



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### WRITING AND COMMUNICATION IN PUBLIC AFFAIRS

**PUBAFRS 2367 – 3 Credits**

Autumn 2021, Derby Hall 049

Tuesdays and Thursdays, 8:00a.m. – 9:20a.m.

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**Instructor:** J.J. Gregg

**Email:** [Gregg.178@osu.edu](mailto:Gregg.178@osu.edu)

**Office Hours:** Tuesdays and Thursdays, 9:20a.m.-10:00a.m. (directly after class) or by appointment

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### COURSE DESCRIPTION

Good communication is a powerful tool for any professional, but it is particularly potent in the world of public affairs. Communication, whether written or spoken, affects how others view you and the message you want to deliver. In this course, you will sharpen your communication skills through practice, self-critique, peer review, purposeful reading and studying the basic mechanics of logical argument and English grammar.

This course is divided into four blocks covering concepts that are fundamental to developing your communication skills: 1) Problem Definition and Assembling Evidence; 2) Developing a Policy Argument; 3) Beyond Policy Memos; 4) Communicating Strategically

By learning how to speak and write about a range of policy topics, you will come to appreciate the importance of delivering a concise and convincing argument. Readings and assignments were designed with the intent of helping students develop the competence, confidence, and rhetorical understanding needed by communicators in public life and governmental processes.

### KEYS TO SUCCESS

Attendance, participation, and engagement will be critical to your success in this class. Successful students will complete required readings before class, turn in assignments on time, participate in class discussions and peer reviews, offer constructive feedback to peers, accept and incorporate constructive feedback into their own work, complete and revise drafts of their written work, take notes during lectures and discussions, and communicate with instructors when they have issues, questions, concerns or feedback. When possible, successful students also will skim supplementary readings, read and listen to good writing, share relevant content with instructors and students, come to office hours, and take advantage of the writing center.

### COURSE GOALS AND OBJECTIVES

PA 2367 fulfills the General Education (GE) Level 2 writing requirement. The University 2367 Level 2 goal is that students who complete the course “...are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression” ([asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes](https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes)).

GE Level Two Expected Learning Outcomes

Students who take this course will:

1. Through critical analysis, discussion and writing, demonstrate the ability to read carefully and express ideas effectively.
2. Apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

3. Access and use information critically and analytically.

John Glenn College Writing Curriculum Objectives

Successful students will:

1. Write concisely and convincingly on policy issues;
2. Tailor written, visual and oral communication for different policy and management audiences;
3. Construct logical arguments incorporating research and data, and apply those arguments to written and spoken policy communication;
4. Understand how traditional and social media affects public institutions and public policies; and
5. Provide constructive and effective reviews of peers’ written and spoken communication.

PUBAFRS 2367 students will meet these objectives by completing readings; preparing, revising and reviewing policy memos and other public affairs documents; participating in in-class discussions and group exercises; and designing and presenting on a public affairs topic.

**REQUIREMENTS**

- Assignments – 80%
- Style Academy Exercises – 10%
- Attendance – 5%
- Participation – 5%

Your numerical grade will be translated to a letter grade per the following schedule:

93 – 100	A	73 - 77	C
90 – 92	A-	70 - 72	C-
88 - 89	B+	68 - 69	D+
83 - 87	B	64 - 67	D
80 - 82	B-	63 & below	E
78 - 79	C+		

Assignments (80%)

In this course, you will complete numerous in-class and take-home assignments. Class time will sometimes be used to allow you to work and receive feedback on your assignments from your peers and instructors. Each assignment is listed on Carmen with the due date and time, number of points, objectives, description, assessment criteria and formatting requirements. Late assignments will be reduced by one full letter grade for each day an assignment is late. Day one begins the minute after the assignment is due.

BYU Style Academy Exercises (10%)

Using correct grammar and punctuation is critical in any writing. It is especially important when the goal is to persuade public officials to consider and adopt a preferred policy. We will work to improve our sentence-level writing by spending 10-20 minutes every class practicing writing. We will use the BYU style academy as our guide for this work. Students are expected to submit the completed exercises packet at the end of the semester. Most students write on this pdf document with their iPad pencils. If this does not work for you, we can determine a solution that will work.

Attendance (5%)

Attendance will be taken for this class. If you will be absent, please contact your instructor. This course involves a lot of peer review and class discussion; repeated absences will hurt you and your classmates. Students will be excused from class in the event of serious illness, religious observances, death of a loved one, or compelling circumstances beyond the student’s control. Appropriate documentation, such as a doctor’s note, a court summons or a death announcement, is required to verify the absence is excusable.

Participation (5%)

Class time will be used for discussions, group activities and individual assignments. You are expected to be attentive and engaged during lectures and discussions, and to contribute meaningfully during group exercises. This means that you must speak, listen and engage and include your group members. As part of the participation grade, each student will also independently identify an example of effective public affairs writing to share with the class.

## Assignment Schedule and Points

Due Date	Assignment	Approx. Length	Time Due	Points
R 8/26	Stranger Bio	1 paragraph	8:00 a.m.	2
R 9/2	Annotated Bibliography	1-2 pages	8:00 a.m.	4
R 9/9	Problem Statement	1-2 paragraphs	8:00 a.m.	4
R 9/9	PS Peer Review	Complete form	11:59 p.m.	2
R 9/16	Policy Argument Outline	1-2 pages	8:00 a.m.	4
R 9/23	Memo, Draft	1-2 pages	8:00 a.m.	2
R 9/23	Memo Peer Review	Complete form	11:59 p.m.	2
R 9/30	Duck Hunt	1 page	11:59 p.m.	2
T 10/5	Memo, Final	1-2 pages	8:00 a.m.	6
T 10/12	Letter to Legislator	1 page	8:00 a.m.	6
R 10/21	Testimony, Draft	1-2 pages	8:00 a.m.	2
R 10/21	Testimony Peer Review	Complete form	11:59 p.m.	2
R 10/28	Social Media Exercise	1-2 pages	8:00 a.m.	2
R 11/4	Testimony, Final	1-2 pages	8:00 a.m.	6
T 11/9	Presentation, Draft	5-6 slides	8:00 a.m.	2
T 11/9	Presentation Peer Review	Complete Form	11:59 p.m.	2
T 11/16	Presentation, Final	5-6 slides	8:00 a.m.	6
T 11/23	Communication Plan, Draft	1-3 pages	8:00 a.m.	2
T 11/23	CP Peer Review	Complete form	11:59 pm	2
T 11/30	Communication Plan, Final	1-3 pages	8:00 a.m.	6
R 12/2	Cover Letter, Draft	1 page	8:00 a.m.	2
R 12/2	Cover Letter Peer Review	Complete Form	11:59 pm	2
T 12/14	Final Portfolio & Cover Letter	See Carmen	9:45 p.m.	10
Assignment Subtotal				80
T 12/14	Style Academy Exercises			10
All	Attendance			5
All	Participation			5
Participation Subtotal				20
Total				100

**Note:**  
A full description of each assignment, including due date, submission type, length, objectives, steps, assessment criteria, and relationship to learning objectives is available on Canvas under the "Assignments" tab.

### Late Assignments

Late assignments will be reduced by one full letter grade for each day an assignment is late. NOTE: Day one begins the minute after an assignment is due.

### Grade Appeals

Your assigned grade is designed to reflect the overall quality of your work. If you believe that any grade was not properly assigned, within one week of receiving your grade, you may write a letter explaining why you disagree with the grade you received. Each appeal will be considered. If an assignment is re-graded, the *entire* assignment will be re-graded. Your final grade may be greater, less or equal to your original grade.

## MATERIALS

All required readings, audio clips and videos will be posted to Carmen. The reading list may be updated throughout the semester, so please refer to the Carmen website often. We will use two textbooks to guide your development as public policy communicators. YOU DO NOT NEED TO PURCHASE THESE BOOKS UNLESS YOU WANT THEM.

Pennock, A. S. (2018). *The CQ Press Writing Guide for Public Policy*. United States: SAGE Publications.

Smith, Catherine F. (2019). *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process* (5<sup>th</sup> ed.). New York: Oxford University Press.

## **COURSE POLICIES**

### Formatting Requirements

Formatting requirements will be specified for each assignment listed on Carmen. Please include your name and page numbers. In this class, *APA formatting and style guidelines* will serve as our foundation

### Writing Assistance

The Writing Center is a key resource for writing assistance. The Writing Center works with undergraduate and graduate students, faculty and staff at Ohio State. Writing consultants can review writing at any stage and help with non-paper assignments such as presentations (see: <https://cstw.osu.edu/students>). Writing consultants are available by appointment, on a walk-in basis or online.

### Digital Etiquette

If you have a laptop or tablet, you are encouraged to bring it to class for in-class assignments. However, pen and paper will work just as well. When you are not involved in an in-class assignment, you are expected to store your laptop, tablet, and other electronic devices with the sound off. If you have an important reason to have your phone out during class, please let your instructor know. A study in *Psychological Science* (Mueller & Oppenheimer, 2014) found that students who take notes longhand (that is, using a pen and paper) performed better on conceptual questions than did students who took notes on laptops.<sup>1</sup>

## **GLENN COLLEGE DIVERSITY VALUES**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## **OSU POLICIES**

### Academic Integrity Policy

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://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

### Student Accommodation Policy

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 immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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: <mailto:slds.osu.edu>; 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.”

### Student Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased

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<sup>1</sup>The full text of the study is available at: <http://journals.sagepub.com/doi/pdf/10.1177/0956797614524581>.

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 is 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 Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://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](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

### FERPA and Privacy in CarmenZoom Statement

Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is used for educational use/purposes and may be made available to all students presently enrolled in the course.”

### Covid Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Safety and Health Requirements

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

## **DETAILED SCHEDULE, ASSIGNMENTS AND READINGS**

This course is structured to help students build a portfolio of policy writing and communication pieces for use in pursuit of future jobs or graduate school. Students will select a public problem and develop five short documents that demonstrate skills required for policy analysis and advocacy. Each lecture topic, reading, and assignment has been carefully chosen to meet the OSU GE 2367 objectives as well as the Glenn College writing objectives. All required readings, audio clips, videos, and assignment descriptions will be posted to Carmen. These will be updated depending on current events as well as any unplanned interruptions to the course schedule.

### **Block 1: Problem Definition & Assembling Evidence**

Identifying and defining public problems are essential skills for policy analysis and anyone interested in working in or around government. The first part of this course is designed to help students identify a public problem of interest, seek reputable sources of information about the problem, and develop a problem statement that will serve as a fundamental building block for the remainder of the course.

Class 1 (8/24): Introduction to Public Affairs

- Required Reading
  - Syllabus
  - How to Email a Professor (good information to know)

Class 2 (8/26): Selecting a Policy Topic & Beginning Your Research

- Required Reading
  - [CQ Press: Public Affairs Topics](#) (Look over the policy topics at the link on Carmen)
  - [The Best Advice for Writers? Read.](#)
- Due: Stranger Bio

Class 3 (8/31): Summarizing, Synthesizing, and Sourcing

- Required Reading
  - [Cornell University - How to Prepare an Annotated Bibliography](#)
  - [Purdue OWL webpage on synthesizing](#)
  - [Purdue OWL webpage on Quoting, Paraphrasing, and Summarizing](#)
  - [Purdue OWL webpage on Paraphrasing](#)

Class 4 (9/2): Public Problem Definition

- Required Reading
  - Pennock (2019) – Chapter 2 (only pages 15-26)
  - Smith (2016) – Chapter 3: Definition, Frame the Problem (focus on pages 36 – 47, skim the rest)
- **Due: Annotated Bibliography**

Class 5 (9/7): Public Policy 101 & Policy Tools

- Required Reading
  - Smith (2016) – Chapter 1: Public Policy Making
  - Bardach (2012) – Appendix B: Things Governments Do

Class 6 (9/9): Reviewing & Revising Writing

- Required Reading
  - [Wisconsin Writing Center on Proofreading](#)
  - [Wisconsin Writing Center on How to Conduct a Peer Review](#)
- Very Useful Writing Resources
  - [UW-Madison Writer's Handbook](#)
  - OSU Proofreaders Checklist
  - [Purdue Owl on Proofreading \(5 sections\)](#)
- **Due: Problem Statement**
- ***In Class: Problem Statement Peer Review (11:59pm)***

**Block 2: Developing a Policy Argument**

The goal of this section of the course is to develop the skill of argumentation, which is a fundamental ingredient of strong writing and communication. Students will analyze the arguments of others and generate their own arguments in support of a particular policy solution to their public problem. The key assignment in this block is the policy memo

Class 7 (9/14): Argumentation in Public Policy

- Required Reading
  - Chrisinger (2017) – Chapter 1: How to Develop Your Story and Organize Your Report (pages 18-28)
  - Smith Chapter 6 – Know the Arguments
- Supplemental Reading
  - [Purdue OWL website on Logic in Argumentative Writing](#)
  - [Purdue OWL website on Using Logic](#)

Class 8 (9/16): Logical Fallacies & Policy Memos

- Required Reading
  - Pennock (2019) – Chapter 10: The Decision Memo
  - Reread pages 35-37 of Chrisinger (2017) – Chapter 1
  - [Purdue OWL website on Logical Fallacies](#)
- **Due: Policy Argument Outline (See Smith Chapter 6 for a guide)**

Class 9 (9/21): Analyzing Opposing Policy Arguments

- Required Reading
  - TBA – See Carmen

Class 10 (9/23): Writing for your Audience & Peer Reviews of Memo

- Required Reading
  - Pennock (2019) – Chapter 1: Audiences and Audience Centered Writing in Public Policy
  - [UNC Writing Center on Audience](#)
- **Due: Policy Memo Draft**
- ***In class: Policy Memo Peer Review (11:59pm)***

Class 11 (9/28): Developing a Tool Kit to Detect & Refute Fake News and BS

- Required Reading
  - [Why Fake News Thrives Online](#)
  - Inside a Fake News Sausage Farm: ‘This is all about income’
  - [Factcheck.org: How to Spot Fake News](#)
- Supplemental Reading
  - [Debunking Handbook \(2020\)](#)
  - NYT articles about the Russian Fake News Troll Farms

Class 12 (9/30): Rise of Data Journalism – Become Critical Consumers of Data Visualizations

- Required Reading
  - [Media Reboot: The Real Story is the Rise of Data](#)
  - Calling Bulls\*\*t Module 7 – Visualizations
    - [Misleading Axes on Graphs](#)
    - [Proportional Ink](#)
- ***In class: Duck Hunt***

### **Block 3: Beyond Policy Memos**

Policy memos are one of many ways that policy analysts, elected officials, policy researchers and other policy professionals communicate with one another. In Course Block 3, we will explore testimony, letters, emails, speeches and social media. By the end of this course block, students will have a letter to a legislator and developed a written testimony.

Class 13 (10/5): Policy Advocacy Through Snail Mail

- Required Reading
  - Smith (2016) – Chapter 7: Petition, Proposal, Letter: Request Action (pages 121-127 & skim examples)
  - [Purdue OWL webpage on Signal and Lead in Phrases](#)
- Supplemental Readings:
  - TED Talk: Political Change with Pen and Paper
  - I Worked for Congress for 6 Years...
  - Do Politicians Read the Emails You Send Them?
- **Due: Policy Memo Final Draft**

Class 14 (10/7): Email Etiquette

- Required Reading
  - [15 Email Etiquette Rules Every Professional Should Know](#)
  - [Purdue OWL webpage on Email Etiquette](#)
  - Microsoft Teams Etiquette eBook

Class 15 (10/12): Turning Research into Public Testimony

- Required Reading:
  - Pennock (2019) – Chapter 12: Legislative Testimony (page 213 – 223)
  - Smith (2016) – Chapter 9: Testimony: Witness in a Public Hearing (page 162-169 & skim examples)
- **Due: Letter to Legislator**

**\*\*\*\* NO CLASS 10/14: Autumn Break \*\*\*\***

Class 16 (10/19): Touchy Topics & Loaded Language

- Required Reading
  - [Loaded Words: How Both Sides are Using Persuasive Rhetoric About Guns](#)

Class 17 (10/21): Testimony Peer Review

- **Due: Testimony Draft**
- *In class: Testimony Peer Review*

Class 18 (10/26): Politics of Social Media

- Required Reading
  - [Social Media CEOs Rebuff Bias Claims, Vow to Protect Election](#)
  - [The Absolutely Remarkable Social Media Power of Alexandria Ocasio-Cortez](#)

Class 19 (10/28): The Art of Political Speechwriting

- Required Reading
  - Confessions of a White House Speechwriter
  - 10 Keys to Writing A Speech
- Supplemental Materials:
  - WATCH: Barack Obama’s “A More Perfect Union” Speech
  - WATCH: Ronald Reagan Speech at the Brandenburg Gate
- **Due: Social Media Exercise**

Class 20 (11/2): Guest Speaker (tentative)

- Required Reading
  - Prepare to engage with the speaker

Class 21 (11/4): Beyond PowerPoint: Nailing Your Presentations

- Required Reading
  - Presentation Tips From Slide:ology
  - How to Give A Killer Presentation
- **Due: Testimony Final**

Class 22 (11/9): Integrating Visuals & Presentation Peer Review

- Required Reading
  - Pennock (2019) – Chapter 6: Visually Communicating, On Creating and Writing About Graphs and Other Figures
  - TED Talk: Three Ways the Brain Creates Meaning
  - Data Visualizations: Chart Dos and Don’ts
- Supplemental Readings:
  - Ten Rules of Composition All Designers Live By
  - WTF Visualizations (browse)
  - Iconic Photographs and the Ebb and Flow of Empathic Response to Humanitarian Disasters
- **Presentation Draft**
- *In class: Presentation Peer Review*

**\*\*\*\* NO CLASS 11/11: Veteran’s Day \*\*\*\***

Class 23 (11/16): Public Speaking

- Required Reading
  - The Science of Stage Fright: How Stress Causes ‘Brain Freeze’



- TED Talk: The Science of Stage Fright (and how to overcome it)
- **Due: Presentation Final Draft**
- *In class: Presentations*

#### **Block 4: Communicating Strategically**

In the last part of this course, students develop a strategic communication plan, polish all work for use in a future career endeavor, and compose a cover letter.

Class 24 (11/18): Strategic Planning

- Required Reading
  - [Beginning at the End – A Guide to Backwards Planning](#)
- *In class: Presentations*

Class 25 (11/23): Communication Plan Peer Review

- See Carmen
- **Due: Communication Plan Draft**
- **Due: Communication Plan Peer Review**
- *In class: Presentations*

**\*\*\*\* NO CLASS 11/25: Thanksgiving Break \*\*\*\***

Class 26 (11/30): Cover Letters & Compiling the Final Portfolio

- Required Reading
  - [How to Write a Cover Letter in 2021 | Beginner's Guide](#)
- **Communication Plan Final**

Class 27 (12/2): Cover Letter Peer Review

- **Due: Cover Letter**
- *In class: Cover Letter Peer Review*

Class 28 (12/7): Course Wrap

Final Exam

- **Due: Communication Portfolio (Due 12/14/2021 at 9:45pm)**

**Please See the COURSE OUTLINE Below**

## COURSE OUTLINE

Class	Date	Concepts	Assignments Due
1	T 8/24	Introduction to Public Affairs & Course Logistics	
2	R 8/26	Selecting a Policy Topic & Beginning your Research	Stranger Bio
3	T 8/31	Summarizing, Synthesizing, and Sourcing	
4	R 9/2	Public Problem Definition	Annotated Bibliography
5	T 9/7	Public Policy 101 & Policy Tools	
6	R 9/9	Reviewing & Revising Writing Problem Statement peer review	Problem Statement <i>Peer Review</i>
7	T 9/14	Argumentation in Public Policy	
8	R 9/16	Policy Argumentation – Logical fallacies Policy Memos	Policy Argument Outline
9	T 9/21	Analyzing Opposing Policy Arguments	
10	R 9/23	Writing for your Audience Peer Review	Policy Memo Draft <i>Peer Review</i>
11	T 9/28	Developing a Tool Kit to Detect & Refute Fake News and BS	
12	R 9/30	Rise of Data Journalism – Become Critical Consumers of Data Visualizations	Duck Hunt
13	R 10/5	Policy Advocacy Through Snail Mail	Memo Final
14	T 10/7	Email Etiquette	
15	R 10/12	Turning Research to Public Testimony	Letter Final
	T 10/14	<b>***NO CLASS – AUTUMN BREAK***</b>	
16	T 10/19	Touchy Topics & Loaded Language	
17	R 10/21	Testimony Peer Review	Testimony Draft <i>Peer Review</i>
18	T 10/26	Politics of Social Media	
19	R 10/28	Political Speechwriting	Social Media Exercise
20	T 11/2	Testimony Workshop	
21	R 11/4	Beyond PowerPoint: Nailing Your Presentations	Testimony Final
22	T 11/9	Integrating Visuals in Presentations Presentation Peer Review *** Be prepared to practice presentation in small group***	Presentation Draft <i>Peer Review</i>
	R 11/11	<b>***NO CLASS – VETERAN'S DAY***</b>	
23	T 11/16	<i>In-class Presentations</i> Public Speaking & the Science of Stage Fright	Presentation, Final Draft
24	R 11/18	Strategic Planning <i>In-class Presentations</i>	
25	T 11/23	Communication Plan Peer Review <i>In-class Presentations</i>	Communication Plan Draft <i>Peer Review</i>
	R 11/11	<b>***NO CLASS – THANKSGIVING***</b>	
26	R 11/30	Cover Letters & Compiling the Final Portfolio	Communication Plan Final
27	T 12/2	Cover Letter Peer Review	Cover Letter Draft <i>Peer Review</i>
28	R 12/7	Course Wrap	
Exam	M 12/14	COMMUNICATION PORTFOLIO DUE – NO CLASS	Communication Portfolio