



University of Wisconsin-Stevens Point

College of Fine Arts and Communication
Division of Communication

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Communication 338: Speechwriting and Public Address Monday 10 a.m. – 11:50 a.m.

Thomas Salek, PhD	<i>: Instructor</i>
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715-346-3401	<i>: Phone</i>
M: 1 p.m. – 2 p.m.	<i>: Office Hours</i>
W: 3:30 p.m. – 4:30 p.m.	
By appointment	

Texts:

- All readings are posted to our class D2L site.

Course Description

From TED Talks to Presidential Addresses, this course emphasizes that speeches are a key part of how to spread ideas and persuade cultures. Historically, public speeches have been the foundation of democratic thought and how leaders and regular citizens inform and persuade. Using a public relations framework, this course teaches students the art of speechwriting and public address. Over the course of the semester, students will compose an extended piece of public address for a client, as well as analyze historical and contemporary speeches. Through close textual analysis and an examination of speechwriting best practices, this course allows students to understand the amount of work that goes into extended speeches delivered by leaders and regular citizens. Although focusing on public relations, this course benefits students interested in a career in the fields of organizational communication, business, and arts management.

Course Objectives

- Effectively compose informative and persuasive speeches for themselves and for potential clients
- Understand how to compose an audience-centered speech
- Demonstrate an understanding of the process that goes into writing speeches for public relations clients
- Analyze public speeches with an eye for their artistic and persuasive qualities
- Apply best practices from historical and contemporary public speeches

Division of Communication Learning Objectives for Communication Majors

This course will help you achieve the Division's objectives for all majors.

1. Communicate effectively using appropriate technologies for diverse audiences. (Stump Speech, Kairos Speech, Final Speech)
2. Plan, evaluate and conduct basic communication research. (Journal)

3. Use communication theories to understand and solve communication problems. (Kairos Speeches)
4. Apply historical communication perspectives to contemporary issues and practices. (Classroom discussion on historical case studies)
5. Apply principles of ethical decision making in communication contexts of ethical decision making in communication contexts. (e.g., Each class session)

Course Requirements

Assignments	Points
Course Policies Agreement	10
Public Figure Selection	10
Descriptive Speech Analysis	100
Stump Speech	125
Research Journal	125
Final Speech	150
<i>Kairos</i> Speeches	300
Current Event Discussion Board	100
Classroom Professionalism	80
TOTAL	1,000

Extra Credit: Extra credit may be announced in class only. These opportunities are optional. Specific directions will be provided when the opportunity arises.

Course Policies Agreement

At the start of the semester students will electronically sign a course policies agreement and upload it to the D2L dropbox. The course policy agreement lists documents that must be reviewed before the course begins. To receive credit, students must read the appropriate documents, indicate that the materials have been read, and then upload the agreement to the D2L dropbox.

Public Figure Selection

In the first week of class, students are required to select a public figure to represent throughout the semester. This person should ideally be a politician, business executive, nonprofit leader, or activist. For you to be successful throughout the semester, select a public figure who you can easily research and have access to their public speeches (in writing or on video). Once your public figure is approved, you will use this person throughout the semester for most of the major course assignments.

*****Please note, you will not be allowed to switch your public figure once it has been approved. You should also pick a public figure that you have at least some background knowledge about. President Barack Obama may NOT be chosen as he will be our collective case study for this course. *****

Descriptive Speech Analysis

Students will conduct a descriptive rhetorical analysis of a speech from their selected public figure. In this rhetorical analysis, students will pay attention to the rhetor's speaking style, as well as argument structure. Students should conduct a thorough descriptive rhetorical analysis of the speech using the framework proposed by Campbell and Burkholder (Feb. 5 reading).

To complete this assignment, students should:

1. Find a written or spoken speech from their public figure.
2. Read/watch the speech in full.
3. Conduct a thorough descriptive rhetorical analysis (i.e., Campbell and Burkholder)
4. Capture your findings in an essay that explains the rhetorical dynamics of the speech
5. There is no page requirement for this assignment, but students are required to analyze the entire speech.

Research Journal

Throughout the course, students should act like a speechwriter by keeping an ongoing journal of ideas and insights. From the second week of the semester, students are required to keep a research journal about their ongoing research into their public figure. The idea behind this research journal is to ensure you are familiar with your rhetor's speaking style. The goal of the journal is to regularly watch/read speeches from your rhetor. Your journal should also conduct basic biographical information about your rhetor, as well as craft ideas/anecdotes/jokes, that may be appropriate for a future speech. Students are not required to write in the journal every day, but should keep the following guidelines in mind.

By the end of the semester, students should:

- Have analyzed 8 speeches by their rhetor (this cannot include the descriptive speech analysis assignment or a speech read in class).
- Conducted basic research about their rhetor's biography, policy positions / business strategies, future plans.
- Researched and written 8 anecdotes for future use in a speech.
- Written 8 appropriate jokes that the rhetor could use in a future speech.
- Have 8 quotations (from the rhetor or quotes that their subject would like) that could be used in a future speech.
- At random points throughout the semester, students will be required to submit their research journals to show progress. Think about spreading this research journal out over an 8-week period.

Written Stump Speech

Politicians and business leaders are frequently on-the-go, meeting with various publics and members of the media. Due to being prominent public figures, these leaders frequently rely on a "stump speech" (i.e., a relatively short address on a set of salient topics that are used to connect with their public, gain support and articulate future political or business policies). These kinds of speeches are often adjusted to each public and situation, but they are crafted from broad underlying themes and narratives (i.e., political campaign themes, business strategies, personal/company's history). Successful stump speeches, in the political or business world, seek to inform a leader's public(s) about a particular topic, as well as their vision for the future.

To complete this assignment, students will:

1. Create a 1,000 – 1,500 word stump speech for their selected politician or business leader
2. Write your speech in the voice of your selected leader (i.e., speaking style, biography, policy positions, business/campaign strategy)
3. Select a time and location for the stump speech
4. Develop the persuasive goal and rhetorical audience

Final Speech

Building off the Descriptive Speech Analysis, Stump Speech, and Research Journal, this assignment asks students to craft a 3,000 – 5,000 word epideictic or deliberative speech. In order to be successful, students should fit the context and purpose of this speech to their rhetor. For example, if you are researching a past president, this speech could be a hypothetical State of the Union address that addresses current events or a new inaugural address. If researching a celebrity or business person, this speech could be a presidential launch speech or reaction to a hypothetical crisis. Any topic is on the table; the key part of this assignment is to craft a speech that is fitting to your rhetor, is written in the voice/style of your rhetor, is delivered to the appropriate audience, and follows the epideictic or deliberative form.

Kairos Speeches

In the 21st century, public culture is fast-moving. Due to this fact, speechwriters are frequently asked to create speeches with little to no notice. *Kairos* is a Greek concept that denotes crafting a timely and rhetorically appropriate response. This assignment requires students to quickly craft a short speech for a designated public figure.

Three times throughout the semester, students will write a 500 to 1,000 word speech for Barack Obama in response to an unknown prompt. Students will build their speech off class lectures and discussions that analyze President Barack Obama's speaking style. Students will have approximately 24 hours to complete the short speech. A short amount of time will be given during class to begin outlining a response. ***Kairos speeches are due Tuesday at noon.***

*****Please note, because this is an online course, students should be ready to spend more time outside of class during these weeks in order to complete this assignment on time. Speeches will receive a 10 percent point deduction for each hour late. Speeches submitted more than 10 hours late will not be evaluated.***

Current Event Discussion Board

This assignment consists of two parts: being a discussion leader and being a weekly respondent. Throughout the semester there will be a weekly discussion board about recent speeches. At one point throughout the semester students will be assigned a week to write a brief rhetorical analysis of a current event speech by any rhetor (including your research subject). In addition to crafting one discussion board post, every student is required to reply to the discussion board each week they are not crafting a rhetorical analysis post. The goal of this assignment is to become familiar with how to analyze a speech and see effective/ineffective techniques. As with any creative or intellectual exercise, the more examples that you review, the better the you become.

If you are crafting a brief rhetorical analysis, you should:

1. Find a speech that was delivered no more than 2 weeks prior to your assigned date
2. Post a link to the speech—a transcript or video
3. Craft a 3 – 5 paragraph rhetorical analysis about the speech. Think through questions like: 1) how does this speech function? 2) what kind of style does this rhetor use? 3) is this speech argumentative, informative or celebratory? 4) why have people applauded or criticized this speech?
4. Your discussion board post should be available to the class by your assigned Sunday at 11:59 p.m.

If you are replying to one of your colleague's posts, you should:

1. Read or watch the speech AND your colleague's post
2. Craft a one paragraph reply that adds to the discussion (i.e., provides further commentary and adds to the discussion).
3. Your response post should be completed by Saturdays at 11:59 p.m.

****No late posts will be accepted. ****

Classroom Professionalism

Eighty (80) points are earned through classroom professionalism. **Please note that simply attending class does not constitute as professionalism.** Students are expected to be active in class (i.e., engaged in discussion/activities and making substantive connections to the course material/textbook). Below are four Professionalism principles. Students who follow all four of these principles will receive full points for professionalism.

- **Participation:** Participation includes making helpful comments, grounded in key course concepts. These comments should help others in the class better understand the material. Remember that active listening is another key communication component.
- **Preparation:** Everyone is expected to have their book and read the assigned chapter(s) before attending class.
- **Punctuality:** There are unavoidable circumstances to be late, but make every effort to always arrive on time. If, for some reason, you run late on presentation days, **do not walk into the classroom or knock on the door while one of your classmates is presenting.** Please wait until the presentation has finished to enter.
- **Politeness:** The classroom is an inclusive and professional environment. Everyone is to be treated with respect. Do not engage in side conversations, or be disruptive, when someone is speaking in front of the room. All types of communication in this course should be formal and professional. For example, when emailing the instructor or your colleagues, remember to include a subject line, greeting, and proper grammar.

Anyone who misses a class should make arrangements with another student to copy notes, review announcements, and so forth. The instructor will present course materials only during designated class periods and will not reiterate materials from an entire class session during office hours. If students have specific questions that seek clarification about course content from a previous class period, they should not hesitate to ask, and the instructor will gladly work to clarify the course materials. However, students should not arrive at an instructor's office hours with the assumption that the instructor will "go over whatever I missed." Continually arriving late and/or leaving early is strongly discouraged. If it becomes a

distraction, the instructor will reach out directly to the student via email or face-to-face.

Course Schedule

This schedule reflects major readings and writing assignments. Additional assignments may be required throughout the semester. I may make changes to this schedule as I see fit to meet the needs of the class and take advantage of opportunities on your behalf.

Class Date	Topic	Readings / Class Activities	Graded Assignment Due
Jan. 22	What is public address/culture? What is speechwriting?		No Discussion Board
Jan. 29	An Introduction to Speechwriting	<ul style="list-style-type: none"> Robert Lehrman, <i>The Political Speechwriter's Companion</i> (Washington, D.C.: CQ Press, 2010): 1-6; 2-30. (Intro and 2) William F. Gavin, <i>Speechwright: An Insider's Take on Political Rhetoric</i> (East Lansing, MI: Michigan State University Press, 2011): xi-xxii. 	Course Policies Agreement Public Figure Selection No Discussion Board
Feb. 5	Before We Start Writing We Need to Be Rhetorical Critics	<ul style="list-style-type: none"> Sonja Foss, <i>Rhetorical Criticism: Exploration and Practice</i> (Long Grove: IL: Waveland, 2009), 3-8. Jim A. Kuypers and Andrew King, "What is Rhetoric?" In <i>Rhetorical Criticism: Perspectives in Action</i> (London: Rowman and Littlefield, 2016), 7-20. Karlynn Kohrs Campbell and Thomas A. Burkholder, "Descriptive Analysis: The First Stage of Criticism," in <i>Critiques of Contemporary Rhetoric</i> (Belmont, CA: Wadsworth, 1997), 17-48. 	

		<ul style="list-style-type: none"> • Abraham Lincoln, "Gettysburg Address" 	
Feb. 12	Before We Start Writing We Need to Be Rhetorical Critics (Part 2)	<ul style="list-style-type: none"> • Catherine Palczewski, Richard Ice, and John Fritch, "Chapter 6: Rhetors," in <i>Rhetoric in Civil Life</i> (State College, PA: Strata, 2016) • Robert Lehrman, <i>The Political Speechwriter's Companion</i> (Washington, D.C.: CQ Press, 2010): 81-100 (Chapter 6 & 7) • Barack Obama, "2004 Democratic National Convention Keynote Address," July 27, 2004 • Barack Obama, "A More Perfect Union," March 18, 2008 	
Feb. 19	Constituting Your Audience	<ul style="list-style-type: none"> • Robert Lehrman, <i>The Political Speechwriter's Companion</i> (Washington, D.C.: CQ Press, 2010): 31-40. (Chapter 3) • Catherine Palczewski, Richard Ice, and John Fritch, "Chapter 7: Audiences," in <i>Rhetoric in Civil Life</i> (State College, PA: Strata, 2016) • Derek Sweet and Margret McCue-Enser, "Constituting 'the People' as Rhetorical Interruption: Barack Obama and the Unfinished Hopes of an Imperfect People," <i>Communication Studies</i> 61(2010): 602-622. • Barack Obama, "Speech in Independence, Mo.," June 30, 2008 • Barack Obama, "71th Session of the United Nations General Assembly Address" September 20, 	<p>Descriptive Speech Analysis</p> <p>No Discussion Board</p>

		2016	
Feb. 26	Putting Your Fingers to the Keys / Pen to Paper	<ul style="list-style-type: none"> Robert Lehrman, <i>The Political Speechwriter's Companion</i> (Washington, D.C.: CQ Press, 2010): 143-228. (Chapters 11-14) (SKIM THESE CHAPTERS AND USE THEM FOR REFERENCE) 	
March 5	Argument in Speech	<ul style="list-style-type: none"> Catherine Palczewski, Richard Ice, and John Fritch, "Chapter 4: Argument," in <i>Rhetoric in Civil Life</i> (State College, PA: Strata, 2016) Sharon Cowley and Debra Hawhee, "Kairos and the Rhetorical Situation," in <i>Ancient Rhetorics for Contemporary Students</i> (Boston, MA: Allyn and Bacon, 1999): 30-41. Barack Obama, Address Detailing Steps to Reduce Gun Violence," January 5, 2015 	<p>Kairos Speech 1</p> <p>No Discussion Board</p>
March 12	Stump Speeches / Writing on the Fly	<ul style="list-style-type: none"> Wayne Booth, Gregory Colomb, and Joseph Williams, <i>The Craft of Research</i> (University of Chicago Press, 2008): pp. 108-170. Robert Lehrman, <i>The Political Speechwriter's Companion</i> (Washington, D.C.: CQ Press, 2010): 101-110. (Chapter 8) Kevin Coe and Michael Reitzes, "Obama on the Stump: Features and Determinants of a Rhetorical 	

		<p>Approach," <i>Presidential Studies Quarterly</i> 40, no. 3 (2010), 391-413.</p> <ul style="list-style-type: none"> • Barack Obama, "DNC Acceptance," August 28, 2008 • Barack Obama, "Remarks by the President at Final Campaign Rally—Des Moines, IA," November 6, 2012 	
March 19	The Rhetorical Situation	<ul style="list-style-type: none"> • Catherine Palczewski, Richard Ice, and John Fritch, "Chapter 8: Rhetorical Situations," in <i>Rhetoric in Civil Life</i> (State College, PA: Strata, 2016) • Lloyd F. Bitzer, "The Rhetorical Situation," <i>Philosophy & Rhetoric</i> 1 (1968): 1-14. • Mark Zuckerberg, "Speech on Facebook's Role in the 2016 Election Meddling," September 21, 2017 	<p><i>Kairos</i> Speech 2</p> <p>No Discussion Board</p>
March 26		Spring Break	
April 2	Understanding Genre and Epideictic Rhetoric	<ul style="list-style-type: none"> • Karlyn Korhs Campbell and Kathleen Hall Jamieson, <i>Presidents Creating the Presidency: Deeds Done in Words</i> (Chicago, IL: University of Chicago Press, 2008): 29-56. • Barry Brummett, <i>Techniques for</i> 	<p>Stump Speech</p> <p>No Discussion Board</p>

		<p><i>Close Reading</i>, 62-65</p> <ul style="list-style-type: none"> • Donald Trump, "Inaugural Address," January 20, 2017 • Barack Obama, "Inaugural Address," January 20, 2013 	
April 9	Genre and Deliberative Rhetoric	<ul style="list-style-type: none"> • Bonnie Dow, "The Function of Epideictic and Deliberative Strategies in Presidential Crisis Rhetoric," <i>Western Journal of Speech Communication</i> 53, no. 3 (1989), 294-310. • John F. Kennedy, "Cuban Missile Crisis Address to the Nation," October 22, 1962 	
April 16	Rhetorical Form and Style	<ul style="list-style-type: none"> • Bonnie J. Dow and Mari Boor Tonn, "'Feminine Style' and Political Judgment in the Rhetoric of Ann Richards," <i>Quarterly Journal of Speech</i> 79 (1993): 286-302. • Barry Brummett, <i>Techniques for Close Reading</i>, 73-96 • Nikki Haley, "Removing the Confederate Flag" June 22, 2015 	<p><i>Kairos</i> Speech 3</p> <p>No Discussion Board</p>
April 23	Language and Imagery	<ul style="list-style-type: none"> • Catherine Palczewski, Richard Ice, and John Fritch, "Chapter 2: Language," in <i>Rhetoric in Civil Life</i> (State College, PA: Strata, 2016) • J David Cisneros, "Contaminated 	

		<p>Communities: The Metaphor of 'Immigrant as Pollutant' in Media Representations of Immigration," <i>Rhetoric & Public Affairs</i> 11, no. 4 (2008), 569-602.</p> <ul style="list-style-type: none"> • Donald Trump, "Announcement Speech," June 16, 2015 • Donald Trump, "Immigration Speech," September 1, 2016 	
April 30	Humor and Irony	<ul style="list-style-type: none"> • Robert Lehrman, <i>The Political Speechwriter's Companion</i> (Washington, D.C.: CQ Press, 2010): 111-120 (Chapter 9) • John C. Meyer, "Humor as a Double-Edged Sword: Four Functions of Humor in Communication," <i>Communication Theory</i> 10, no. 3 (2000), 310-331. • Chris Smith and Ben Voth, "The Role of Humor in Political Argument: How 'Strategy' and 'Lockboxes' Changed a Political Campaign," <i>Argumentation and Advocacy</i> 39 (2002): 110-129. • Barack Obama, "2011 White House Correspondent's Dinner" May 1, 2011 	
May 7	Workshop	Individual Meetings with Instructor	
May 17			Final Speech Due

GENERAL GRADING POLICIES

Submission of Assignments

All assignments should be submitted **on D2L** by the specified date. You do not need to print off hard copies (unless otherwise specified).

Grading Policy

All course work is due by the date and time listed in the schedule unless otherwise noted. Requests to extend a due date for an assignment will be handled on a case-by-case basis, and the instructor has final say about any such arrangement. Requests should be made before an assignment is due—except in extenuating circumstances with documentation. Late work automatically will be docked 10% for each 24 hours after an assignment is due. *Please note: Even if an assignment is turned in 1-minute past the deadline it will be considered late and subject to the 10% penalty.*

Discussion of grades on assignments must take place before two weeks have elapsed from the receipt of the grade. After this, students are free to contact the instructor for clarification about a grade, but all numeric scores for assignments are final and will not be modified, regardless of the result of the discussion. In other words, don't wait until the last week of the class to ask about a possible grading error on an assignment that was completed more than two weeks prior. Grade disputes must be submitted in a written format (printed document or via email). In the document, provide concrete and defensible reasons for disputing a grade. Following receipt of the document, the instructor will review it and either reply with an explanation and/or may request a meeting with the student.

Grading Criteria for All Written Assignments

Written assignments for this class should follow the assignment guidelines. In any written work, please remember to provide arguments with ample evidence. This course is graded with the idea that an "A" is reserved for outstanding work. This means that the assignment demonstrates strong critical-thinking skills, makes an argument, supports it with ample evidence and is virtually error free. In contrast, a "C" is reserved for average work. This means that the assignment follows the minimum requirements, but may be unclear or not contain enough support.

Here are a few guidelines to follow before submitting written documents:

- Assignments should follow ALL the guidelines posted to D2L.
- Ideas are clearly expressed and supported with ample evidence from the course readings and/or outside sources.
- Assignments contain proper grammar and spelling (i.e., the paper has been thoroughly proofread). One way to ensure a paper is error free and easy to read is to read the paper out loud prior to submitting.
- Any assignment should follow APA style guidelines when citing research.
- Specific grading rubrics for each assignment will be available prior to its submission.

Revision Policy

One of the key aspects to this course is to hone in your writing skills. As part of that focus, editing is always the most important part of the writing process. **Those who earn less than an 80 percent on a written assignment** will be permitted to revise the assignment in order to improve the grade, according to the following policy:

1. **No revisions will be allowed for assignments earning an 80 percent or higher.**
2. A revision does NOT guarantee a higher grade. You must show significant improvement to earn a higher grade.
3. A revision can improve the grade by up to 10 percentage points.
4. No revisions will be permitted for group projects or the final project.
5. Revisions will be due one week after you receive feedback.
6. Late work cannot be revised.
7. Discussion posts cannot be revised—you can always post more than the minimum.

Final Grade Scale

Grading Scale	Letter Grade
1000-925	A
924-895	A-
894-875	B+
874-825	B
824-795	B-
794-775	C+
774-725	C
724-695	C-
694-675	D+
674-625	D
624-595	D-
594-0	F

GENERAL COURSE POLICIES

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

Technology in the Classroom

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be silenced and not used in the classroom. If you are expecting a phone call or text message that is absolutely urgent, please let the instructor know ahead of time, and then quietly excuse yourself from the room to take care of the matter. Adherence of this technology policy is part of the Participation and Professionalism course grade.

Excuses for Missed Work

Your instructor, on a case-by-case basis, will evaluate excuses for missed work. Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. Any work missed due to an unexcused absence cannot be made up. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)
- This evidence must be from an appropriate, verifiable source
- Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact their Instructor at least one week *prior* to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness that prevented you from attending class, that would

count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation. When it comes to being present and prepared on the days a quiz or class assignment is being given, it is presumed that most things are under your control. You will only be permitted to make up a quiz or assignment due to extraordinary crises. Carelessness and unpreparedness, and all the things that result from them, will not be considered valid reasons for making up a speech or exam.

Technology Requirements

Written work must be posted to the D2L dropbox in Microsoft Word (.doc or .docx) or PDF formats only. No other formats will be accepted. If the instructor cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class.

When necessary, the instructor will communicate with the class and/or individual students via the email address listed in your D2L account. It is your responsibility to check that email account regularly.

Plagiarism and Academic Integrity

From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Note: Submissions via D2L will be automatically screened for plagiarism.

Students with Special Needs/Disabilities

If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here:

<http://www4.uwsp.edu/special/disability/>.

Emergency Procedures

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here:

<http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

A Note on Achieving Academic Success in this Course

I cannot wait to work with each and every one of you throughout the semester. I want everyone in this course to achieve their academic goals. To reach this end, I am happy to be here for you as much as you'd like. Please do not hesitate to reach out to me via email or stop by my office at any time.

Throughout the semester there will be at least one required one-on-one individual appointment to discuss class participation and course goals. However, if you'd like to discuss individual assignments or anything, do not hesitate to reach out.