Readings for Lesson I.1

Ideas & Skills
Class Orientation

In this lesson, we will describe the course in broad terms. We will highlight the relationship between ideas and skills, and we will discuss a bit about scheduling and time management as you approach your video lectures (or video lessons – we use these two terms interchangeably).

This reading assignment, like virtually all your reading assignments, does not duplicate the material in the lecture; you will need to watch the lecture and do the readings.

Let’s start with a quick view of how this course functions, and what sort of time commitment it will take.

1. How much time will the video lessons take? How long are they?

There are 61 individual video lessons. They run anywhere from 8 minutes to 40 minutes each. But we need to have a bigger picture to really understand the video lectures.

So, let’s start with some basic math here to help us understand this problem. We’ll begin thinking about a standard university class that is taught on the standard university model. In this standard model, you attend three 50-minute classes each week. You do this every week for 15 weeks – that’s how long a semester is. And, of course, outside of the classroom you have other assignments.

At the university level, we assume you’ll also spend 2 hours of reading, studying, and homework for every hour that you spend in class.

But for now, let’s talk just about class time activities, and ignore the readings, study and homework. As you can guess, just the class time activity alone adds up to a lot of time, doesn’t it? Here are the numbers:

\[
\begin{align*}
50 \text{ mins/class} \times 3 \text{ classes each week} & = 150 \text{ mins of class each week.} \\
150 \text{ mins of class/week} \times 15 \text{ weeks} & = 2,250 \text{ minutes in class / semester.}
\end{align*}
\]

That’s 37.5 hours of class time activities each semester.

In this course, you’ll be physically sitting in the classroom 15 times this semester. That means that you’ll be physically in the classroom for a total of 12.5 hours. (15 x 50 mins = 12.5 hours) That leaves an additional 25 hours of class time lecture that you’ll need to access on your own schedule.
So, you should expect to spend around 25 hours doing Video Lessons.

Since these lessons cover not only your in class lecture time, but also a good part of your actual reading of a text book, the time may be a bit over 25 hours of Video Lessons.

It's very important to emphasize several things about how you watch the Video Lessons (note: the phrases “video lectures” and “video lessons” are synonymous).

How one should not watch the videos.

First, these are university level lessons about a variety of necessary skills and important ideas. You won’t get what you need from these lectures by pulling marathon viewing sessions. I did that a few years back, when I shepherded a bunch of elementary school kids through about 10 hours of back-to-back *Star Wars* movies during a sleepover. About this experience, I wish to make two points. First, I shall *never* do that again. And second, it was OK to do that with a bunch of *Star Wars* movies; there weren’t a lot of complicated ideas or skills that the movies were trying to teach us – the kids could sit back and just get dragged along through the story. That’s passive listening and passive viewing.

But your Video Lessons for this class are not usually designed for passive viewing. You have to engage in active listening and active viewing. You’ll have to watch them carefully, paying close attention to details; you have to take notes and raise questions about what you are seeing and hearing – just like you would in a university classroom lecture. These videos aren’t as easy to follow as a movie that tells you a story. These lectures ask you to think about difficult ideas, and they teach you to perform difficult tasks. So, point one: Do not try to do the Marathon Viewing sessions; the material is not designed to be approached that way, and you won’t get what you need from the videos if you attempt to watch several hours of them at one sitting.

Additionally, the videos will become very repetitious very quickly if you try to do too many of them back to back. It is not uncommon for a video to begin with a summary of the previous video – that review and summary helps to reinforce the important ideas, and it shows that we are assuming that you’ll often have a break of at least several hours between the videos. That repetition becomes an important aspect of your learning, but it is useless if you sit down and try to watch nine of the video segments back to back.

Second, and closely related to this, is the fact that these videos are not background noise. In other words, you won’t get what you need for the exams and class exercises if you try to watch these Video Lectures while doing the dishes, ordering a pizza, texting a friend, and catching up on the latest episode of Lost. To repeat: These videos contain university level ideas. You will not get what you need from them if your attention is divided.

So, for what it’s worth, we say there are two things you want to avoid when you choose how to watch these videos. Two things NOT to do: DON’T try the Marathon Lecture Video Night and DON’T try to multitask through these videos.

How one should watch the videos.

So, if that is what you shouldn’t do, what should you do to view the videos in the most profitable way? Well, the first and most important thing is that you *must watch them!* These videos will give you information and raise questions and provide instructions that are not present in chapter itself. Over and over and over again we can see the difference between the best students and those who finish near the bottom of the course (or don’t finish at all!), and the single most important way to do well in this class is to be disciplined enough to do your readings and actually take the time to sit down and watch your lectures. *If you want to succeed in this class, read the chapters and watch the videos!* But how?

Almost every video segment runs between 10 and 25 minutes; the average is about 16 minutes. We would strongly suggest you watch one or two segments actively, giving them your full attention, taking careful notes (pause the video, back it up 35 seconds, and listen again if you didn’t quite get what was said) and jotting down questions that occur to you about things you don’t understand or want to know more about.

You should then take a break and come back and repeat this exercise with the next set of videos later in the day. Watch one or two segments of the videos one or two times over the course of the day, when you can give them your full attention; make sure the viewing sessions are separated by a couple of hours, at least. That is your best recipe for success.
Finally, just to reemphasize, all the videos are situated in specific places within specific chapters of your textbook. Be sure you have done the reading up to that point in the chapter in order to get the most from the Video Lesson.

That covers how much time you’ll need for the lessons and the best way to go about viewing them. This is how you can most strongly access the full force of your text and lessons. The videos will take time. . . of course . . .

2. But that’s not the only time you’ll spend on this class!

Remember: We also said that for every hour you spend in class time activity (lecture, performance, discussion), we would expect you to spend an additional 2 hours outside of class time activity, in preparation for the class. That means that in addition to your 37.5 hours of class time activity, you’d also have an additional 75 hours (37.5 x 2) of work over the semester. That work would include reading your chapters, studying your notes, preparing your speeches and outline packets, and getting ready for your final examination.

It is your activity outside the class time that we want to discuss next.

You now know that you’ll have about

37.5 hours of class time activity  
+ 75 hours of reading, studying, researching and preparing speeches.

That’s a total of 112.5 hours over the course of the semester.

Your semester is 15 weeks long. That means you’ll need to average more than an hour a day, 7 days a week, for 15 weeks, in order to keep up with your class. Of course some weeks, you’ll have many more hours of work than 7.5, and other weeks you’ll have fewer hours. You would be wise to plan on spending between eight and twelve hours per week on this class. Let’s emphasize that again: Starting today, you will need to spend eight to ten hours on this class every week.

Watch one or two video segments every weekday. Stay caught up with your readings. Manage your time and plan ahead, or you will find yourself in a very difficult situation as the semester progresses.

But if you plan carefully and if you are disciplined enough to put in your required hours every week, you’ll be able to stay on top of things. For more information on managing your time, and scheduling your studies, look over B and C, below. These sections of this reading contain a set of calendars; you’ll be assigned a calendar by your in-class instructor. Follow it rigorously!

GO ON TO THE NEXT PAGE for a list of assignments and the full calendar!!

1 12.5 hours in the classroom + 25 hours of Video Lectures = 37.5 hours of class time activity
B. Here is a copy of the Table of Contents of your textbook. Below it, you will find a list of your video lessons and which chapter they will appear in. This will give you a good overview of the general organization of the course and the topics covered in each unit. Your video lessons begin with #1 in each unit, and count up from there.

### Well-behaved Words

**Table of contents.**

### UNIT I: STRUCTURE

#### Chapter 1: The Big Four Ideas
- **Video Lessons:**
  - I.1 Skills & Ideas: The Differences Between them, and their Relationship to Each Other
  - I.2 Big Four ideas of Speech: Idea 1, Parts of the Presentation
  - I.3 Big Four ideas of Speech: Idea 2, The Canons of Rhetoric
  - I.4 Big Four ideas of Speech: Idea 3, The Appeals
  - I.5 Big Four ideas of Speech: Idea 4, Stasis Theory

#### Chapter 2: Ethos
- **Video Lessons:**
  - I.6 An Introduction to the Introduction: Ethos
  - I.7 Introduction: The Second Task
  - I.8 Introduction: The First Task

#### Chapter 3: The Main Points and the Conclusion
- **Video Lessons:**
  - I.9 Meet the Main Points
  - I.10 Main Points (continued) and a Word on the Conclusion

#### Chapter 4: The Nervies and Delivery
- **Video Lessons:**
  - I.11 How to handle the Nervies
  - I.12 Taming the Nervies, Continued
  - I.13 Delivery
  - I.14 Technics: Requirements for Speech & Outline I

### UNIT II: INFORMATION

#### Chapter 5: Invention as Preparation
- **Video Lessons:**
  - II.1 The Speaker & the Speech
  - II.2 Gathering your Speech Together; or “Fire up the Canons Again!”
  - II.3 What does this Audience Want or Need to Hear? Topic Choice.
Chapter 6: Invention as Preparation: Gathering Information on the Plains of Invention

Video Lessons:
II.4 Hunters & Gatherers on the Plains of Invention
II.5 What is it? (Part 1)
II.6 What is it? (Part 2)
II.7 Gathering Places: Just Ask Somebody!
II.8 Gathering Places: Look it up!
II.9 Gathering Places: Google it!
II.10 Assessing Sources
II.11 The Perils of Extreme Open-Mindedness and Bias

Chapter 7: Arrangement as Preparation: Assembling Information

Video Lessons:
II.12 Arranging your information: More about Main Points
II.13 So Many Main Points; So Little Time: How To Break Up With Your Informationb So That Nobody Gets Hurt (aka Arrangement)

Chapter 8: Arrangement as Preparation: Main Points

Video Lessons:
II.14 Arranging a Walk in The Woods: Mapping out your Ideas and Discovering Why Mountain Tops are Found on the Tops of Mountains and Nowhere Else
II.15 Arranging your Arrival: Getting You and Your Audience to Your Destination, and Making the Journey a Thing of Beauty

Chapter 9: Style as Preparation: Thinking about Beauty

Video Lessons:
II.16 About that Beauty Stuff: Saying it with (New and Improved) Style

Chapter 10: Deliver: Saying Exactly That

Video Lessons:
II.17 Deliver This
II.18 Am I Forgetting Something?
II.19 Technics

UNIT III: PERSUASION

Chapter 11: The Realm of Rhetoric

Video Lessons:
III.1 The kinds of questions we need answers to
III.2 More Questions
III.3 The Realm of Rhetoric
III.4 Stasis

Chapter 12: Stases of Fact: True or False?

Video Lessons:
III.5 Stasis of Fact
III.6 Stasis of Fact Structures

Chapter 13: Stases of Quality: The Good, the Bad, and the Ugly

Video Lessons:
III.7 Stasis of Quality
III.8 Stasis of Quality, cont’d
III.9 Stasis of Quality Structures
So, let’s describe, in a broad way, the content of this course and some of its challenges. (You’ll come to recognize a statement like this as a thesis.)

First, we will look at the relationship between skills and ideas. Second, we will examine how to manage our schedules as we approach those skills and ideas. (You’ll come to recognize a statement like this as a preview.)
Let’s start with that first main point, the relationship between skills and ideas…

I. SKILLS AND IDEAS

When the great Roman orator Cicero wrote his famous essay entitled *The Orator*, he staged a debate between two great statesmen, Crassus and Antonius, who argue about whether or not it is possible to teach someone how to be a good speaker. Their argument echoes a long debate in the ancient world: whether teaching “oratory” or “rhetoric” (the art of speaking) was of any value. Many held that, while public discourse was essential to any society that wanted to rise above a brutal chaos, speaking well was nevertheless a sort of gift. Public speaking was a talent that you were either born with, or you weren’t. Lessons might help a tiny bit here or there, but without inherent talent, lessons were more or less a waste of time.

Another camp responded that, while natural ability was important, it was possible for people of even very modest ability to master a few important skills and make a contribution to the public conversation. In other words, this crew felt that natural ability was an advantage – just like natural ability is an advantage in art or athletics or music. But it isn’t the only variable. Even a modestly talented athlete who trains rigorously and consistently might very well beat a “natural athlete” who is lazy, careless and doesn’t bother to train at all.

Ability matters, but there are other things that matter, too. Like hard work.

You probably won’t be shocked to discover that, in this course, we hold to that second perspective. Yes, some students just have a knack for this stuff and it comes more easily to them. Some students have a knack for mathematics and statistics just come more easily to them than to some of the rest of us. But even if you aren’t a natural star in public speaking, it doesn’t matter. We believe that *rhetoric* -- public speaking -- is a set of skills, and almost any student can become proficient in those skills. This course will be about skills.

But it won’t be about *skills* exclusively. This is a university level class and we’ll also expect you to grapple with ideas. Serious ideas. Complicated ideas. Hard ideas. You’ll have to master those, too, because that’s the other side of the public speaking coin: there is no point in knowing how to speak well if you don’t know how to think clearly enough to have something worth talking about.

Gather relevant information; then think about that information very carefully to be sure you understand it: That’s the *idea* part of this equation. After gathering and thinking, you’ll then use the skills we teach here to share your insights – and you’ll have insights worth sharing. But it is important to recognize that in this class you’ll be asked both to work with ideas and to learn skills: how to think, *and* how to do. Right now, it’s enough to simply call our attention to this symbiotic relationship between thinking and speaking. Over this semester, you’ll have a lot of opportunities to work on ideas and on skills. Be sure to take advantage of both.

So, we’ve spent just a moment alerting you to the fact that this will not *only* be a class where you stand up and talk, but also a class where you will be challenged to sit down and think, and then to demonstrate the quality and clarity of that thought: to “show your work” as they used to say in mathematics. But if this will be a demanding class (and it will), how are you to handle those demands? Since we’ve looked at the relationship between skills and ideas, let’s go on now and turn our attention to that second main point. Let’s talk now about how you will manage your schedule as you approach those skills and ideas.

II. Managing Schedules

So, what is the proper way to pace yourself and manage your time with your video lectures and your out-of-class activities?
As with most time management, you start at the end, and work backwards. You know that you’ve three different Units in the course, and that each unit will emphasize a different topic. You also know that you’ll give a speech in each unit, reflecting the emphasis of that unit. During your first or second class meeting, your in-class instructor will assign you a letter (“H” or “J” or “W” or “T” for example). *This letter is your key to understanding your schedule.*

Once you know your letter, you will go to the calendar at the very end of the syllabus, and find the date you’re required to be ready to give your speech.

Let’s take a hypothetical example. Assume a student is in a Monday class, and that they have been assigned letter “J” for the class. They’d then turn to the calendar at the end of their syllabus, and find the relevant section for Unit I. Let’s assume their calendar looks something like this:

<table>
<thead>
<tr>
<th>Week of the semester</th>
<th>Date</th>
<th>What will happen in class?</th>
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</table>
| 1\textsuperscript{st} Week of semester | Mon 08/31  | **Unit I**  
Orientation |
| 2\textsuperscript{nd} | Mon 09/07  | Discussion and questions                                                                 |
| 3\textsuperscript{rd} | Mon 09/14  | Discussion of first speech                                                                |
| 4\textsuperscript{th} | Mon 09/21  | Students G H I J K L M N O P Q R must have completed all lectures from UNIT I.  
They must also be prepared to deliver Speech 1  
and to turn in Outline 1 |
| 5\textsuperscript{th} | Mon 09/28  | Students S T U V W X Y Z must have completed all lectures from UNIT I.  
They must also be prepared to deliver Speech 1  
and to turn in Outline 1 |
| 6\textsuperscript{th} | Mon 10/05  | Finish Speech 1 and Outline 1 for all students; Debrief and discuss.                      |
The student would then look over the schedule and find their letter: Letter J. You can see above that they’d find letter “J” in the 4th week of the semester:

**There it is!**

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<td>09/21</td>
<td>4th</td>
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must have **completed all lectures from UNIT I.**

They must also be prepared to **deliver Speech 1** and to **turn in Outline 1.**

Now the student would look at the **date in the syllabus** calendar to discover when they are required to be ready to give their speech. In our example, we can see that Student J has to be **ready to give their speech for Unit I when they walk into class on September 21.** Also, **Student J must be ready to turn in their Outline Packet on that same day.**

So, 9/21 will be a big day for Student J. How will Student J prepare for that day?

Well, now that Student J knows their due date, they should get a calendar and mark the due date:

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<td>20th</td>
<td>21st <strong>– Speech I Due!!</strong></td>
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With knowledge of when our next speech is due, we now have all the information we need to plan our schedule. Here is the plan:

1. Find the due date for your speech and mark it in the calendar (we just did that!).
2. Next, back up **at least** one week from the due date and mark **that** date.
In our example above, that would mean Student J had to mark September 14\(^{th}\) (a week before the due date). September 14\(^{th}\) is the date Student J should have *completed all their video lessons and all their readings for Unit I.*

3. Count the number of video segments you must complete before that date.

   Unit I has 14 video segments.

4. Divide those video segments fairly evenly across the available days between now and the date the videos need to be completed:

   As you can see from Student J’s schedule, this is *not* overwhelming or crushing. Remember that a video lesson averages about 15 minutes. So watching one or two in a day is quite manageable, even with your readings and other class work. But *staying on top of the schedule* — doing a little bit *every day* — is the key to success in this class. Let’s say that again, just to be sure we understand:

   **Staying on schedule by doing a little bit every day is the key to success in this class!!**

<table>
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<tr>
<th>August</th>
<th>September</th>
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<td>Mon</td>
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<td>20(^{th})</td>
<td>21(^{st}) – Speech 1 Due!!</td>
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There are two final points we want to make here.

Point 1 – extending your schedule through UNITS 2 & 3.
First, the speeches and outline packets do, in fact, become a good bit more challenging as you go along. Because of that, you’ll probably want to back up about eight or ten days from the due date for Speech II. You’ll probably need even a few days more for Speech III.

Your in-class instructor may amend or adjust your due dates, so DO NOT simply follow these guidelines blindly: discuss them with your in-class instructor!

Still, these are very good guides for getting through this class successfully, and many in-class instructors will follow them without variation. If you follow something very like these guidelines, you will succeed in this class. If you do not follow these guidelines, you are likely to perform well below your potential. If you are an A student who will be content with a grade of C in this class, then ignore the schedule. If you are a C student who would like to earn an A, follow the schedule rigorously.

Point 2 – and closely related to the above:
NO REST for the weary...
When you look over the schedule template below, it is pretty clear that you can’t take three or four days off after a speech; you’ll need to start Unit 2 on the very day after you give your speech for Unit 1. In fact, some students will have to start viewing the lessons for Unit 2 before they deliver Speech 1. Likewise, you’ll have to start Unit 3 on the very day after you give your speech for Unit 2. That is the only way you’ll manage to stay ahead and on schedule.

If you’ve got the self-discipline to follow the suggestions in this handout and the other suggestions given in Lesson I.1, then you’ll find this course will be quite manageable and – who knows? – maybe even a bit enjoyable….

OK, I won’t hold my breath on that last part.
**Schedule Template: All Speeches**

Here you are given the template of a schedule for all three speeches in the class. Make use of this template and discuss your plans with your in-class instructor! This sample follows a class that would meet on a Monday. If you meet on a Wednesday or Friday, simply adjust the days accordingly when you move this data into your own calendar.

If you will simply follow this template, your weekends will be mostly free, there will be no day when you need to watch more than two video lessons, you will probably have a bit of spare time at the end of the semester, and – best of all – you will have ample time to do a quality job on all your assignments.

But you must get started *immediately*!

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<td>Watch Unit 1 Lesson 1 (1.1), Unit 1 Lesson 2</td>
<td>Watch Unit 1.3, &amp; 1.4</td>
<td>Watch Unit 1.5, &amp; 1.6</td>
<td>Watch 1.7</td>
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<td>Watch 1.8 (parts 1 &amp; 2)</td>
<td>Watch 1.9 1.10</td>
<td>Watch 1.11 1.13</td>
<td>Watch 1.12 1.14</td>
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<td>Review Notes, Lessons</td>
<td>Completion Date: All Lessons, Readings for Unit 1 must be entirely finished! Begin preparing Speech &amp; Outline 1</td>
<td>Prepare Speech 1 Outline 1</td>
<td>Prepare Speech 1 Outline 1</td>
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<td>Watch II.1 II.2</td>
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<td><strong>WEEK 4 OF THE SEMESTER</strong></td>
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<td>Speech 1 DUE!!</td>
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<td>II.7 II.8</td>
<td>II.9 II.10</td>
<td>II.11 II.12</td>
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### WEEK 5 OF THE SEMESTER

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<tr>
<th>Completion Date: All Lessons, Readings for Unit 2 must be entirely finished! Begin preparing Speech 2 &amp; Outline 2</th>
<th>Prepare Speech, Outline 2</th>
<th>Prepare Speech, Outline 2</th>
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<td>II.14 II.15</td>
<td>II.16 II.17</td>
<td>II.18 II.19</td>
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### WEEK 6 OF THE SEMESTER

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<th>Prepare Speech, Outline 2</th>
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### WEEK 7 OF THE SEMESTER

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<tr>
<th>Prepare Speech, Outline 2</th>
<th>Speech 2 DUE!!</th>
<th>Watch III.1</th>
<th>III.2</th>
<th>III.3</th>
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### WEEK 8 OF THE SEMESTER

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<th>III.8 III.9</th>
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### WEEK 9 OF THE SEMESTER

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<th>III.17 III.18</th>
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### WEEK 10 OF THE SEMESTER

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<th>III.20</th>
<th>Completion Date: All Lessons, Readings for Unit 3 must be entirely finished! Begin preparing Speech &amp; Outline 3</th>
<th>Prepare Speech, Outline 3</th>
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### WEEK 11 OF THE SEMESTER

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<td>WEEK 12 OF THE SEMESTER</td>
<td>Speech 3 DUE!!</td>
<td>Study for Final Exam</td>
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<td>WEEK 16 OF THE SEMESTER</td>
<td>Final Exam Week!</td>
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Be certain to check with your in-class instructor for any guidance regarding your particular calendar!