



The Honors Program

HON 1001: Rhetoric: Critical Communication

4 Units, Fall 2026

MWF 8:30 a.m. – 9:35 a.m.

Evans Hall 113

Final Exam: Wednesday, Dec 16th: 7:30 a.m. – 10:00 a.m.

Ginny Guidry gguidry@pointloma.edu Office: BAC 117 Office Hours: M 10 - 11 a.m. & by appointment	Dr. Lisa Raser Phone: 619.849.2585 lraser@pointloma.edu Office: Cabrillo 201 Office Hours: M & F 2:30 - 3:30 p.m. & by appointment
---	--

PLNU Mission Statement

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Honors Mission Statement

The Honors Program exists to promote greater understanding of diverse human traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and liberal methods of learning, students excel in their abilities to interpret and discuss written, visual, and sonic texts within theological and interdisciplinary frameworks. Students take their education beyond the classroom in extracurricular activities, as well as in works of service and mercy as informed by the Wesleyan tradition.

General Education Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description: HON 1001: Rhetoric: Critical Communication (GE) (4)

This course sharpens students' rhetorical skills through research-based written and oral communication assignments. It also introduces students to and equips them for critical analysis of various written, oral, and visual media.

Course Learning Outcomes

Students who complete Rhetoric: Critical Communication will be able to:

- 1) Apply English language conventions in various genres of academic writing (PLO2)
- 2) Demonstrate knowledge of the process of academic writing and speaking (PLO2)
- 3) Evaluate and utilize rhetorical modes of organization to create written compositions and speeches (PLO1, 4)
- 4) Evaluate the authority and expertise of various sources of information (PLO1, 2)
- 5) Construct and deliver invitational speeches and project presentations (PLO4)

Required Texts:

Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed., Bedford/St. Martin's, 2021.
(This text is identified as SMH for the reading assignments in the syllabus)

Griffin, Cindy, L. *An Invitation to Public Speaking*. 5th ed. Cengage Learning, 2014.

*Either the 4th or 5th edition is acceptable.

(This text is identified as IPS for the reading assignments in the syllabus.)

Lowe, Charles and Pavel Zemlianky, eds. [Writing Spaces](#). (Open access, free online)

Additional readings and resources will be posted on Canvas or available at [The Purdue OWL](#).

Required Materials:

A writing notebook/journal of your choice

Pen/pencil, loose-leaf paper, folder for storage, etc.

Digital Statement

The Honors Program strongly encourages students to take notes by pen and paper. Neuroscience confirms that students process and retain information better and are less easily distracted than with using a computer. However, if a student has a demonstrable need to take notes digitally, they may make special arrangements with the instructor.

Course Norms Related to Instruction

1. Students are expected to come to class on time, stay for the duration, and not carry on side conversations during lecture. In other words, students are expected to be active participants in the learning process.
2. All written work must be typed, and attention should be paid to form and writing conventions (including grammar, punctuation, spelling, formatting, and general appearance) as well as content.
3. Integrity is of great importance. Plagiarism of any sort will not be tolerated and will result in a grade of "F." Additionally, for our class's purposes, the speaking and writing process is often collaborative, and students share and borrow from each other all the time. There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also

ways to use other people’s ideas or words in a way that is considered plagiarism (such as passing off somebody else’s work—even just a sentence—as your own). We will discuss this further in class. If you have questions about proper citation and documentation of any sources you are using, please ask us. Review the sections in our manual that cover MLA Style, especially the section on “Acknowledging Sources and Avoiding Plagiarism” (SMH 218-26) and “Documenting Sources” (238-86). Use of **Artificial Intelligence** (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is **not permitted to generate content** (text, video, audio, images) that will end up in any work submitted to be graded for this course.

4. Inclusive Language Statement: Because language is powerful and shapes the way we think, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. See the following resources for more detailed information: “Language that Builds Common Ground” (SMH 471-75), “[Appropriate Language](#)” at *The Purdue OWL*, CSU’s [Diversity Style Guide](#)

5. Classroom disruption by cell phones or other electronic devices (i.e., text messaging) is prohibited. All laptops, cell phones, and similar electronic devices must remain turned off and out of sight for the duration of class. A student may face a zero and/or failure in the class if an electronic device is used for cheating.

6. Please DO NOT disrupt class while students are presenting. This includes walking in and out of the classroom.

7. Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

8. Your PLNU email account and Canvas announcements should be checked daily. This is the way we will most frequently communicate with you outside of class, and it’s also the way the University distributes important information.

9. This syllabus serves as the contract between the students and professors. Your continued enrollment in the course serves as an agreement to abide by the policies and information set forth here and not to expect exceptions to be made for you.

CLASS POLICIES

Grade Distribution: In order to receive credit for the course, all of the following must be completed. **Failure to complete any major assignment will result in failure of the course.**

Invitational Speech (1)	100 points (20%)
Research Project Final Essay (1)	100 points (20%)
Research Project Assignments (5)	100 points (20%)
Class Work (CW) Writing Assignments (15)	75 points (15%)
Speech Assignments (5)	65 points (13%)
TED Talk Speech (1)	60 points (12%)
Total	500 points (100%)

Grade Scale:

A- = 90-93%; A = 94-97%; A+ = 98-100%: Excellent (*Phenomenal work that far exceeds the minimum requirements of the assignment; excellent logic, structure, and organization; virtually no grammar and punctuation errors; engaged in class lecture and discussion; Comprehensive excellence is needed for a superlative grade in this course.*)

B- = 80-83%; B = 84-87%; B+ = 88-89%: Above average (*Excellent work that exceeds the minimum requirements of the assignment; no major problems with logic, structure, and organization; very few grammar and punctuation errors.*)

C- = 70-73%; C = 74-77%; C+ = 78-79%: Average (*Good work that meets the minimum requirements of the assignment; may have minor problems with logic, structure, and organization; may have some grammar and punctuation errors; midpoint between extremes of excellence and failure.*)

D- = 60-63%; D = 64-67%; D+ = 68-69%: Below average (*Poor work that does not fully meet the minimum requirements of the assignment; may have some problems with logic, structure, and organization; grammar and punctuation errors may hinder meaning.*)

F = 59% and below: Failure (*Poor work that does not fulfill the assignment; may have serious problems with logic, structure, and organization; grammar and punctuation errors may obscure meaning.*)

Readings: Readings are due on the date they're listed in the course outline. Always bring your copy of the assigned reading to class with you for use in discussion. Read actively and make notes directly on the text and/or on the side.

Mini Speeches: We will have two "mini speeches" (Introductory & Toast) this semester. The purpose of these mini speeches is to give you more practice with speaking in front of a group. These speeches will not be graded, but you will receive 10 participation points for thoughtful preparation and delivery of each. Mini speeches must be completed on the designated class period on the schedule and cannot be made up or completed early.

My Favorite TED Talk Speech: In this short class presentation, you will share about your favorite TED/TEDX Talk and why it is important to you. This assignment is designed to prepare you for your longer Invitational Speech, so you will practice incorporating a proper introduction and conclusion, organization of main points, and supporting material for why you love the talk.

Major Assignments: Over the course of the semester you will draft, revise, and edit two major assignments: a research paper (and extended draft outline) and an invitational speech (and outline). Due dates are listed on the course outline and more specific prompts for the assignments will be distributed as noted. Failure to complete any major assignment will result in failure of the course.

Peer Response Workshops/Feedback: On some occasions you will get into peer groups and give each other feedback on assignments. We will give you more detailed instructions before each peer response workshop. You will also be assigned to give peer feedback during speeches.

Student-Directed Conferences: During the semester you must meet with us at our offices during assigned conference times to discuss your research, writing, and speaking. Dates for these

mandatory conferences are in this syllabus and in Canvas. This will be part of your attendance grade. Feel free to meet with us more than these times as well!

Due Dates: No late assignments. All work must be turned in on the day and time it is due.

Dates when assignments are due are listed on the attached course outline; all written assignments are due at the beginning of class or at the Canvas due date. The speeches are due on the speech date that you will sign up for in advance. Your speech date is your commitment and should not be changed. Speech makeups are only permitted in the rare instance of a documented illness or personal emergency *and* you have notified us in advance of the speech day. *Extended time for assignments will be granted to students as stipulated by individual federal student learning accommodations.*

We highly encourage you to visit with us one-on-one during office hours to run ideas, drafts, or any questions by us. Once an assignment receives a grade, there will be no further opportunities to revise for a new grade. *Late work is not acceptable.* If unusual circumstances will keep you from completing an assignment on time, please make arrangements with us for an extension BEFORE the due date if possible (or if you wake up sick, please email us before class begins to let us know you will be absent and make a plan for assignment submission as soon as you are able). Please complete all readings on time, as well. All coursework must be completed by the end of our final exam period. Incompletes will only be assigned in extremely unusual circumstances.

Final Course Grades: Final course grades will be submitted electronically at the conclusion of the semester by the deadline set forth by the University. Any questions regarding final grades need to be addressed within two weeks of the class ending and must be sent in writing to the professors. Grade inquiries beyond that time will not be allowed.

Important Statements & Policies

HON 1001 Attendance and Participation Policy: Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Because discussion will be an important part of our class, your regular attendance and participation are required for you to be successful. Your first two absences will not count against your grade, but use them wisely. For each additional absence, your total grade will be lowered by 2%; **if you miss class more than 6 times (over 2 weeks), you will automatically fail this course.** Coming to class unprepared, staring at a screen, or being disruptive in class will also count as an absence. Also, since arriving late to class is distracting to your classmates (and to your professors), you are expected to arrive on time. Two late arrivals will count as one absence.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email us as soon as you are able to let us know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. **Some in-class work, such as group projects, cannot be made up later if they are missed.**

Please note: audio and/or visual recording of the instructor, students, class discussions, lectures or class material by students is prohibited, with the exception of individual federal student learning accommodations approved by PLNU that include recording classroom learning activities.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Final Examination Policy

Successful completion of this class requires being present to participate in the final assignment on the scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early presentations or alternative days will be approved. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

Artificial Intelligence (AI) Policy

This course is designed to assess your independent critical thinking, writing, and research skills that you develop throughout the semester; therefore, your primary focus should be on cultivating these skills. Given the purpose of this course, you are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate **ideas only**, but you are **not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course**. If you have any questions or concerns about using AI, please discuss them with your professors. Violations of this policy will be treated as breaches of academic integrity.

Any use of AI tools in any context must be properly cited and, in HON 1001, using AI to generate **ideas only** must be cited. Use the following sources to guide your citations if using AI. All AI ideas must be properly cited as in-text citations and Works Cited entries.

See <https://style.mla.org/citing-generative-ai/>

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. **Walk-ins are welcome, but we recommend making an appointment in advance.** For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Course Schedule FA 2026

This is a tentative course schedule, and we reserve the right to change the course schedule at any time. Changes will be made orally in class, posted in Canvas, and/or sent via email.

Date	Class Plan	Preparation
Week 1: In the Beginning		
M Aug .31	Welcome and course introduction; syllabus; discuss introductory speech; Cornell note-taking; sign up for groups	*Introductory speech due next class
W Sept. 2	Introductory Speech	Review the syllabus and put important dates in your planner or phone. Prepare Introductory Speech
F Sept. 4	Research Project prompt; Research Proposal; Purdue Owl website; MLA formatting; discuss SMH Chapter 2 and "What Is Academic Writing"; topic brainstorming	Read "What Is Academic Writing?" Writing Spaces Vol. I; SMH Chapter 2 pp. 14-25 DUE: "What Is Academic Writing?" Writing Spaces Vol. I; SMH Chapter 2 pp. 14-25 Reading Response/CW 1 DUE: Brainstorming/CW 2 (group; in class)
Week 2: Rhetoric and Reading		
M Sept. 7	Labor Day; NO CLASS	
W Sept. 9	Credo Reference; discuss rhetoric, rhetorical triangle, rhetorical appeals, rhetorical situation; thesis statements; planning and drafting; POV; research questions; field research	Read SMH Chapter 3 pp. 26-36; Chapter 4 pp. 37-46; 51-53; 55 DUE: SMH Chapter 3 & 4 Reading Response/CW 3 DUE: Research Question/CW 4 (group; in class)

F Sept. 11	Reading strategies; analyzing arguments; rhetorical precis and summary; field research; group write rhetorical precis in class "Critical Thinking"	Read SMH Chapter 9 pp. 108-124; SMH Chapter 10 pp. 125-31; "Critical Thinking in College" Writing Spaces Vol. II DUE: Critical Thinking Reading Response/CW 5
Week 3: Scholarly Sources		
M Sept. 14	Discuss constructing arguments; plagiarism; peer review; sources; keywords; discuss "Reading Games: Strategies for Reading Scholarly Sources"	Read SMH Chapter 11 pp. 144-159; "Reading Games: Strategies for Reading Scholarly Sources" Writing Spaces Vol. II DUE: "Reading Games: Strategies for Reading Scholarly Sources" Reading Response/CW 6 DUE: Research Proposal
W Sept. 16	Library Bootcamp Meet in Ryan Library	
F Sept. 18	Library Bootcamp Meet in Ryan Library	DUE: Library Assignment
Week 4: Real Writers		
M Sept. 21	Boolean operators; writing with evidence; integrating sources; plagiarism; Annotated Bibliography; discuss "Inspired Writer"	Read SMH Chapter 15 pp. 209-17; Chapter 16 pp. 218-226; "Inspired Writer vs. the Real Writer" Writing Spaces Vol. I DUE: "Inspired Writer" Reading Response/CW 7
W Sept. 23	Writing the project; planning; genre; thesis statement; Annotated Bibliography	DUE: Create an Annotation (group; in class) CW/8

F Sept 25	Appropriate words; sentences; paragraphs; punctuation and its history; mechanics; editing; revising; Englishes	Read Chapter 6 pp. 78-90; SMH Chapter 38 pp. 490-93; Chapter 40 pp. 502-505; Chapter 5 pp. 60-76; SMH DUE: Annotated Bibliography
Week 5: Academic Moves		
M Sept. 28	RACE method; intro to AI ethics; intro to CARS	Read "Swales 'Moves' and the Research Paper Assignment" Canvas DUE: Find the Moves/CW 9 (group; in class)
W Sept. 30	Drafting and revising; editing; proofreading; discuss "How to Read"	Read "How to Read Like a Writer" Writing Spaces Vol. II (218-26); SMH Ch. 17 "Writing a Research Project" (227-35) DUE: "How to Read" Reading Response/CW 10 "How to Read" Reading Response (in-class; group) /CW 11
M Oct. 2	Discuss professional and discipline-specific writing; discuss "Visual Rhetoric"	Read SMH Chapters 25-30 pp. 394-439; "Understanding Visual Rhetoric" Writing Spaces Vol. III DUE: "Visual Rhetoric" Reading Response/CW 12 SMH Chapters 25-30 pp. 394-439 Reading Response/CW 13 (in-class; group) DUE: RP Extended Outline
Week 6: Writing Conferences		
M Oct. 5	NO CLASS: Sign up for conferences	
W Oct. 7	NO CLASS: Sign up for conferences	
W Oct.9	NO CLASS: Sign up for conferences	

Week 7: Research Writing Wrap Up		
M Oct. 12	Research Poster; design principles; discuss “Annoying Ways”	Read “Annoying Ways People Use Sources” Writing Spaces Vol. II SMH Chapter 23 pp. 376-386 DUE: “Annoying Ways” Reading Response (in class; group)/CW 14
W Oct. 14	Review & Workshop	Review class notes; bring unfinished projects to class
F Oct. 16	Research Poster quick presentations; introduction to Toasts	DUE: Research Poster 10-16 DUE: Research Essay Final 10-18 DUE: Loma Writing Center tutoring review 10-18
Week 8: Toasts and Introduction		
M Oct. 19	In Class: Toasts	Prepare Toast Note: You must be present during this class to present your toast. This mini speech cannot be given early or made up
W Oct. 21	Intro to Public Speaking & Effective Listening	Read: IPS chapters 1 & 2
F Oct. 23	NO CLASS: Fall Break!	
Week 9: Developing and Organizing a Speech		
M Oct. 26	In Class: Speech Topics and Audiences Introduce “My Favorite TED Talk” Speech	Read: IPS Ch 3 & 4
W Oct. 28	In Class: Organizing and Outlining your speech Introduce speech outline	Read: IPS Ch 7 Due on Canvas: Commitment to your selected TED Talk (post on discussion board) by Wed 10/28 at 11:59 pm
F Oct. 30	In Class: Introductions, Conclusions, & Transitions	Read: IPS Ch 8

Week 10: Delivery		
M Nov. 2	In Class: Peer groups and conversational practice	Bring to class: TED Talk speech working outline
W Nov. 4	In Class: Delivery and Speech Anxiety. Practice with movement and transitions	Read: Rothwell's Practically Speaking Chapter 2: Speech Anxiety (Canvas) Due on Canvas: Written response to questions on Rothwell by class time
F Nov. 6	In Class: Delivery Plans	Read: IPS Ch. 10 Due on Canvas: TED Talk speech outline by Sun Nov 8th at 11:59 pm
Week 11: TED Talk Speeches		
M Nov. 9	My Favorite TED Talk Speech	Notecards due in class on the day that you speak
W Nov. 11	My Favorite TED Talk Speech	Notecards due in class on the day that you speak
F Nov. 13	My Favorite TED Talk Speech	Notecards due in class on the day that you speak
Week 12: Developing the Invitational Speech		
M Nov. 16	In Class: Credibility, Evidence and Citing your sources; Introduce Invitational Speech and Outline	Read: IPS Ch 13
W Nov. 18	In Class: Creating Powerful Questions, Invitational Language, and sign up for speech dates	Read: IPS Ch 13
F Nov. 20	Out of class outline writing day	Optional office hours during class Due on Canvas: Complete Working Invitational Speech Outline DRAFT # 1 for peer review by Sunday 11/22 at 11:59 pm (post to DB as a pdf)

Week 13: Peer Review & Visual Aids		
M Nov. 23	In class: Outline peer review day; Visual Aids Sign up for Speech Conferences	Read IPS Ch 11 Due on Canvas: Complete Working Invitational Speech Outline DRAFT # 2 for conferences by Tuesday 11/24 at 11:59 pm
W Nov. 25	NO CLASS: Happy Thanksgiving!	
F Nov. 27	NO CLASS: Happy Thanksgiving!	
Week 14: Conferences & Speech Prep		
M Nov. 30	Conferences- out of class speech work day	Partner conferences with Dr. Raser in Cabrillo Hall 201 Bring your questions and your working Invitational Speech outline.
W Dec. 2	Conferences- out of class speech work day	Partner conferences with Dr. Raser in Cabrillo Hall 201 Bring your questions and your working Invitational Speech outline.
F Dec. 4	In class: Speech prep and visual aid checks Work on outline revisions, notecards, and slides	Bring: your working slide deck to test technology Due on Canvas: Final Outline w/ note on revisions by Sun. 12/6 @ 11:59 pm
Week 15: Invitational Speeches		
M Dec. 7	Invitational Speeches Complete Peer Feedback	Due on the day you speak: slides on Canvas; notecards in class
W Dec. 9	Invitational Speeches Complete Peer Feedback	Due on the day you speak: slides on Canvas; notecards in class
F Dec. 11	Invitational Speeches Complete Peer Feedback	Due on the day you speak: slides on Canvas; notecards in class
Week 16: Finals Week/Finish Invitational Speeches		
W Dec. 16 7:30 - 10:00 am	Invitational Speeches Complete Peer Feedback	Due on the day you speak: slides on Canvas; notecards in class