

Term Information

Effective Term Spring 2019
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To be able to offer some sections of this course in an online format, 100% at a distance.

What is the rationale for the proposed change(s)?

To allow students more flexibility in scheduling our courses, and to help students complete their degree requirements in a more timely fashion.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No programmatic changes; nothing has been added or deleted. Having an online option would just allow our students more flexibility in scheduling this course, as well as any OSU student who desires to take online courses.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2110
Course Title Principles of Effective Public Speaking
Transcript Abbreviation Public Spkg
Course Description A course in critical thinking and public speaking; how to analyze and organize information for oral presentations; basics of public speaking for majors and non-majors.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 321.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and ultimately taking them into the workplace for participation as a competent citizen
- Gain an appreciation for the oral communication process by understanding the importance of the speaker-audience situation and learning basic strategies for effectively communicating and overcoming obstacles in the speaking situation
- Develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced
- Have the opportunity to maximize leadership skills that can be practiced in formal speaking situations.
- Develop strategies to address speech anxiety, organization, library research, persuasion, audience analysis, and credibility
- Gain experience from viewing themselves on video as well as technology experience learning to make presentations with PowerPoint

Previous Value

- *Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and ultimately taking them into the workplace for participation as a competent citizen*
- *Gain an appreciation for the oral communication process by understanding the importance of the speaker-audience situation and learning basic strategies for effectively communicating and overcoming obstacles in the speaking situation*
- *Develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced*
- *Have the opportunity to maximize leadership skills that can be practiced in formal speaking situations. Attention will also be given to speech anxiety, organization, library research, persuasion, audience analysis, and credibility*
- *Gain experience from viewing themselves on video as well as learning to make presentations with PowerPoint*

Content Topic List

- Verbal and nonverbal aspects of public speaking
- Speech of introduction
- Informative speech
- Value speech
- Persuasive policy speech

Sought Concurrence

No

Attachments

- COMM 2110 Online Syllabus.docx: Proposed online course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 2110 F2F Syllabus.docx: In-class course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 2110 Forsythe.pdf: Technical Checklist from Mike Kaylor
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Communication Curriculum Map updated Jan 2018.docx: Communication curriculum map
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

- 03/05/18: Please change the effective term to SP19. *(by Haddad,Deborah Moore on 03/05/2018 11:34 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	03/05/2018 10:36 AM	Submitted for Approval
Approved	Slater,Michael D	03/05/2018 10:37 AM	Unit Approval
Revision Requested	Haddad,Deborah Moore	03/05/2018 11:34 AM	College Approval
Submitted	Butte,Kylie M.	03/05/2018 11:44 AM	Submitted for Approval
Approved	Slater,Michael D	03/05/2018 03:24 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/05/2018 03:57 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/05/2018 03:57 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 2110

PUBLIC SPEAKING

FALL 2018 ONLINE

Course description

From the catalog: A course in critical thinking and public speaking; how to analyze and organize information for oral presentations; basic public speaking for majors and non-majors.

This course is designed to develop confidence in giving presentations. This class will focus on preparation, organizing, rehearsing, and delivering quality presentations. Tips and techniques for incorporating different types of visuals and using a variety of delivery methods will be shared. As an introductory level course, it will require a combination of lecture, active discussion, critique of speeches, and the delivery of several speeches.

Instructor

Instructor: Tonya Forsythe

Email address: forsythe.74@osu.edu

Phone number: 614-949-7737

Online office hours: MW 10am-12pm

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and workplace as a competent citizen. Comm 2110 fulfills this requirement by providing instruction on how to deliver effective speeches. Students will prepare, practice and deliver at least three speeches throughout the semester.
2. Understand the importance of the speaker-audience situation and apply basic strategies for effectively communicating and overcoming potential obstacles in the speaking situation. Comm 2110 fulfills this requirement by providing instruction on how to connect with specific audiences. Speech examples will be analyzed in the classroom. Students will be instructed on how to handle typical and difficult speaking situations.

3. Develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced. Comm 2110 fulfills this requirement by students serving as the audience for peer speeches. Instruction on how to become effective listeners will be provided.
4. Maximize leadership skills that can be practiced in formal speaking situations. Comm 2110 fulfills this requirement by providing instruction on leadership styles and conduct within a small group setting.
5. Develop strategies to address speech anxiety, organization, library research, persuasion, audience analysis and credibility. Comm 2110 fulfills this requirement by providing instruction on reducing anxiety, learning how to effectively organize a speech, researching topics, analyzing an audience, and speaking with credibility. Students will prepare, practice and delivery at least three speeches throughout the semester
6. Gain technology experience from learning to make a presentation with PowerPoint. Comm 2110 fulfills this learning outcome by requiring the use of presentation software, such as PowerPoint, for at least one of the major speeches.

Course materials

Required

Lucas, Stephen E. (2015). *The Art of Public Speaking*. New York, NY: McGraw-Hill Education (print or e-book)

Available: https://www.amazon.com/Public-Speaking-Communication-Standalone-Book/dp/0073523917/ref=sr_1_1?ie=UTF8&qid=1506522922&sr=8-1&keywords=lucas+art+of+public+speaking+12th+edition

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need**

additional services to use these technologies, please request accommodations with your instructor.

- **[Carmen accessibility](#)**

- **Secured Media Library:**
 - Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
 - Frequently Asked Questions and support can be found at <https://resourcecenter.odde.osu.edu/secured-media-library>
 - To obtain additional help for use of the Secured Media Library, please email emedial@osu.edu
- **Carmen Connect:**
 - Carmen Connect, Ohio State's webinar tool, will be used to host synchronous class meetings. Log in to Carmen Connect using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen Connect can be found at <https://odde.osu.edu/resourcecenter/carmenconnect>
- **Mediasite:**
 - Mediasite is Ohio State's Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
 - Help guides on the use of Mediasite can be found at <https://resourcecenter.odde.osu.edu/mediasite>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

Assignment or category	Points and Percent
Exercises	15/ 8.75%
Discussion Participation	15/ 3.75%
Test 1	50/12.5%
Test 2	50/ 12.5%
Self-introduction Speech	10/ 2.5%
Informative Speech	60/15%
Demonstrative Speech	80/20%
Persuasive Speech	100/25%
Total	400 Points and 100%

See course schedule, below, for due dates

Assignment guide

Exercises

Throughout the semester students will have 7 exercises. Several include watching a sample speech video and then providing a critique of the speaker including what he or she did well and providing suggestions for improvement.

Discussions

Three times during the semester, students will be asked to respond to a prompt relating to public speaking. The initial post will be due by 11:59pm on **Wednesday** of each week. A post responding to the initial post of another student will be due by **Friday** of each week. Discussion posts should be a minimum of a paragraph. The post should demonstrate 1. Understanding of

the concept(s) in the material provided 2. Independent thought regarding the concepts and material 3. Thoughtful response to the work of at least 1 other student in the class.

Speeches

A live audience of 5-10 people is required for each speech. You must tape the audience prior to starting your speech. Speeches will be recorded and compressed and are due by 11:59pm each **Friday**. To record your speech, please use a cell phone, tablet or laptop held by one of your audience members. After recording your speech, compress the video by using a free app of your choice found on the app store. I use the simple app named "compress" at the VGA setting. Upload the compressed video to the corresponding dropbox on Carmen by the due date. A detailed description of each speech is located below.

Self-Introduction Speech

This assignment requires the use of an object or word to introduce yourself. The speech should be organized with a clear introduction, body, and conclusion and last between 1 and 3 minutes. This speech will give you the opportunity to get comfortable in front of the room and get familiar with your peers who will be your audience for the semester. The speech must be delivered live in front of an audience of 5-10 people.

Informative Speech

In this speech you present information about a non-controversial topic with the goal of providing knowledge and understanding of the topic to your audience. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), or a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 2 sources and be organized with 2 or 3 main points. The speech must fall within 3-4 minutes and be delivered live in front of an audience of 5-10 people.

Demonstration Speech

In this speech you present a demonstration of how to do something. The speech is informational and is not to have any persuasive elements. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), a PowerPoint (Google slides or Prezi are accepted as well), or you demonstrating the activity. The speech must include 2 sources. The speech must fall within 3-4 minutes and be delivered live in front of an audience of 5-10 people.

Persuasive Speech

In this speech your goal is to persuade your audience about a topic. You may choose a topic that is controversial, but you can also choose a topic that is not. The speech requires the use of a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 4 sources. The speech must fall within 4-5 minutes and be delivered live in front of an audience of 5-10 people.

Tests Examinations?

Two tests will focus on assigned readings and lecture, and may include multiple choice, true-false, or fill-in. You are required to take the exam at the scheduled day and time online (see schedule below). If you do not take the exam, you will receive 0 points for the exam. The exam may only be made up when approved by the instructor for one of the following reasons: (a) the absence is a university excused activity, necessary documentation is provided, and arrangements for make-up are made in advance; or (b) the absence is due to a medical or family emergency, necessary documentation is provided, and arrangements for make up are made within 24 hours of the missed exam. If the requirements for (a) or (b) are not fully met, you will receive 0 points for the exam.

Late assignments

Late assignments without a valid medical excuse will incur a letter-grade penalty for each day they are late for the first or second day. Assignments 3 or more days late will not be accepted.

Grading scale

A	93-100% (370-400)	B-	80-82% (318-329)	D+	67-69% (266-277)
A-	90-92% (358-369)	C+	77-79% (306-317)	D	60-66% (238-265)
B+	87-89% (346-357)	C	73-76% (290-305)	E	Below 60% (237 and below)
B	83-86% (330-345)	C-	70-72% (278-289)		

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For speeches, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. I suggest logging in at least three times per week to make sure you are keeping up with announcements and course content. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Video and audio lectures will be posted on Monday.
- **Participating in discussion forums:**
As participation, you can expect to post at least once by Wednesday and respond at least once by Friday as part of our substantive class discussion. This requires that you will check in twice per week, however, additional participation will give you a richer experience within the course.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Communications

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered

Extra Credit

There will be no extra credit offered in this course.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th

Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at **614-292--5766** and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the

ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Written and oral assignments: Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others, this must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, still is plagiarism. Simply changing a few words from a source does not make the words your own, and such use can also be considered plagiarism. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past

research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Disclaimer

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

Course schedule (tentative)

Week	Dates	Topics, Readings, Lectures	Media	Assignments
1	8/27	Syllabus Overview/ Speaking in Public Read: Chapter 1 Watch: 3 lecture videos	None	Due: Speaking Confidence Discussion
2	9/3	Listening Read: Chapter 3 Watch: 3 Lecture videos	Video: <i>Julian Treasure</i> <i>Tedtalk</i>	Due: Listening Exercise

		Selecting a Topic and Purpose Read: Chapter 5 Watch: 2 Lecture videos		
3	9/10	Analyzing the Audience Read: Chapter 6 Watch: 2 Lecture videos	Videos: <i>Barbara Bush 1990 Wellesley College Commencement Speech</i> & <i>Ellen DeGeneres 2009 Tulane University Commencement Speech</i>	Due: Audience Analysis Exercise
4	9/17	Self-Introduction Speech		Due: Self-Introduction Speech
5	9/24	Organizing the Body of the Speech Read: Chapter 9 Watch: 2 Lecture videos Beginning and Ending the Speech Read: Chapter 10 Watch: 2 Lecture videos	Video: <i>Georgia Tech Convocation Speech Conclusion</i>	Due: Introduction Discussion
6	10/1	Outlining the Speech Read: Chapter 11 Watch: 1 Lecture video Speaking to Inform Read: Chapter 15	Videos: <i>Bad college speech on cloning & two Hidden World of Chili Peppers speeches</i>	
7	10/8	Gathering Materials Read: Chapter 7 Watch: 2 Lecture videos Supporting Your Ideas Read: Chapter 8 Watch: 1 Lecture video Giving Your First Speech Read: Chapter 4 Watch: 1 Lecture video	Videos: <i>How to Sound Smart in a Tedtalk; Richard St. John's 8 Secrets to Success; and Ashton Kutcher 2013 Teen Choice Awards Acceptance Speech</i>	Due: Practice plan for informative speech
8	10/15	Informative Speeches		Due:

				Informative Speeches
9	10/22	Test 1		Due: Test 1 Informative Speech Self-Evaluation Exercise
10	10/29	Speaking on Special Occasions Read: Chapter 18 Watch: 1 Lecture video How to Delivery a How-To Speech Watch: 1 Lecture video	Videos: <i>Ronald Reagan Challenger Speech; Formal Table Manners; and How to Tie Your Shoes</i>	Due: Special Occasion Exercise
11	11/5	Speaking in Small Groups Read: Chapter 19 Watch: 1 Lecture video Using Language Read: Chapter 12 Watch: 2 Lecture videos Using Visual Aids Read: Chapter 14 Watch: 3 Lecture videos	Videos: <i>MLK I Have a Dream Speech & Phil makes a club sandwich</i>	Due: MLK Exercise
12	11/12	Demonstration Speeches		Due: Demonstration Speeches
13	11/19	Ethics and Public Speaking Read: Chapter 2 Watch: 2 Lecture videos Delivery Read: Chapter 13 Watch: 3 Lecture videos	Videos: <i>Cameron Russell Looks aren't everything. Believe me, I'm a model & Phil Davison Campaign Speech</i>	Due: Delivery Exercise
14	11/26	Speaking to Persuade Read: Chapter 16		Due:

		Watch: 3 Lecture videos Methods of Persuasion Read: Chapter 1 Watch: 3 Lecture videos		Demonstration Speech Self-Evaluation Exercise
15	12/3	Persuasive Speeches		Due: Persuasive Speeches
Finals		Test 2		Due: Test 2

Communication 2110 - Public Speaking – AU18

MEETING TIME: MWF - 9:10-10:05 a.m.

INSTRUCTOR: Tonya Forsythe, M.S.

OFFICE HOURS: M/W 10:15-11:15 a.m. and T/R 11:15 a.m.-12:15 p.m.

E-MAIL: forsythe.74@osu.edu

OFFICE: Journalism Building #319

REQUIRED TEXT AND MATERIALS:

Lucas, Stephen E. The Art of Public Speaking, 12th edition. New York: McGraw-Hill, ISBN# 9781259955051

Available: https://www.amazon.com/Public-Speaking-Communication-Standalone-Book/dp/0073523917/ref=sr_1_1?ie=UTF8&qid=1506522922&sr=8-1&keywords=lucas+art+of+public+speaking+12th+edition

COURSE DESCRIPTION:

From the catalog: A course in critical thinking and public speaking; how to analyze and organize information for oral presentations; basic public speaking for majors and non-majors.

This course is designed to develop confidence in giving presentations. This class will focus on preparation, organizing, rehearsing, and delivering quality presentations. Tips and techniques for incorporating different types of visuals and using a variety of delivery methods will be shared. As an introductory level course, it will require a combination of lecture, active discussion, critique of speeches, and the delivery of several speeches.

EXPECTED LEARNING OUTCOMES:

As a result of this course, the student will:

1. Demonstrate basic oral communication skills necessary for functioning effectively in the classroom and workplace as a competent citizen.
-Comm 2110 fulfills this requirement by providing instruction on how to deliver effective speeches. Students will prepare, practice and deliver at least three speeches throughout the semester.
2. Understand the importance of the speaker-audience situation and apply basic strategies for effectively communicating and overcoming potential obstacles in the speaking situation.
-Comm 2110 fulfills this requirement by providing instruction on how to connect with specific audiences. Speech examples will be analyzed in the classroom. Students will be instructed on how to handle typical and difficult speaking situations.
3. Develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced.
-Comm 2110 fulfills this requirement by students serving as the audience for peer speeches. Instruction on how to become effective listeners will be provided.
4. Maximize leadership skills that can be practiced in formal speaking situations.
-Comm 2110 fulfills this requirement by providing instruction on leadership styles and conduct within a small group setting.
5. Develop strategies to address speech anxiety, organization, library research, persuasion, audience analysis and credibility.
-Comm 2110 fulfills this requirement by providing instruction on reducing anxiety, learning how to effectively organize a speech, researching topics, analyzing an audience, and speaking with credibility. Students will prepare, practice and delivery at least three speeches throughout the semester.
6. Gain technology experience from learning to make a presentation with PowerPoint.
-Comm 2110 fulfills this learning outcome by requiring the use of presentation software, such as PowerPoint, for at least one of the major speeches.

GRADING SCALE:

A	93-100% (370-400)	B-	80-82% (318-329)	D+	67-69% (266-277)
A-	90-92% (358-369)	C+	77-79% (306-317)	D	60-66% (238-265)
B+	87-89% (346-357)	C	73-76% (290-305)	E	Below 60% (237 and below)
B	83-86% (330-345)	C-	70-72% (278-289)		

METHODS OF EVALUATION:*Self-Introduction Speech*

2.5% (10 Points)

This assignment requires the use of an object or word to introduce yourself. The speech should be organized with a clear introduction, body, and conclusion and last between 1 and 3 minutes. This speech will give you the opportunity to get comfortable in front of the room and get familiar with your peers who will be your audience for the semester. The speech must be delivered live in the classroom in front of the peer audience. When you are not speaking, you are expected to be an attentive courteous audience member.

Informative Speech

15% (60 Points)

In this speech you present information about a non-controversial topic with the goal of providing knowledge and understanding of the topic to your audience. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), or a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 2 sources and be organized with 2 or 3 main points. The speech must fall within 3-4 minutes and be delivered live in the classroom in front of the peer audience. When you are not speaking, you are expected to be an attentive courteous audience member.

Demonstration Speech

20% (80 Points)

In this speech you present a demonstration of how to do something. The speech is informational and is not to have any persuasive elements. The speech requires the use of a visual which can be tactile, a handout, a video (of 30 seconds or less), a PowerPoint (Google slides or Prezi are accepted as well), or you demonstrating the activity. The speech must include 2 sources. The speech must fall within 3-4 minutes and be delivered live in the classroom in front of the peer audience. When you are not speaking, you are expected to be an attentive courteous audience member.

Persuasive Speech

25% (100 Points)

In this speech your goal is to persuade your audience about a topic. You may choose a topic that is controversial, but you can also choose a topic that is not. The speech requires the use of a PowerPoint (Google slides or Prezi are accepted as well). The speech must include 4 sources. The speech must fall within 4-5 minutes and be delivered live in the classroom in front of the peer audience. When you are not speaking, you are expected to be an attentive courteous audience member.

Tests (2 worth 50 points each) – Two tests will focus on assigned readings and lecture, and may include multiple choice, true-false, or fill-in.

25% (100 Points)

In-class activities

12.5% (50 Points)

Throughout the course there will be five in-class activities which consist of pop quizzes, impromptu speeches, or video analysis. You must be present to complete the activity or provide a written excuse to make up the activity.

TOTAL**400 POINTS**

Course Policies

Attendance and Participation: Attendance is expected at all class sessions, but you may miss four classes without penalty. For every class you miss beyond four, your grade will be lowered by 1/3 of your overall grade (e.g., B would become B-, C+ would become C, etc.). University approved absences are exempt from this policy. Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted within one week of the absence. Attendance will be taken at each class session.

In-class activities: In-class activities will be completed in class. Absences due to medical concerns will be excused with appropriate documentation, provided the documentation is submitted within one week of the absence. The missing activity must be submitted within two weeks of the class date it took place. If the missing assignment is not submitted within two weeks, a 0 grade will be assigned.

Missed or Late Exam: You are required to take the exam at the scheduled day and time (see schedule below). If you do not take the exam, you will receive 0 points for the exam. The exam may only be made up when approved by the instructor for one of the following reasons: (a) the absence is a university excused activity, necessary documentation is provided, and arrangements for make-up are made in advance; or (b) the absence is due to a medical or family emergency, necessary documentation is provided, and arrangements for make up are made within 24 hours of the missed exam. If the requirements for (a) or (b) are not fully met, you will receive 0 points for the exam.

Speech Performances: The instructor will announce in advance the schedule for each speaking assignment. Speeches must be given on time. All speeches must be delivered before an audience (the class). Requests to move your speech date must be made ONE WEEK prior to your scheduled speech date. Late and unexcused speeches will receive a 20% grade penalty and will only be heard if time permits. To accommodate all students, it is vital that you be ready to speak when you are scheduled. Instructors are under no obligation to allow make-up speeches.

Cell Phone and Laptops: Cell phones must be on silent. Laptops may be used to take notes during lectures. Students are not to be surfing the web or updating their social media sites. If you are found in violation of this policy, you will be asked to put away your laptop or cell phone. Laptops are to be turned off during all speeches.

Communications: I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information, just as you are responsible for information in class.

Classroom Civility: We want to build a classroom climate that is comfortable for everyone. In a communication class, it is especially important that we (1) display respect for all members of the classroom, including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive learning environment for all concerned.

Punctuality: Class begins on time every day to guarantee that all scheduled discussions and activities are completed, particularly on days when your fellow students are speaking or presenting. You are expected to be punctual. If you are late for class, do not enter the classroom while another student is speaking or presenting. Please wait outside until there is a break between speeches or presentations.

Challenging a Grade: I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

Extra Credit: There will be no extra credit offered in this course.

School of Communication and University Policies

Academic Misconduct: Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3325-23-04) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process" (p. 2). Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit <http://oaa.osu.edu/coam/home.html>.

Written and oral assignments: Your written and oral assignments, including discussion posts and speeches, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. Any time you use the words of others, this must be indicated as a direct quotation with a citation to the source and page number(s), using APA style to clearly indicate the words in the direct quote. To use the words of others while providing a citation, but without indicating that there is a direct quote from the cited work, still is plagiarism. Simply changing a few words from a source does not make the words your own, and such use can also be considered plagiarism. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Copyright Disclaimer: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity: The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Student Academic Services: Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>

Student Services: The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Writing Center: All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

Accessibility Accommodations for Students with Disabilities: Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

**fashion. SLDS contact information: slds@osu.edu ; 614-292-3307;
slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.**

Disclaimer

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified in class, via email, and/or on Carmen if and when any changes occur.

Autumn 2018 Semester Tentative Daily Schedule

**Please read the chapter prior to the class period to be fully prepared to participate in discussions.*

Week	Date	Topic	Chapter*
1	8.22	Welcome and Introduction	
	8.24	Speaking in Public	1
2	8.27	Listening	3
	8.29	Selecting a Topic and Purpose	5
	8.31	Analyzing the Audience	6
3	9.3	NO CLASS – LABOR DAY	
	9.5	Introduction Speeches	
	9.7	Introduction Speeches	
4	9.10	Organizing the Body of the Speech	9
	9.12	Beginning and Ending the Speech	10
	9.14	Speaking to Inform	15
5	9.17	Informative Speech topic meetings	
	9.19	Outlining the Speech	11
	9.21	Gathering Materials	7
6	9.24	Supporting Your Ideas	8
	9.26	Giving Your First Speech	4
	9.28	Informative Speeches	
7	10.1	Informative Speeches	
	10.3	Informative Speeches	
	10.5	Informative Speeches	
8	10.8	Test 1 (CH 1, 3-11, 15); on Carmen	
	10.10	Self-evaluation; on Carmen	
	10.12	NO CLASS – AUTUMN BREAK	
9	10.15	Speaking on Special Occasions	18
	10.17	How to Deliver a How-To Speech	
	10.19	Delivery	13
10	10.22	Speaking in Small Groups	19
	10.24	Using Language	12
	10.26	Using Visual Aids	14
11	10.29	Demonstration Speeches	
	10.31	Demonstration Speeches	
	11.2	Demonstration Speeches	
12	11.5	Demonstration Speeches	
	11.7	Ethics and Public Speaking	2
	11.9	Persuasive Speech topic meetings	
13	11.12	NO CLASS – VETERAN’S DAY	
	11.14	Speaking to Persuade	16
	11.16	Methods of Persuasion	17
14	11.19	Test 2 (CH 2, 12-14, 16-19); on Carmen	
	11.21	NO CLASS – THANKSGIVING BREAK	
	11.23	NO CLASS – THANKSGIVING BREAK	
15	11.26	Persuasive Speeches	

	11.28	Persuasive Speeches	
	11.30	Persuasive Speeches	
16	12.3	Persuasive Speeches	
	12.5	Persuasive Speeches	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Comm 2110
Instructor: Tonya Forsythe
Summary: Public Speaking

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen
6.2 Course tools promote learner engagement and active learning.	X			Carmen message board posts as well as the audience requirement for speeches.
6.3 Technologies required in the course are readily obtainable.	X			All items are either available free of charge via OSU or via the app store of the student's choosing.
6.4 The course technologies are current.	X			All applications used seem to be current and/or updated by OCIO.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are required
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links are provided for 8help
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
--	--	--	--	--

Reviewer Information

- Date reviewed: 2/5/18
- Reviewed by: Ian Anderson

Notes:

**Under necessary software change “Mac Pages” to “Apple’s Pages”
Under necessary equipment please make sure to add that a computer with a webcam and microphone is required due to the nature of the assignments.**

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design)	Intermediate	Intermediate	Basic
Other specialization (6 cr. Req.)			
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3415	Basic	Intermediate	Intermediate
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced