you remotely. Nobody has ever succeeded in life or in college on their own, especially during times like these. You will have to ask for help, the trick is to know when and who to ask:*

#### Disabilities and Accommodations

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals. For more information, please visit Disability Support Programs & Services Division at RSS 141, or at the [DSPS Website](http://www.deanza.edu/dsp) (<http://www.deanza.edu/dsp>)

#### Student Success Center

One potential challenge in college is the increased expectations of academic skills; everything comes up a notch. Student Success Center peer tutors can relate and can help! Go to the [SSC homepage](https://www.deanza.edu/studentsuccess/) (<https://www.deanza.edu/studentsuccess/>) and click on the yellow links for schedules and Zoom links. The SSC is ready to offer: **Individual Weekly or Drop-in Tutoring:** Come with assignments or questions, or just drop by to see how tutoring works. **Workshops, group tutoring and group study:** Most people learn better with others...give it a try! **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let’s support each other! **After-hours or weekend tutoring:** See the [Online Tutoring](https://www.deanza.edu/studentsuccess/onlinetutoring/) (<https://www.deanza.edu/studentsuccess/onlinetutoring/>) page for information.

#### Stress and Mental Health

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one’s familiar environment might be more helpful. The Mental Health and Wellness Center is here to meet such needs. For more information, visit the Mental Health and Wellness Center at RSS 258, or the [Mental Health & Wellness Website](https://www.deanza.edu/mhwc/) (<https://www.deanza.edu/mhwc/>)

#### Student disclosures of sexual violence

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: **Campus Police** 408.924.8000; **Health Services** 408.864.8732; **Psychological Services** 408.864.8732; or **Dean of Student Development** 408.864.8828.

#### LGBTQ+ Students

To maximize your success, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a minority gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the Pride Center in Library 158 or visit the [Pride Center Website](https://www.deanza.edu/pride/) (<https://www.deanza.edu/pride/>)

## Undocumented Students

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. De Anza College, its staff and faculty, are steadfast in their commitment to supporting our undocumented students. If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act or have any other concerns about your citizenship or academic pathways, please reach out to HEFAS at the [HEFAS website](https://www.deanza.edu/hefas/) (<https://www.deanza.edu/hefas/>) for more information.

## The Food Pantry

Living in the Bay Area is financially challenging, to put it lightly, and to try to attend school here can be logistically impossible, and the financial stability to make it happen is a luxury we don't all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has an on-campus food pantry available to you to help ease the financial burden and the health burden to maximize your success in your collegiate journey. See the [Food Pantry website](https://www.deanza.edu/outreach/food_pantry.html) ([https://www.deanza.edu/outreach/food\\_pantry.html](https://www.deanza.edu/outreach/food_pantry.html)) for more information.

## Course Calendar

\*Subject to change (and, honestly, *likely* to change) at any time by the instructor. Changes will be communicated in class, online, **AND** in writing. Please keep an eye on Canvas and your De Anza e-mail accounts for updates and adjustments to the course calendar. Thank you for your flexibility.

\*\*All readings should be done *before* coming to class on the calendar due date.

### Spring 2025 – COMM-1: Public Speaking (Asynchronous Online)

Week	Date	Class Activity/Subject	Assignments
1	4/7 – 4/11	<ol style="list-style-type: none"> <li><i>Module 0 - Course Orientation:</i> <ol style="list-style-type: none"> <li>syllabus</li> <li>policies &amp; expectations</li> <li>canvas navigation</li> </ol> </li> <li><i>Module 1 - Communication Foundations:</i> <ol style="list-style-type: none"> <li>definitions &amp; models of communication,</li> <li>channels of communication,</li> <li>listening</li> <li>communication ethics</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Student Survey</li> <li><b>Accountability Check-In Live via Zoom</b></li> <li>Discussion Board #1: Communication Ethics</li> </ol>
2	4/14 – 4/18	<ol style="list-style-type: none"> <li><i>Module 2 - Public Speaking I – Anxiety &amp; Speaking Style:</i> <ol style="list-style-type: none"> <li>speech anxiety</li> <li>audience analysis</li> <li>speaking styles</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Quiz #1</li> <li><b>6-word Memoir Speech (video discussion board)</b></li> <li>Discussion Board #2: Speech Anxiety</li> </ol>
3	4/21 – 4/25	<b><i>IMPROMPTU SPEECHES: THIS, THAT, ANOTHER, NEITHER, OR ALL</i></b>	<ol style="list-style-type: none"> <li>Listicle Speech Topic Proposal</li> </ol>
4	4/28 – 5/2	<ol style="list-style-type: none"> <li><i>Module 3 - Public Speaking II – Framing &amp; Slides:</i> <ol style="list-style-type: none"> <li>topic selection</li> <li>introductions &amp; conclusions</li> <li>designing &amp; using slides</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Quiz #2</li> </ol>
5	5/5 – 5/9	<b><i>LISTICLE SPEECHES</i></b>	<ol style="list-style-type: none"> <li>Listicle Speech Video Reflection Paper</li> <li>Listicle Speech Peer Evaluation</li> <li>Informative Speech Topic Proposals</li> </ol>
6	5/12 – 5/16	<ol style="list-style-type: none"> <li><i>Module 4 - Research &amp; Credibility</i> <ol style="list-style-type: none"> <li>credibility (Ethos)</li> <li>finding sources</li> <li>logic &amp; argumentation (Logos)</li> <li>citing sources</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Quiz #3: Information Literacy</li> <li>Informative Speech Annotated Bibliographies</li> <li>Informative Speech Skeletal Rough Draft Outline</li> <li>Discussion Board #3: Making Knowledge Colloquial</li> </ol>

Week	Date	Class Activity/Subject	Assignments
7	5/19 – 5/23	1. <i>Module 5 - Outlining</i> <ol style="list-style-type: none"> <li>Purpose Statements</li> <li>Thesis &amp; Main Points</li> <li>Organizing &amp; Formatting</li> </ol>	1. Discussion Board #3: Structure 2. Informative Speech Final Draft Outline 3. Quiz #4
8	5/27 – 5/30  <b>MONDAY, MAY 26<sup>TH</sup> : MEMORIAL DAY HOLIDAY – CAMPUS CLOSED, CLASSES CANCELED</b>  <b>FRIDAY, MAY 30<sup>TH</sup>: LAST DAY TO DROP WITH A “W” GRADE</b>	<i>INFORMATIVE SPEECHES</i>	1. Informative Speech Audience Peer Evaluations 2. Nonprofit Persuasive Speech Topic Proposals 3. Evaluating Sources of Supporting Materials Worksheet
9	6/2 – 6/6	1. <i>Module 6 - Public Speaking III – A Step Further</i> <ol style="list-style-type: none"> <li>Language</li> <li>Persuasion (Pathos)</li> </ol>	1. Discussion Board #5: Ethos, Logos, & Pathos
10	6/9 – 6/13	Practice. Prepare. Catch Up. <i>NONPROFIT PERSUASIVE SPEECHES (THURS, 6/12)</i>	1. Quiz #5 2. Nonprofit Persuasive Speech Outline
11	6/16 – 6/20 <b>THURSDAY, JUNE 19<sup>TH</sup>:</b> Juneteenth Holiday – Campus Closed, Classes Canceled	<i>NONPROFIT PERSUASIVE SPEECHES (TUES 6/17 &amp; WED 6/18)</i>	1. Nonprofit Persuasive Speech Peer Evaluations 2. Perspective Speech Topic Proposals
12	<b>Finals Week</b> <b>6/23 – 6/26</b> <b>QUARTER IS OVER</b> <b>THURSDAY, JUNE 26<sup>TH</sup>, 11:59P.</b>		1. Perspective Speech Outline 2. <b>Perspectives Speech Performance (video discussion board)</b>