

**University of New England
FALL 2025
EFFECTIVE PUBLIC SPEAKING—SPC 100
SECTION A-20043
WEDNESDAY-2pm-4:50pm
MARCIL 217AB**

“All the great speakers were bad speakers at first.”
— Ralph Waldo Emerson

“To be able to speak in front of people, you have to, like, try.”
— Jesse Miller



L'ÉTAT DE VEILLE
by René Magritte, 1960.

COURSE NUMBER: SPC 100

CREDIT HOURS: 3

INSTRUCTOR: Mr. Jesse Miller

OFFICE HOURS: Tuesday/Friday: 10:00-11:00 pm; Wednesday 10:00-11:00 am and 1:00-2:00 pm; and by appointment. Sign up for times [here](#) or look for the link at the bottom of my email.

EMAIL: jmiller12@une.edu

PHONE: 207-602-2871

OFFICE: Marcil 025

COURSE SITE: <https://miller-spextra.uneportfolio.org/>

TEXT: O'Hair, Rubenstein, Stewart: *A Pocket Guide to Public Speaking*, 7th edition.

Please note: I have placed our textbook on reserve in UNE's Ketchum Library.

Course Description:

This course provides the student with training and experience in researching, organizing and presenting various types of oral presentations. Topics covered include audience analysis, speech organization, delivery techniques, and the use of sensory aids. Narrative, informative, and special-occasion presentations are required. The instruction in this class, in large portion, comes through discussion with the class and the instructor regarding specific speeches the student will deliver.

Learning Outcomes:

After completing this course, students should be able to:

1. Comprehend public presentation, including its assumptions, methods, and terminology.
2. Employ techniques of active listening, critical listening, and informal listening and responding within a public forum for inquiry, learning, and thinking.
3. Communicate effectively in oral modes and use written and oral skills as tools of inquiry.
4. Find, evaluate, and use information in a way that is appropriate to public speaking.
5. Discuss how public speaking is used within a student's particular major field.
6. Be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building oral presentation skills and developing new ways of listening, speaking, and thinking.

Course Objectives:

During the course the following topics shall be studied and/or practiced:

1. Extemporaneous presentation and discussion
2. Giving and receiving peer criticism
3. The 3 rhetorical purposes
4. Discovering and developing ideas for presentation
5. Individual and group approaches to presentation

6. Creation and use of outlines
7. Creation and use of presentations aids
8. Informative organizations
9. A speaker's and an audience's ethics and expectations
10. Effective listening for retention and understanding
11. Audience analysis
12. Research and use of credible sources
13. Effective introductions and conclusions
14. Participation in the public forum
15. Language and style

Course's Role in the Curriculum:

SPC – 100 is required for Pre-pharmacy track and the Dental Hygiene major. It is also an Exploration Course.

Exploration Courses:

These courses foster student inquiry into engaging academic topics. Each course, while connecting to one or more of the common core themes, introduces the intellectual tools of the discipline, thereby encouraging students to understand the liberal arts as distinctive ways of understanding. All exploration courses promote writing as a tool of learning and teach critical thinking skills explicitly. The Learning Outcomes for Exploration courses are as follows:

1. Comprehend a particular discipline, including its assumptions, methods, and terminology.
2. Employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking.
3. Communicate effectively in oral and written modes, and use writing as a tool of inquiry.
4. Find, evaluate, and/or use information in a way that is appropriate to a particular discipline.
5. Understand work done in their major fields within a wider intellectual and cultural context.
6. Be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building skills and developing new ways of thinking.

About Exploration Courses (EXP) and Course Objectives:

This course satisfies an Exploration requirement for the College of Arts and Sciences Core Curriculum and the Westbrook College of Health Professions Common Curriculum.

Exploration (EXP) courses introduce a humanities or social science discipline as a way of knowing. By exploring a topic, issue, or theme within the framework of a particular discipline, EXP courses provide an introduction to the assumptions, methods, and terminology of that discipline. In EXP courses, which encourage active learning, students acquire knowledge, develop skillful thinking, expand their expressive capabilities, and connect this learning to their broader experience; employ techniques of active reading, critical reading, and informal reading response for inquiry, learning, and thinking; communicate effectively in oral and written modes, and use writing as a tool of inquiry; find, evaluate, and/or use information in a way that is appropriate to a particular discipline; understand work done in their major fields within a wider

intellectual and cultural; be prepared for more advanced work in the Core, thus experiencing the Core as an integrated whole through building skills and developing new ways of thinking context.

Course Activities:

We will complete **4 formal speeches** and a variety of other short informal preparation and presentation assignments. This overview is intended to give you a sense of what's expected in the course.

Major Assignments and Breakdown:

There will be 4 major formal speeches during the semester:

Speech 1: Semi-Impromptu Speech...10%

Speech 2: Teaching a Skill (Collabo)...10%

Speech 3: What You Mean to Me...10%

Speech 4: Full-on Collabo...20%

Expect to Deliver Your Speech on these Dates:

Speech 1: Semi-Impromptu Speech ____ **Week 2** ____.

Speech 2: Teaching a Skill ____ **Weeks 4-6** ____.

Speech 3: What You Mean to Me ____ **Weeks 8-10** ____.

Speech 4: Full-on Collabo ____ **Weeks 12-15** ____.

Note: these due dates are tentative.

Course Requirements:

All major written assignments must be typed. Work should also be proofread for spelling, capitalization, punctuation and usage. Print quality must be clear and legible. Assign page numbers, please.

Communication Note:

Emails should be addressed professionally, with a subject line that includes the name or number of the course, a salutation, and a signature including your full name. ALSO, there is an expectation that you will check your email at least every other day. Otherwise, you may miss vital and timely messages from me.

Attendance Policy and Tardiness Specifics:

In alignment with the [University Attendance Policy](#), all students are expected to attend all classes for which they are registered and to hand all assignments in on time. Absences due to religious observances and scheduled varsity intercollegiate competition are necessarily excused.

Additional absences may be excused at the discretion of the instructor and some form of documentation may be required. Details regarding course-specific attendance policies are at the discretion of the instructor and included in the course syllabus (below).

Students who are absent from class should:

- communicate in advance (whenever possible) the details of any absence to their faculty and other university-wide reporting mechanisms as applicable;
- engage in meaningful follow-up with the instructor to make up any missed work in a timely manner, as agreed upon by the instructor, and;
- adhere to specific attendance/absence policies as included in the course syllabus.

In this course specifically:

- You will earn “points” for each class you both attend and make meaningful contributions to the work of the class—discussion, peer review, groupwork, etc. (**1 point for attendance and 1 point for meaningful contributions**). I think and refer to this combination of engagement as “Citizenship” in our learning community. This semester, we have 14 classes scheduled, so attendance and some meaningful contributions during each class session helps you earn **2 points toward your overall all class grade each class**. This means it’s possible to earn *more* than 25 points, or *bonus* points, towards your overall grade, even if you’ve missed a class, by exceeding the 25 point-class “threshold.”
- Occasional absence is to be expected. I’ll keep a record of your attendance and will reach out if and when a pattern of absenteeism emerges. You shouldn’t expect to pass the class if you miss more than 2 classes; missing 2 classes is like missing 2 full weeks of class.
- When an absence is planned, follow the university’s attendance policy and communicate with me directly and in advance to arrange for submission of assignments. If the absence is unforeseen, contact me as soon as possible and provide documentation of the reason for absence. Extenuating circumstances will be considered on a case-by-case basis.
- You’ll be responsible for remaining up-to-date and informed of our daily activities and of any changes made to the readings or assignments. If you’ve missed a class, you should consult the course site first (which will have the most recent version of our schedule and assignments), check in with your peer review group or someone else from class next, and then with me if you still have questions.
- All missed work we do in this class will be your responsibility.
- It is not possible to “make-up” in-class Citizenship, including peer review, or discussion, however, there is an option to earn full credit even if you’ve missed a class (see above) as well as *bonus* points for showing up and making meaningful contributions beyond the “threshold” attendance/meaningful contribution baseline. I am happy to represent—as best I can—any class discussion you might miss during my office hours.

A virtual structure will underpin the class. You’ll see a weekly menu posted on our course site the day before our meeting that week typically by 3pm. The menu will contain checkpoints throughout the week—whether you are in class or not, those checkpoints need to be met on time in order for you to succeed.

You are responsible for keeping yourself on task and keeping up with the assignments.

A Note About Technology:

We’ll be using ePortfolio this term. Please bring your charged laptop to each class. I may be able to bring you a loaner Mac to use in class, but I’d need a heads-up. Too, we’ll be using Youtube and other digital tools this term to capture, reflect, and improve on our public speaking abilities.

In many ways the digital will enhance our ability deliver live speeches. Having a willingness to embrace the digital is foundational to the mission of this section of SPC 100.

You will likely visit the [UNE DigiSpace](#) for assistance over the semester. I'm certainly here as a resource as well.

Grades:

- Citizenship Grade (Participation/attendance/meaningful contributions): 25%
- Journals: 25%
- Speeches: 50%

Being a Citizen of the Class:

A large portion of your grade (25%) in this class can be earned through your ability to demonstrate exceptional classroom citizenship. This grade is MORE than just class participation, but a holistic performance as a member of our learning community this semester. Your preparation, focus, willingness to do the work of the class, and attitude all shape this grade. Attendance and active participation are *necessary* to succeed in this class. This is a process-oriented course requiring significant amounts of scaffolding writing, group work, rehearsal, revision, and discussion. *Robust* participation in our class meetings, workshops, conferences, and any HW assignments help to increase your Class Citizen grade.

Because of the nature of this course, class attendance is required. **In general, participation CANNOT BE MADE UP.** You can't earn credit if you are not here and engaging with the class. **You are responsible for keeping yourself on task and keeping up with the assignments.**

Being a Citizen of this Class (Meaningful contributions):

Beyond just being in the room each class, a non-trivial portion of your grade (25%) in this class can be earned through your ability to demonstrate exceptional classroom citizenship. This grade is MORE than just class participation, but a holistic performance as a member of our learning community this semester. Your preparation, focus, willingness to do the work of the class, and attitude all shape this grade. This semester, your preparations for and contributions in class will comprise this grade.

Late Work:

In order to succeed in this class, and in order for this class to succeed, you will need to complete the coursework on time. If you fail to complete an assignment on time, your assignment grade will drop an entire letter, including MAJOR ASSIGNMENTS, e.g., a "B" becomes a "C" automatically. Anything more than 4 days late becomes a zero. Journals are to be posted before class time. If you did the work (the homework) you get credit. If you didn't, you can't earn credit—it's that simple. If you are having difficulty meeting deadlines, please reach out to me as soon as possible by appointment. I am happy to work with you to get things back on track if you are dedicated to the task. I reserve the right to consider unusual and/or extenuating circumstances, but let's be very clear: Just like the real world, deadlines matter a great deal. You will not fare well at UNE (and beyond) well if you flout or disregard them.

ePortfolio:

We will be using an ePortfolio to capture your work and, perhaps, most importantly, your attempts at *revision* and your *reflection* this semester. We'll delve deeper into specifics, but for now, please strive to get your head around the idea that this class, this community, is focused on incremental and noticeable development—your work starts somewhere and keeps going, and that “going” is what we intend to get into motion this term. I'm thinking in terms of life-long learning here. There's no such thing as mastery of a subject in a single semester, right?

Journals:

You will be tasked with writing roughly a 20 or so journal entries. Treat the journals seriously and you will earn full credit. Journals are either/or: Completed and posted **ON OUR COURSE SITE** on time, or not done. Journal work, which is really GROWTH AND REFLECTIVE WORK, is done on time for full credit (FULL) or not at all (ZERO). **Journals are worth 1.5 points of your overall class grade.**

To be fair to everyone in the class, journals cannot be made up if you miss them or you post them late—please don't ask me to bend the rules meant for every student. However, as your journal grade counts toward 25 % of your overall class grade, you have the ability to earn “bonus” points by completing more than 25 points worth (so if you complete 18 of the 20ish journals, you'll earn .5 bonus points for each after that).

These entries could be a series of analytical questions or sometimes just an outline. *Entries should be 200-300 words if not otherwise indicated.*

The purpose of the journal is to spend time away from the “classroom” thinking and reflecting on class activity and performance. These are very much writings for public consumption within the classroom, and I will likely draw on your responses to share with the class from time to time.

While I won't be scrutinizing these responses as carefully as, say, a formal speeches, it is always important to proofread your communications for grammar and spelling. Too, textspeak/internet-y slang (e.g. “C u l8r” instead of “See you later”) isn't quite appropriate for our intellectual forum. Plus, I'm old and need you to help me understand what you're saying!

Word to the wise (that's you!): The semester is a fluid thing: cancellations, illness, holidays, snow days, life-changing epiphanies, etc. I occasionally assign entries germane to our study “on the fly”—it's your responsibility to **PAY ATTENTION in class and be responsible for each entry.**

Speech Workshops and Revision:

For most speeches, we will have dry-runs or rehearsals with feedback from your peers as you develop your ideas. I will be conferencing with you as well over the semester—usually at the start of a speech project to help get you in motion.

I will provide specific feedback using the rubrics for each speech. My aim is the feedback (from both me and your peers) offered from one speech guides your progress into the next.

Other Concerns:

Throughout the semester we may be discussing some **controversial social issues**. I encourage you to think critically about these issues and to contribute positively by respecting others' views. If you cannot be respectful to your fellow classmates (and me!), you will not be welcome in my class.

Distraction and Disruption Policy & Technology Etiquette:

PHONES: If you must bring your cell phone to class, please set it to vibrate or **SHUT IT OFF**. Please **KEEP YOUR PHONE OUT OF SIGHT**. Disruptions—large and small—to the class will not be tolerated. Please do not text during this class. Please stop trying to hide your phones in your laps—I can see them!

LAPTOPS: We'll use laptops frequently, but we are all aware of how easy it is to get distracted online (I am **THE WORST** at distraction). Typically for homework, I'll offer you some time to refresh your memory and review your HW responses(s) (a minute or two) before we launch into our discussion. After this, **laptops will need to be closed so we can focus, talk, and learn**. It's obvious if you're engaging in other work or play online and it distracts me, honestly, but it also creates particularly bad energy for our community. Please: Focus, remain on-task, and **DO NOT** text or chat virtually during class. Again, I can tell when you're choosing distraction over focus, and your grade will reflect your level of engagement.

UP AND DOWN: It is very distracting when students come and go during class time—my expectation is that you'll be in the room during class. That is, after all, where the learning happens. Simply put: I cannot teach this class if you are routinely leaving and returning during class discussion, and to be fair to everyone in class, I cannot allow for a distracting learning environment. Please use the bathroom *before* or *after* class. Leaving the room, excessively, means you were not fully present, and your Citizenship grade will diminish significantly.

If leaving class becomes a pattern I will:

- Note this pattern in UNE's student retention/success system, activating an alert that pings your advisor.
- Have a conversation with you about what's going on.

If the pattern continues, I will raise the issue with the Academic Director of the School of Arts and Humanities; next steps may include a penalty on your overall grade. Passing the class may no longer be an option at this point.

If you are having an actual emergency—bathroom or otherwise—please attend to it outside the room, but reason and logic dictate that emergencies are events that cannot happen *regularly* during class.

Also, **PLEASE** be courteous and respectful to the class when coming and going.

PLEASE do not start packing up your materials until class has ended.

PLEASE do not use headphones in this class unless I signal it's permitted (in-class writing).

PLEASE, (again) when using your laptop, focus on our class work. I notice when you are breaking focus.

PLEASE do not get up during class to throw out your trash or leave the room unless it is an emergency. If a pattern of disappearance emerges, we'll need to have a conversation.

External discussions and chatting during class will not be permitted. I will eliminate unwanted talking by first addressing the problem with you. The second step could be to change your seat. Lastly, if the issue keeps up, you will leave my classroom. I reserve the right to assign seating arrangements at *any time* during the semester.

Food and drinks are permitted in the classroom as long as they are not a distraction.

Following these guidelines shows respect for your me, your classmates, and the overall learning environment of the class.

Use of AI Text Generator/ChatGPT and Other Unauthorized Tools:

Our class **prohibits** the use of Generative Artificial Intelligence (AI) programs (ChatGPT, ClaudeAI, Grammarly, etc.) for any work or assignments. The reading, writing, and critical thinking activities [faculty should modify activities list, as appropriate] central to the course learning outcomes cannot be developed when AI is used. Submitting work partially or completely generated using AI is not allowed. It will be treated as a violation of the university's Policy on Academic Integrity.

Note: Some students might not be aware they are using AI assistance with Grammarly's AI function. A quick Google search reveals the following way to disable it:

Your Grammarly settings can be found on your Account Settings page. If you no longer wish to use Grammarly's generative AI features, open your account settings, go to the Feature customization page, and switch off the generative AI settings.

UNE and College of Arts and Sciences Academic Policies and Student Information

See <https://www.une.edu/catalog/2025-2026/undergraduate/academic-policy> for general university undergraduate academic policies and <https://www.une.edu/student-affairs/student-conduct/student-handbook> for the current version of the UNE Student Handbook. College of Arts and Sciences academic policies and procedures are found here: <https://www.une.edu/cas/academic-policies>.

GRADING SCHEMA

All courses in the College of Arts and Sciences use the common grading scheme to convert weighted percentages to their corresponding letter grades:

A	93.0-100%
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A-	90.0-92.9%
B+	87.0-89.9%
B	83.0-86.9%
B-	80.0-82.9%
C+	77.0-79.9%
C	73.0-76.9%
C-	70.0-72.9%
D	60.0-69.9%
F	<60%

ACADEMIC INTEGRITY

THE UNE STUDENT HANDBOOK STATES:

The University of New England (UNE) values academic integrity in all aspects of the educational experience. Any behavior that provides a student with an advantage or provides another student with another advantage or disadvantage may be considered academic misconduct. Academic misconduct in any form undermines academic integrity and devalues the original works and contributions of others. It is the responsibility of all members of the university community to actively uphold academic integrity. ([UNE Student Handbook](#), 2025, p. 21)

At UNE, the term “academic misconduct” includes, but is not limited to:

a. Cheating:

- Copying from another individual’s academic work, test, quiz, or other assignment.
- Receiving, providing, and/or seeking assistance/aid from another individual to complete academic work, test, quiz, or other assignment.
- The use of materials or devices during academic work, test, quiz, or other assignment which are not authorized.
- Possession or use of current or previous course materials without the instructor’s permission.
- Obtaining, or coercing another person to obtain, an unadministered test, test key, homework solution or computer program/software.
- Substituting for another person, or permitting another person to substitute for oneself, to complete academic work.
- Uploading, downloading, or accessing complete or incomplete academic work, test, quiz, or other assignment without the prior approval of the instructor.
- Falsifying research data, laboratory reports, and/or other academic work offered for credit.
- Altering and/or destroying the work of another student.
- Failing to comply with instructions given by the person administering the academic work, test, quiz, or other assignment that results in academic misconduct not enumerated above.

b. Plagiarism/Self-Plagiarism:

- The representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials.
- The submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

c. Collusion

- Any unauthorized collaboration or attempted collaboration with another individual to complete academic work, test, quiz, or other assignment that results in similarities in the work, including, but not limited to, providing unauthorized assistance to another student and/or allowing another student access to completed academic work.

d. Falsifying Academic Records

- Altering or assisting in the altering of any official record of the University and/or submitting false information.
- Omitting requested information that is required for, or related to, any official record of the University.

e. Misrepresenting Facts

- Providing false grades or falsifying other academic information.
- Providing false or misleading information in an effort to injure another student academically.
- Providing false or misleading information in an effort to receive credit for attendance or a postponement or an extension on academic work, test, quiz, other assignment.

f. Violation of Professional Standards

- Any act or attempted act that violates specific Professional Standards or a published Code of Ethics.

NOTE: Students may be held accountable under this policy based on the applicable standards of their college or school of enrollment, declared major, degree program, and/or pre-professional program.

g. Unfair Academic Advantage

- Any other action or attempted action that may result in creating an unfair academic advantage for oneself or may result in creating an unfair academic advantage or disadvantage for another student.

The University procedures for reviewing and reporting charges of academic misconduct are found on page 111 of the 2025 [UNE Student Handbook](#). The College of Arts and Sciences policy on reviewing alleged acts of academic misconduct can be found at <https://www.une.edu/cas/academic-policies>.

MIDTERM ACADEMIC PROGRESS REPORTS

The University of New England is committed to the academic success of its students. At the midterm of each semester, instructors will report the performance of each student as SATISFACTORY (S) or UNSATISFACTORY (U). Instructors will announce when these midterm academic progress reports will be available for viewing via UNE Compass. This early alert system gives all students important information about progress in their courses. Students who receive an UNSATISFACTORY midterm report should take immediate action by speaking with their instructor to discuss suggestions for improvement such as utilizing the services of Academic Coaches, the Student Academic Success Center, the Student Counseling Center, and other student support services.

STUDENT ACADEMIC SUCCESS CENTER (SASC)

The Student Academic Success Center offers a range of free services to support your academic achievement, including tutoring, reading & writing support, digital project support, learning skills development, and many online resources. To see and schedule available appointments, go to <https://une.tutortrac.com> or visit the Division of Student Success Desk on the second floor of Ripich Commons. To access our online resources, including links, guides, and video tutorials, visit <https://une1.sharepoint.com/sites/SASC>.

STUDENTS WITH DISABILITIES

The University of New England is committed to creating a learning environment that meets the needs of its diverse student body and will make reasonable accommodations for students with qualified disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is encouraged to request accommodations through the UNE Student Access Center. Registration with the Student Access Center is required before accommodation requests can be granted. Visit <https://www.une.edu/student-access-center> for more information.

LIBRARY SERVICES

UNE Library Services provides the tools and support you need to succeed in this course and beyond. Access books, articles, videos, and other credible resources through library.une.edu and your [Research by Subject](#) guide. Need help with your research? UNE librarians are here for you! Whether you're developing a search strategy or citing your sources, you can [Ask a Librarian](#) or connect directly with your [subject librarian](#).

A Note on Workload:

The course workload adheres to US Department of Education requirements for college credit: According to the US DOE, *a college credit requires student work that “reasonably approximates not less than one hour of class and two hours of out-of-class student work per week.” As a 3-credit course, you should expect it to require three in-class hours and not less than 6 out-of-class hours of student work each week.*

Final Note:

By remaining in this class, you are agreeing to the terms of this course policy. If you have any questions or concerns about the course/course policies at any time, please do not hesitate to contact me. I look forward to working with each of you.

Academic Calendar

WEEK 1

WEDNESDAY, AUGUST 27

1. Introductions—interview a neighbor
2. Syllabus rules/regs/etc.
3. Try, Care, Be Generous of Spirit
4. Course site: <https://miller-spc.uneportfolio.org/>
5. Mantra
6. Outlining

7. Unpack SPEECH 1 with RUBRIC (below)
8. Brainstorming and drafting
9. Dry-run of SPEECH 1
10. Reflection

SPEECH 1, (SEMI) IMPROMPTU SPEECH PROMPT: How would you describe your personal communication style? What are your strengths and weaknesses? In what ways would you like to improve? What are your “worst case scenarios” for a public speaking event—wedding toast, eulogy, presentation at work, etc. and why? In the past, when have you succeeded with speaking publicly? And when have you struggled? You will turn in a revised version of your outline to me BEFORE you deliver the speech, so make sure you have 2 copies in class next time.

A little advice: Think of these questions as a launching pad for a speech about your own personal communication style; *please don't attempt to answer each question above*, but meditate, practice, and distill your ideas on your personal communication style in the time provided.

Start with an outline with KEY POINTS to give your speech some structure using SUB POINTS. Spend the remainder of class time brainstorming and drafting an outline you can work off of. Be prepared to deliver a *very* early draft of this speech (1 minute or so) to a small group of peers today.

Final speeches should be between 1.5-2 minutes long. Over is bad; under is bad—that means *EDITING & PRACTICE*

NOTE: For our future speeches, we'll be using ePortfolio to capture experiences and artifacts from our major speeches. For now, make sure to arrive next class with a PRINTED outline—one for you AND one for me.

KEY DATES FOR SPEECH 1:

Wednesday, AUGUST 27: Brainstorming/outlining/question-asking/a *very* dry run
Wednesday, SEPTEMBER 3: SPEECH 1 DELIVERY

Assignment:

1. **Read:** Chapter 1 in our course reader.
2. **JOURNAL # 1:** What are the big takeaways from chapter 1? In a full journal entry, help explain the significance of what you found important and what you connected with in the chapter.
3. **JOURNAL # 2:** Help me understand what experiences you have with practice or rehearsal and the relationship that preparation has to *performance*—academically, professionally, etc. **EMAIL ME THIS JOURNAL BY NOON ON TUESDAY, SEPTEMBER 2 with SPC JOURNAL 2 in the subject line.**

NOTE: Remember, our text is on reserve in the library if your book hasn't arrived yet.

For now, keep these journals saved on a Word doc or Google doc., even the one you emailed me. We'll be moving them to your ePortfolio soon.

4. Prepare to deliver SPEECH 1 next class. You could imagine that this would take doing some rehearsals over the few days/ week—1-2 practice runs each day would be reasonable...15-20 mins/day between now and next class is ideal.

We'll do some conferencing for our next speeches, but I'm happy to chat with you over the next few days if you're looking for advice and guidance.

Please be prepared as we go deeper into the class: preparation and time-on-task are the keys to your success.

5. Optional, but very useful: Check out the What to Expect videos from former students of SPC 100: <https://miller-spc.uneportfolio.org/what-to-expect/>