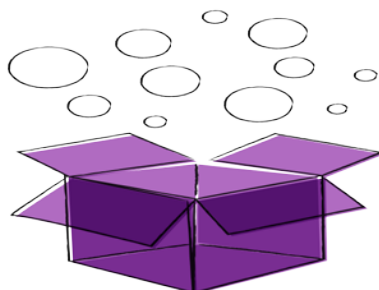




## Melissa Benton's Communication in Education SYLLABUS

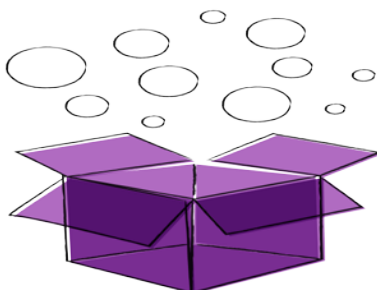
Course Title	<b>EDUC 2110: 01 Communication in Education) (3cr)</b> <b>**This syllabus is subject to change at the discretion of the instructor.</b>													
Course Description	Students in this introductory communications course focus on learning about communication models and the affective domain. Students work on developing self-awareness and interpersonal communication skills. 3 hrs./wk.													
Course Objectives	<p><b>Course Objective:</b> To gain proficiency in the various areas of communication.  <b>Specific Objectives:</b> At the conclusion of this course the student will be able to:</p> <table border="1"> <tr> <td>Learning Outcomes</td> <td>SOE Goals, SOE Dispositions, MOSPE and GCP</td> </tr> <tr> <td>1. Identify the basic components of the communication model.</td> <td>SOE Goals 1.1, SOE Dispositions: 1d MoSPE 6C1 GCP OC, SSHB</td> </tr> <tr> <td>2. Articulate the importance of nonverbal communication, listening, appropriate use of electronically mediated communication and the interview process.</td> <td>SOE Goals 1.1, 2.3, 3.2, 4.2, 4.3 SOE Dispositions: 1d, 2c, 2d, 3a, 3c, 3d MoSPE 6C1 GCP OC, SSHB</td> </tr> <tr> <td>3. Utilize knowledge of how self-perception, culture and gender impact communication dynamics.</td> <td>SOE Goals 1.1, 2.3, 3.2, 3.3, 4.1, 4.2 MoSPE 6C2 SOE Dispositions: 1d, 2a, 3c</td> </tr> <tr> <td>4. Identify the elements of small and large communication, assertion, decision-making, and conflict resolution.</td> <td>SOE Dispositions: 1d, 2b, 2c, 2d, 3a, 3b, 3c MoSPE 6C1</td> </tr> <tr> <td>5. Present an introductory, demonstration/informative, persuasive, and oral interpretation speech.</td> <td>SOE Goals 1.1, 2.3 SOE Dispositions: 1d, 2a, 3c MoSPE 6C1 GCP OC, SSHB</td> </tr> </table> <p>This course addresses the GCP learning outcomes for Oral Communications by preparing students to deliver compelling, well-organized, well-supported oral presentations using effective language choices.  This course addresses the GCP learning outcomes for Social Systems and Human Behavior by helping students develop knowledge of how human relationships are affected by verbal and nonverbal communication.</p>		Learning Outcomes	SOE Goals, SOE Dispositions, MOSPE and GCP	1. Identify the basic components of the communication model.	SOE Goals 1.1, SOE Dispositions: 1d MoSPE 6C1 GCP OC, SSHB	2. Articulate the importance of nonverbal communication, listening, appropriate use of electronically mediated communication and the interview process.	SOE Goals 1.1, 2.3, 3.2, 4.2, 4.3 SOE Dispositions: 1d, 2c, 2d, 3a, 3c, 3d MoSPE 6C1 GCP OC, SSHB	3. Utilize knowledge of how self-perception, culture and gender impact communication dynamics.	SOE Goals 1.1, 2.3, 3.2, 3.3, 4.1, 4.2 MoSPE 6C2 SOE Dispositions: 1d, 2a, 3c	4. Identify the elements of small and large communication, assertion, decision-making, and conflict resolution.	SOE Dispositions: 1d, 2b, 2c, 2d, 3a, 3b, 3c MoSPE 6C1	5. Present an introductory, demonstration/informative, persuasive, and oral interpretation speech.	SOE Goals 1.1, 2.3 SOE Dispositions: 1d, 2a, 3c MoSPE 6C1 GCP OC, SSHB
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## Melissa Benton's Communication in Education SYLLABUS

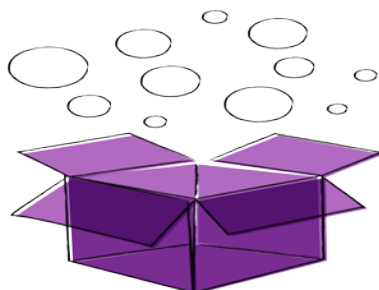
Term, Location, Meeting Times	Spring 2018 (01-15-18 to 05-11-18) <b>Room: Webster Hall 201</b> , Mondays, Wednesdays, Fridays 12:00-12:50 p.m.
Prerequisite	No course prerequisites, entry test requirements or course co-requisites.
Contact Information	<b>Email: bentonme@webster.edu</b> <b>GroupMe: Webster Education in Communication</b> (The best place to ask questions and send me a message) <b>Linkedin: Melissa Joy Benton</b> <b>Text: 314-324-7194</b>
Office Hours	Mondays; Wednesdays 02:00- 03:00 p.m. ---- In the Education office. Send me a message on Group Me if you want to meet somewhere else. I am here for you.
Professor Biography	<p>Welcome Global Citizens!</p> <p>Melissa Joy Benton joined Webster University faculty in 2009 as a professor of Speech Communications. Her education journey began with an A.A. Applied Sciences (Opticianry) from J. Sargeant Reynolds Community College in Richmond, VA. Then she earned both her B.A. in Speech Communications and M.A. in Communication Management from Webster University. She is currently on the doctorate journey in Ed.D in Educational Practices as part of the Science, Technology, Engineering, Mathematics and Medicine cohort at University of Missouri- St. Louis.</p> <p>Melissa Joy Benton is an educator committed to providing frameworks and tools to empower students to achieve their personal and professional goals through communication.</p> <p>She fosters a learning environment that is engaging and inclusive to support students to take risks, find strength in their vulnerability, and strive to share their story in powerful ways. Melissa challenges and nurtures students by framing curriculum and the classroom experience to meet students on their own personal path toward a deeper understanding of communication principles and greater confidence in communication skills.</p> <p>Melissa Joy Benton is an accomplished storyteller that uses communication skills to build meaningful connections and builds community in innovative ways. Through the use of technology, social media, and online learning tools in unique ways, she engages students with different learning and communication styles inside and out of the classroom. Melissa believes that every student can succeed as storytellers and communicators as long as they are equipped with the right knowledge, skills, and resources.</p> <p>Melissa Joy Benton has a vision of a world transformed by students that are empowered to use communication principles to improve their personal and professional lives and build communities of respect and acceptance.</p>





## Melissa Benton's Communication in Education SYLLABUS

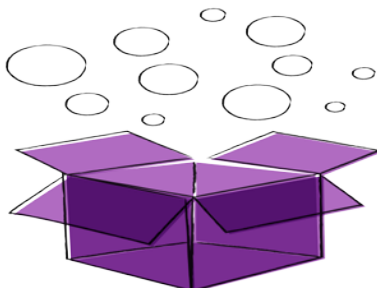
Required Textbook	<p>None; But if you want a textbook. I will be using: <i>Beebe, Steven, Beebe, Susan, and Redmond, Mark. Interpersonal Communication: Relating to Others. 8<sup>th</sup> edition. Pearson: Boston.</i></p> <p>I suggest ordering it directly from Pearson and using the electronic copy. Or you can get it on Amazon. Once again the book is not required but last year many students wished they had purchased a book. I use power points on Canvas.</p>
Materials	<ol style="list-style-type: none"> <li>1. <u>3-ring Portfolio Presentation Binder</u> or a means to hold onto additional handouts and assignments</li> <li>2. Access Canvas on a daily basis and the Internet (Google Chrome, Safari, Firefox) to eliminate as many materials as possible. There is a free Canvas app.</li> <li>3. Business professional dress attire. (No jeans, shorts, headgear and this is only for your personal Performance Day. Check Blackboard and Syllabus for more details)</li> <li>4. Flash drive or access to cloud storage (Google Drive, Dropbox, YouTube)</li> <li>5. Journal</li> </ol>
Disruptive Behavior	<p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where diversity of opinions arises.</p> <p>Students who display disruptive behavior during class will receive a one on one documented consultation. The second disruption will be automatically sent to the counselor office and student will be required to submit proof of visiting the counselor before returning to class.</p> <p><u>Disruptive behavior includes, but isn't limited to:</u> sleeping, talking during lecture or discussion, talking on the phone, texting on cell phones, complaining, working on another class homework, playing with electronic equipment, mocking others contributions, leaving the classroom frequently without permission (this is a list of the common infractions). <i>Behavior becomes disruptive if it 1) interferes with my right to teach, and/or 2) interferes with another student right to learn or express their opinion.</i> If the behavior persists after the warning has been issued, the student will be asked to seek assistance from campus resources in correcting the problem. Student will be required to visit the Counselor office before returning to class. <b>A 100 point deduction under the Work Ethic score; student will be asked to leave class and will be counted absent; student must see counseling services before returning to class</b></p>
Academic Honesty	<p><b>Students at Webster University are expected to practice academic honesty.</b> Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)</p>





## Melissa Benton's Communication in Education SYLLABUS

	<p>Students:</p> <ul style="list-style-type: none"> <li>• Should not copy whole portions of text from another source as a major component of papers or projects.</li> <li>• Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.</li> <li>• Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.</li> <li>• Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.</li> </ul> <p>In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.</p>
Cheating or Plagiarism	<p>All instances of academic dishonesty will result in a "0" for the given assignment, as well as referral to both the Dean of Teaching Education and the Dean of Students. Any questions of what constitutes academic dishonesty should be brought to the instructor.</p>
Title IX	<p>Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact Maureen Stroer, Student Affairs Coordinator at 314-968-6980, <a href="mailto:mstroer@webster.edu">mstroer@webster.edu</a>, the 24-hour emergency line: 314-422-4651, or campus advocate Gladys Smith: 800-981-9804 or 314-968-7030.</p>
Americans with Disabilities Act	<p>Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or <a href="mailto:disability@webster.edu">disability@webster.edu</a>. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.</p>

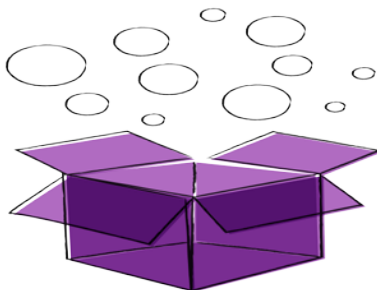




## Melissa Benton's Communication in Education SYLLABUS

Academic Resource Center	Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit <a href="http://www.webster.edu/arc">www.webster.edu/arc</a> or Loretto Hall 40 on the main campus for more information.
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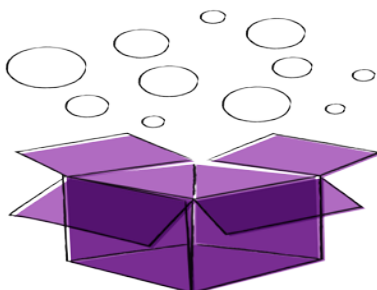
Contact hours for this course	It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length without rescheduling and/or make up activities.
Course Grading Policy	<p><b><i>All assignments must be submitted by April 23, 2018 for credit during the Spring Semester. A 10-point deduction will be taken off on all assignments that are not submitted by the due date that is written on Canvas or by email. Canvas due dates matches the Syllabus, so check Announcements and Group Me for any due date changes. Students can earn waivers by completing extra credit assignments. Check Canvas for extra credit late submission waivers. There is only 1 late waiver promised to be given the rest is at the discretion of the Professor. Additionally, students are permitted to redo work up to the April 23, 2018 deadline, with the exception of Speeches and Tests.</i></b></p> <p style="text-align: center;">Grading Scale (Communication in Education)</p> <p>Class Assignments, Passport Reflections, and Participation: 40%</p> <p>Speeches, and Tests: 50%</p> <p>Final: 10%</p> <p>Grades are not calculated based off of the total points or average of all assignments. Instead assignments are divided between the above categories and hold a specific weight within the class. Students will be informed what category each assignment falls into as they are assigned.</p> <p>In general: class work and the occasional homework assignment will count for 40% of the student's total grade. Speeches, Quizzes, Tests, count for 50% of the students' total grade. The Final will count for 10% of the student's final grade</p>
Late Work Policy	Assignments are accepted until April 23, 2018 a 10 point deduction will be accessed. It is the <b>student sole responsibility to check Canvas (Grades) for missing work.</b> Exclusions: Activity days and in class assignments cannot be made up for any absence/tardy over 15 minutes/ or simple failure to turn in. Any group projects or speech performances will result in a 10 point deduction from the individual who was not present at the assigned performance time.





## Melissa Benton's Communication in Education SYLLABUS

Attendance	It is the student sole responsibility to check Canvas for missing assignments and work. When a student is absent this means the student could obtain the information without the professor. The student will need to meet during office hours or find a fellow classmate to obtain notes. See Absence Policy for more information.												
Absence Policy	Excused absences such as school activities that have prior approval; emergency hospital visits; funerals of primary family members will not be penalized. Please provide written documented proof of the excuse. Attendance is mandatory and will be reflected under the Participation score. <b>Each day is worth 5 points for a total of 250 points.</b> Absence from class does not remove responsibility for upcoming assignments. Attendance on presentation days is mandatory or a letter grade penalty per assignment, per will be assessed. <b>225 minutes (3 classes) of nonattendance are allowed. Once the hours have been exceeded your grade will be dropped a full letter grade for each additional half hour missed class time. Be mindful, if you are absent, you are responsible for getting course materials and notes from your classmates. Every minute counts!</b>												
Speech Day Policy	Students will be assigned specific days on which they will present their formal speeches. If speeches run long, a student's presentation may be moved to the following session. A student will never be required to present on a day earlier than that assigned. <b><u>If a student is absent on the day s/he is scheduled to make a presentation, the student will be deducted one letter grade on the speech. If there is time another day, the student can present</u></b> <i>*If a student attends class, but is unprepared to give a speech on the assigned date, this will count as an absence. <u>Don't miss speech days. You can leave early but missing the day harms your final score in the course.</u></i> <ul style="list-style-type: none"> <li>▪ <b>Be sure to have the following items on speech day:</b></li> <li>▪ <b>4 sheets of paper for your peer critiques</b></li> <li>▪ <b>Folder of all the necessary goodies</b></li> <li>▪ <b>Video recording device (be sure to make sure you have enough room for a 10 minute presentation).</b></li> </ul>												
Grading Scale	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">A 92-100</td> <td style="width: 25%;">B+ 88-89</td> <td style="width: 25%;">C+ 78-79</td> <td style="width: 25%;">F 69</td> </tr> <tr> <td>A- 90-91</td> <td>B 82-87</td> <td>C 72-77</td> <td>&amp; below</td> </tr> <tr> <td></td> <td>B- 80-81</td> <td>C- 70-71</td> <td></td> </tr> </table>	A 92-100	B+ 88-89	C+ 78-79	F 69	A- 90-91	B 82-87	C 72-77	& below		B- 80-81	C- 70-71	
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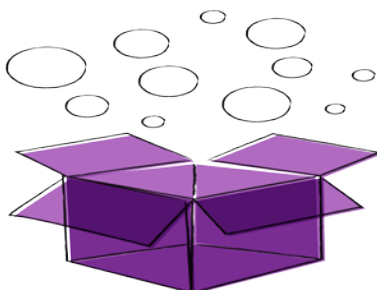




## Melissa Benton's Communication in Education SYLLABUS

### Expected Classroom Behavior

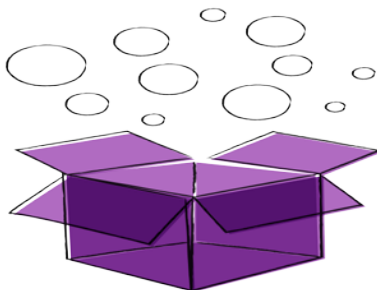
- **\*Due to anonymity of each person in the classroom, refrain from audio or video taping the lectures and conversations in the course. If this is a need according to special accommodations, please see me so we can find an alternative method.**
- We like being available for our students so feel free to stop by Teaching Education Department in Webster Hall on the 2<sup>nd</sup> floor and ask for me or send me an email requesting a conversation. I will be glad to call you, just email me your phone number.
- There are lots of group assignments. Many of the assignments are graded on an individual level, but you will be working in groups. We ask that you remain respectful of your peers. If any inappropriate behavior occurs, then you will be asked to seek counseling before returning to the class.
- Work Ethic score is granted for the following behavior choices:
  - Class Participation
  - Take notes
  - Come prepared to contribute to class
  - Engage in classroom discussions
  - Respect and honor other voices and opinions
  - Avoid using offensive racist, sexist, ageist, heterosexist, and religious language in class
  - Fully participate in group work
  - Conduct personal business outside of class
  - While students may utilize laptops or pads to take notes; surfing the internet, checking email or utilizing other social media is not allowed (unless I have given permission for specific research purposes)
  - Refrain from: (if you have special services that are documented by Accommodations Center and sent to me then these rules do not apply to the student)
    - Sleeping
    - Talking during lectures
    - Working on homework
    - Texting
    - Playing with electronics
    - Chronically leaving early
    - Using headphones in class
    - Musical devices
    - Leaving and reentering the room more than 2 times a class.
- Please remain cognizant of professional behavior is requested. Discuss personal grievances with me during office hours. Or feel free to request a time that is more suitable for your schedule.





## Melissa Benton's Communication in Education SYLLABUS

- There may be times when legitimate class discussions, assignments, or media resources deal with issues, images, or symbols that are viewed as controversial by some class members. This is unavoidable in a course that comprehensively deals with contemporary issues and themes. The student should be aware that some materials covered in class may be perceived as offensive to his or her individual sensibilities. The class is PG-13 so be aware that we will be discussing sensitive topics. If this bothers you, please communicate your concerns. Webster University teaches acceptance of tolerance of people that are different from us, so you are expected to participate in the course and listen to opposing opinions and views
- Students should avail themselves of student support services on campus.
- **Carolyn I. Brown, Ph.D.**  
Writing Center & Plagiarism Prevention Program Coordinator  
314-246-7668  
[carolynbrown04@webster.edu](mailto:carolynbrown04@webster.edu) is a wonderful source to get help with writing and helping with study skills. The Library also offers help in researching a topic.

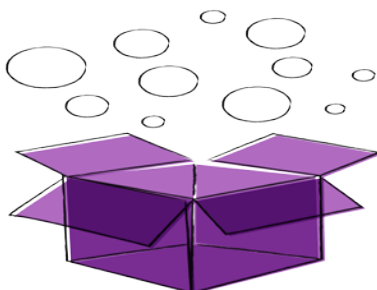






## Melissa Benton's Communication in Education SYLLABUS

<p><b>Assignments</b></p>	<p><b>*Minute Presentations Assignments- (6- 25pts each)</b>-Impromptu in Class Speeches-<i>*Dr. MLK Jr Quotation Presentation- You don't have to come to class this day, but you do have to watch any speech by Dr. MLK Jr and bring in a quotation from the speech.</i></p> <p><b>*Journal</b> (Recommend a mixture of paper and electronic journaling)-()</p> <p>Myers Briggs Personality Assessment- Students will uncover some interesting facts about their personality</p> <p>Listening Log- Students will uncover their listening style</p> <p>Charades- Practice reading Nonverbal Communication</p> <p>Conflict Resolution- Impromptu Questions and Answers</p> <p>Dramatic Reading- Oral interpretation</p> <p><b>*In Memoriam Speech- (125)</b> A presentation with the goal to inform audiences about someone or something that you honor and has impacted your self-development. <b>3-7 minutes</b></p> <p><b>Passport Reflections- (3-100 pts each)</b> A written detail reflection that is connected to the Teaching Education Quality Standards. Students will summarize the weeks before the Major Presentations. Connect the lessons learned to the Quality Standards written on the Syllabus under learning outcomes. Project how the lesson impacts the students personal and professional future. Lastly, share how the lectures, activities, discussions, assignments change your behavior or experience.</p> <p><b>*Midterm: *Family Culture Electronic Media Assignment (100 pts)</b>- an electronic presentation sharing the students' personal family unique culture identity.</p> <p><b>*Diversity Interview and Culture Presentation (175 pts)</b>- A presentation with the goal to inform the audience about a unique cultural experience (Hint: TED TALK) <b>7-9 minutes</b></p> <p><b>Preparation Outlines- (2-50 pts)</b>- A detail outline about the content of the speech. Please save as a PDF or Microsoft Word Docx. Upload under assignments on Canvas. Students will have multiple times to improve their score before the due date, so turn in the outline early. I will provide feedback and inform you how to garner more or all of the points.</p> <p><b>*Persuasive (125)</b>- A presentation with the goal to motivate the audience to take action.</p> <p><b>*Readers Theatre (100)</b>- A presentation with the goal to entertain using oratory from a published literature: either or a combination of poems, prose (short stories), dramatic (plays and monologues).</p>
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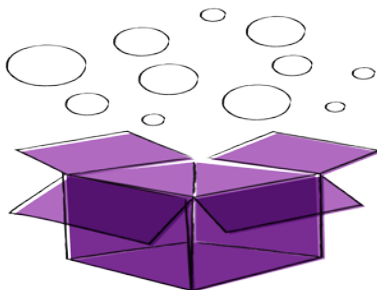




## Melissa Benton's Communication in Education SYLLABUS

- **\*\*Knowledge:** The successful student will score 70% or higher on tests, assignments and speeches. Additionally, outside sources and participation will be part of your overall grade.
- **Comprehension:** The successful student will be able to describe and explain the concepts learned for public communication through writing and tests.
- **Application:** The successful student will be able to apply and illustrate public communication through presentations and speeches.

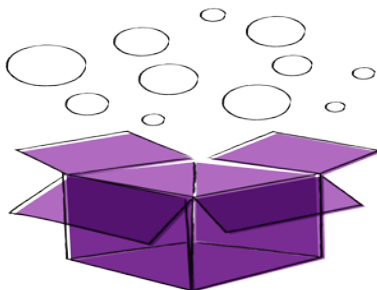
**Grade Reconsideration:** If you feel you did not receive a fair grade on a presentation or assignment and wish that grade to be reconsidered, you may submit a written account detailing the problem with the grading. This document must be submitted with one week of receiving the grade. You will receive written response from me within one week. Please realize that I reserve the right to make (or not make) your suggested changes. If you want to redo a speech or make up a missed speech, it is your responsibility to gather an audience of 5 people over the age of 12 years old and schedule a time that fits my schedule through written email. I am on campus Mondays, Wednesdays, and Fridays during office hours is usually the best time.





**Melissa Benton's**  
**Communication in Education SYLLABUS**

SCHEDULE	Mon.	Wed	Fri
Wk 1 <b>Jan.</b> <b>Course Introduction</b>	15 Dr. MLK Jr. Speech Watch any speech from Dr. MLK Jr. *Bring in a quotation from the speech that stood out to you due Jan. 17	17 Introductions *Minute Speech Dr. MLK Jr and You short 1-3 minute stories	18 Syllabus and Canvas and Passport Reflections
Wk 2 <b>Communication Model</b>	22 Activity Lecture Reflect *Assign In Memoriam Go Over How to Write a Speech	24 Activity Lecture Reflect	26 *Minute Presentation *Assign Myers Briggs Personality Assessment 16 personalities.com Due Jan. 29
Wk 3 <b>Self-Perception</b>	29 Video Lecture Reflect	31 Video Lecture Reflect	02 *Minute Presentation *Assign Weekend Listening Log for Journal. Due Feb. 09
Wk 4 <b>Feb.</b> <b>Listening</b>	05 Activity Lecture Reflect	07 Activity Lecture Reflect	09 Group Discussion Reflect
Wk 5 <b>In Memoriam Presentation Week</b>	12	14	16 Passport Reflection 1 (Weeks 1-4) due March 02
Wk 6 <b>Nonverbal Communication</b>	19 Activity Lecture Reflect Midterm *Family Culture Electronic Media Assignment due 07 and 09	21 Guest Speaker	23 *Minute Presentation: Charades
Wk 7 <b>Gender/ Culture Communications</b>	26 Activity Lecture Reflect	28 Video Lecture Reflect	02 Lab day Assign Diversity Interview due Mar. 26 and Presentation
Wk 8 <b>Mar.</b> <b>Electronic Mediated Communication</b>	05 Activity Lecture Reflect	07 Present Media Assignment	09 Present Media Assignment





**Melissa Benton's**  
**Communication in Education SYLLABUS**

	Spring Break	Spring Break	Spring Break
Wk 9 <b>Conflict Resolution</b>	19 Activity Lecture Reflect *Assertion test *Love Language	21 Activity Lecture Reflect	23 Lab day Preparation Outline is due by 11:59. Pm. The day before you present
Wk 10 <b>Diversity Interview and Culture Presentation Week</b>	26	28	30 Passport Reflection 2 (Weeks 6-9) due April 13
Wk 11 <b>Apr.</b> <b>Assertion/Decision Making/</b>	02 Activity Lecture Reflect	04 Discussion	06 Lab Day *Assign Persuasive Presentation
Wk 12 <b>Persuasion</b>	09 Motivated Sequence	11 Persuasive words/Appeals	13 *Minute Presentation
Wk 13 Wrap Up Any Concepts Still Questioning	16 Activity Lecture Reflect	18 *Assign Readers Theatre	20 Lab Day Preparation Outline is due by 11:59. Pm. The day before you present
Wk 14 <b>Persuasive Presentations Week</b>	23	25	27 Passport Reflection 3 (Weeks 10-13) due May 04
Wk 15 <b>May</b> <b>Group Communication</b>	30 Activity Lecture Reflect	02 *Minute Presentation Dramatic Reads	04 Group Work Day
Wk 16 <b>Final TBA</b>	07	09	11

