Introduction to Public Speaking SPC 2608 Online Syllabus
Spring 2019

***Please read this syllabus carefully. In live classes, we often spend a full hour covering the syllabus. The goal in this class is to ensure you get a good experience public speaking. This class is not just about making a youtube video (an entirely different process). Every detail below will help simulate the training that in-class students receive. More errors are made in this class when students overlook details in the syllabus than errors that are made during speeches. Policies are not created to be difficult, but rather to ensure consistency and fairness to all students.

Course Description:

The purpose of this online course is to understand and apply (1) the basic principles of effective public speaking, (2) the principles of audience analysis and message preparation, and (3) critical listening skills as they apply to public speaking.

Course Objectives:

A. To increase understanding and integration of the basic principles, practices and techniques of effective public speaking.
B. To give students the opportunity to engage in public speaking and audience analysis outside of a classroom setting.
C. To enhance student’s ability to listen more effectively and to think critically by peer reviewing other student speeches.
D. To research, analyze, organize and select appropriate subject matter through critical thinking and audience analysis.
E. To increase confidence and poise when speaking to audiences or groups.
F. To expand student’s abilities with computer mediated communication in order to better prepare them for future interviews and presentations online.
G. To enrich students’ ability to master all components that make a speech successful: understanding timing, figuring out how much practice is needed, ensuring deliverables are clear, and being able to meet client deadlines.


Instructor: Dr. Stephanie M. Webster, Associate Director of Written & Oral Comm (swebster@ufl.edu). Dr. Webster has designed your course, developed your lectures and assignments, and will answer any questions you still have after you have already contacted your TA. Essentially, she will take more of an oversight role. However, all questions about accommodations or missed work should come to Dr. Webster. If in doubt, you can ‘cc both your TA and Dr. Webster.
TA:
We have approximately 7 TAs for this course and students will be assigned to one of those TAs after drop/add. Your TA will facilitate all of your work for this course. They will be your first point of contact. They will answer your questions, review speech outlines per request, and grade all of your course work.

All TAs are highly qualified to grade your work. Many have taught their own, live Public Speaking course, some are working full-time out in the professional world and have expertise in Public Speaking, and some have coached or traveled with competitive speech teams. Grading has been standardized across instructors to ensure that speeches are viewed the same.

TA Office Hours: All TAs will hold office hours in the chat room. You can ask questions of any TA in the chat room; however, for questions about your specific outline or speech, you should plan to visit the chat room during your specific TA’s hours. Once drop/add ends, you will receive an email from your TA informing you of their office hours/contact information.

The chat room is not the place to leave a question to get a question answered quickly (unless your TA is working in office hours). For quick answers, send an email to your TA and ‘cc Dr. Webster. If you want a face-to-face meeting via the conference tool, just email your TA to set up a meeting time. To request a meeting with Dr. Webster, please also send an email.

Please make time to actively engage with your TA. In live classes, office hours tend to be fairly quiet until after the demo speech round. After that, students quickly realize how different this skill-based class is. Talking more in depth with your TA about feedback, or even requesting some tips face-to-face via video, can make all of the difference in understanding better gestures or vocal variety.

Course Requirements:

A. 3 Speeches and peer reviews for each:

1) Demonstration Speech: (150 points) – a 4-6 minute speech, where you will teach the audience how to do a step-by-step process. This speech must be delivered and videotaped before an audience of at least 5 adults. You will also incorporate Q&A at the end of this speech. Please note that Q&A cannot be used to meet the minimum time requirements.

2) Informative Speech: (200 points) a 5-7 minute informative speech to enhance the audience’s understanding of an event or an idea. This speech must be delivered
and videotaped before an audience of at least 5 adults. You will also incorporate Q&A.

3) **Persuasive Speech:** (300 points) a 6-8 minute persuasive speech in which you will be an advocate of an idea, a policy, a plan of action, a program or a product. This speech must be delivered and videotaped before an audience of at least 5 adults. You will also incorporate Q&A.

**For every speech, you have several details that need your attention.** Let’s take a look at these because they are important.

*The trap is to feel the details are to make your lives difficult. However, they have actually been fine tuned over years, under the oversight of UF’s teaching center, to ensure that online students are receiving the same level of quality that live students receive. In a skill-based class like Public Speaking this means more than reading and taking tests. You need to watch speeches, practice, and execute. Every step in the assignments ensure that you are moving through the process used across the country for online public speaking classes. Further, part of public speaking in the professional world is more than just talking out loud. Great speakers know what is expected in a situation, do preliminary prep, pay attention to details such as the room or deliverables, and meet deadlines.*

a. Make sure you have read all of the documents under Additional Readings and Resources in the first module. In particular, ‘Guidelines for recording speeches’ and ‘Equipment needed for Speeches’ will ensure that your speech meets the minimum standards for the class. You are responsible for all information in these documents.

b. Then, read the guidelines for that particular speech by clicking on its link in ‘Assignments’ (e.g., ‘demonstration speech,’). Requirements change for each speech so pay close attention to these shifts.

c. **Upload the link** to your recording in **2 places.**

1) You need to upload for me as an ‘assignment’ by clicking on the link for that speech. You will attach your outline, bibliography, and PPT slides with that video link upload. It is okay to attach the outline and PPT in the comments box if you have trouble uploading all items at once. Missing items will result in a point loss on your rubric. Since submitting work on time is different than the employee who says ‘oops, I forgot that detail,’ you cannot just submit work late. It is your responsibility to make sure that you upload all documents. **Please use Microsoft Word and Microsoft PPT for your outlines and slides. Keynote and WordPerfect submissions will result in a late penalty until you resubmit with the correct file formats.**

*Pro Tip:* If you use a slower home connection, realize that uploading can take a while. **Leave yourself plenty of time.** Delays in technology will not be an acceptable excuse. Loss of power will not be an acceptable excuse. Just as
in the work world, planning in advance for possible setbacks is important to success.

2) The second place you need to upload your work is on the Secondary Discussion Board for that particular speech assignment. You will upload the link to your speech and your ppt slides for your peers. You don’t have to upload the outline on the Secondary DB. Missing links on the secondary post discussion boards, by the due date, will result in a 5 point penalty each day it is late.

*Both uploads are done at the same due date and time.

d. Complete peer reviews. Once the deadline for the speech has hit, the computer will automatically assign peer evaluations. When you go back to the assignment page after submitting you should see the names of the people you need to peer review. When you click on a name, you will be able to access the rubric and fill out a peer review. Peer reviews are NOT just a few sentences written to the student. To get credit, you must use the rubric. This task makes you a better judge of all fundamentals of a speech, and in turn, a better speaker as you tune into those subtle features of good speakers. Peer reviews are also NOT done on the secondary discussion board. You have 72 hours to complete all 5 of your peer reviews. Each late peer review will reduce your speech grade by 10 points per review.

If you don’t see all 5 reviews, it is possible that a student was late submitting their work. In that case you should take a screen shot of the missing peer review and email both Dr. Webster and your TA right away to get another peer review assigned. Missing this step will result in no credit for that peer review.

*Pro tip: the peer reviews will not show up in your ‘upcoming task’ list on the home page since they are part of the speech assignment. Write down this 72 hour deadline on your own calendar for each speech.

Receiving low scores on peer reviews will not harm your grade. We understand that your peers have not been trained. There is some history though of peers not watching speeches and just filling out a peer review randomly. Please don’t do this. I see a constant correlation between accurate peer reviews and top speakers in the class. Peer reviews help you learn the fundamentals and tune into unique styles.

Some final points about speeches:

-You will deliver your speeches extemporaneously, though you may use one side of one 3x5 note card for your quotations, statistics or other information difficult to remember. In the business college, we actually don’t allow any note cards and students learn to be highly effective at learning and delivering their speeches focused on the audience. You can certainly choose to take this challenge on. If you do use a note card, be sure to hold up your
note card to the camera before starting and show both sides. Using more than one side of a 3x5 note card or standing behind a podium will start your speech at a 70%.

-When the time limit hits, nothing you say will count. You can have an audience signal you when you have 1 minute left and 30 seconds left. However, it’s your job to practice timing and be well within the limit even if your audience member forgets to signal. In live classes, almost every student uses the signal technique and finds it helpful.

You are required to not turn off the camera once it has been turned on – in a ‘real’ public speaking setting, do-overs are unnatural and reduce credibility. Starts and stops in your recording will result in a zero for that speech. It is common to forget the Q&A in the first round and we will see an end to the recording at the end of the speech and then a start for the Q&A. This is okay. Don’t start all over. You just cannot start and stop the recording in the middle of the speech.

You should also pan the entire audience before your speech. Have all audience members wave at the camera to prove they are real individuals (yes, people have tried to use stuffed blankets and wigs in the past). If this step is not done, that audience member will not count (-30 points off of your speech per missing audience member). Further, as you see in recording guidelines, the entire audience should remain in the picture during the entire speech. Good practice tip—spend time at the beginning of the class finding a good presentation space. Remember, you are speaking to your audience, not the camera/class. The recording guidelines show you a diagram for camera set up.

Be wary of claiming that online students shouldn’t have to find 5 audience members. You would be arguing for lower quality training in your course. Under 5 audience members resembles interpersonal communication more than public speaking at best, and just making a youtube video at worst.

*Any issues you have that may prevent you from following all instructions with speeches should be addressed with your instructor during the drop/add period. I want you to succeed. The most common comments I see from students after they have gone on to internships or work sites is a huge thank you for showing them that they had more potential than they gave themselves credit for.

*Speech anxiety is not an excuse for missing steps in the speech recording requirements. If you are nervous, that is very normal. And it is uncomfortable. We don’t want you to sit alone and worry about this class. Many UF students have found interesting techniques, by working with their TAs, that would help them to speak effectively even if it was outside of their comfort zone. You can be successful in this class. It is important to take steps early that can help you. Consider scheduling appointments with your TA or the instructor in advance to discuss handling speech anxiety.

Total points from speeches = 650
B. Early Speech Outline: for the Demo speech with peer reviews = 50 points
For every speech assignment, you will submit your outline, ppt, and your video. However, we will also do one earlier outline assignment for your first speech to help you tune into the rubric (and push you to finish early enough to practice). The outline assignment for the demo speech is 50 points and is due 2 weeks before your speech. Then, you will revise after receiving feedback from your peers and you will resubmit the new outline with your speech by the demo speech deadline.

With the demo speech outline assignment, you will also complete 5 peer reviews of other outlines submitted in the class. At the deadline for this assignment, the computer will automatically assign you 5 peers to evaluate. The goal is to allow you to apply the skills you have learned about research, organizing a speech, and writing intros and conclusions.

To get full credit for the peer review, you must use the rubric that you find when you click on that peer’s outline. If you are late turning in your outline, the computer will not automatically assign you peer reviews. You should contact Dr. Webster to request that the peer reviews get assigned. The 3 day deadline will still apply from the time of your submission.

C. Participation: 60 points comprised of:

1. 5 Discussion Boards - 45 points
2. 1 syllabus quiz – 15 points

D. Midterm (100 points) and Final Exam – (140 points) = 240 points.

Grading: Total Possible Points = 1000

Scale for Final Grades:
Grading Scale: A 93-100% 930-1000 points; A- 90-92% 900-929; B+ 87-89% 870-899; B 83-86% 830-869; B- 80-82% 800-829; C+ 77-79% 770-799; C 73-76% 730-769; C- 70-72% 700-729; D+ 67-69% 670-699; D 63-66% 630-669; D- 60-62% 600-629; E 0-59% 0-599

My Expectations:

1. This is a public speaking course, so I require the completion of all three major speeches in order to pass the class. If you do not complete all three major speeches, you will fail the class regardless of your total number of points on other assignments. Also, my goal is to make sure you are competitive in the professional world. Therefore, you will be compared to your other peers at UF. The bar is high as a University of Florida student. Successful students go the extra mile to ensure their work is excellent. This usually
means starting early and practicing your speech aloud around 30 times with no note cards. Your goal in a speech is to command the room, while also appearing relaxed and confident. If you are already talented at public speaking, you can tailor this class to go to the next level. Gators definitely take charge of their own learning and growth. If you want ideas about how to advance an already strong foundation, just see your TA or contact me, Dr. Webster.

2. Be proactive. Online classes are definitely NOT easier than traditional classes. Because of the amount of reading required, online classes can be more time consuming. Successful students can expect to commit 8 hours per week to lecture and 14-22 hours per week on reading and other assignments in a summer session. The good thing is you can do the work at any hour of the day convenient for you. If you are not someone who can work independently, or keep yourself motivated, and online class is probably not a good fit for you.

**Attendance Policy**
Attendance will be marked by your ‘participation’ in assignments. Students should complete the work, listed under ‘assignments,’ that is due.

**Late Work**
This online course is a “Modified’ self-paced course. Modified self-paced means that there are general deadlines within the semester. Most assignments will open near the beginning of the semester and you can work ahead (except for the exams). However, you cannot work back. You will be at a disadvantage if you fall behind in your work.

**Deadlines are the ‘due’ date not the ‘available until’ date.** When you see ‘available until,’ that marks a date where the assignment will be accepted, but with penalty points assigned. Discussion boards will not be accepted for penalty points. Occasionally, you may see an ‘available until’ date change due to special circumstances for a particular student (such as accommodations with the Disability Resource Center). This does not mean the deadline has changed for everyone.

Deadlines will fall at 11:59 PM.

For exams, you will get a limited amount of time to complete them, and the exam closes at 11:59pm on the deadline. In other words, the date you see for the exam is the ‘deadline’ and not the open time. Thus, if the deadline is Friday at 11:59pm, and you sign on at 11:30pm, you will get less than the allotted time to complete the exam. Be sure to start early. You have a 24 hour period to sign on for exams. You will not need ProctorU. The exams are open book, but not open person, and you are on your honor to not use the online test banks. If someone shares an online source with you, the UF honor code requires you to report that information.

Since you have 24 full hours, and prior notice about the date, having to work is not an excuse for missing an exam. You have committed to this academic class. Please arrange
your work schedule accordingly. When you see ‘Available until,’ that refers to the time when you can still access the exam, but for a penalty. Late exams will only be allowed with proper documentation of an emergency.

***In a public speaking class, where much of your interaction is with your peers, you should make sure you set your notifications to alert you regarding updated information on canvas. However, log on frequently as a back-up to make sure you keep up. This is not a class where you can log in once a week and just do large lumps of work.

Improvements in public speaking happen with a clear pattern of practice – feedback-observe – practice. If you choose to work significantly ahead of the deadlines, resubmissions will not be accepted.

Here are the penalties for late work:

1) Malfunctioning videos:
   a. If I cannot open a file on youtube or canvas, your speech will be assigned a grade of zero. Please make sure to double check your links. Remember that your TA may not open every video the day it is submitted. Or even 2 days later. It is not their job to inform you that your link doesn’t work. Thus, broken links receive a grade of zero and not ‘late work.’
   
   b. If we cannot hear your video, your speech will be assigned a grade of zero. It’s a good idea to check your recordings before your audience leaves and make sure the sound plays back.

2) Late presentations: If you are late in submitting your speech presentations, a deduction of 15 percentage points per day will be taken from your grade. Even if you are 1 minute late, the 15% deduction applies. You have the option to submit in advance. In other words, the deadline is a hard deadline and not just a goal.
   a. Issues with technology are not an acceptable excuse for late work. Even if you submit a ticket from the help desk. You should always try to upload your work long before the deadline rather than that morning. Connections and problems happen. Be proactive and consider uploading days early.
   b. Making the secondary post of your video link to the discussion board for your peers can reduce your speech grade by 5 points for each day it is late. Remember that this post has a deadline at the same time your video gets posted. You are posting in 2 different places to give your peers access.

3) Late discussion board posts:
   a. Discussion board posts are all or nothing. Late or incomplete discussion board posts receive no credit.
4) Late peer reviews for ‘speeches’:
Each late peer review for speech assignments will reduce your speech grade by 10 points. Please make a note to yourself. You have 72 hours from the speech deadline to watch just 5 speeches and fill out a rubric on them. Make yourself a reminder of this step for each speech.

5) Late outline ‘Early’ outline assignment:
Missing the initial deadline for the assignment will receive an automatic 25 point deduction. If you miss posting before all peer reviews are due within the 72 hour period after the deadline, all 50 points will be lost. Late work after the 72 hour period will only be allowed with proper documentation for an excused absence (e.g. medical emergency). If an outline is submitted, but the peer reviews are missing after 72 hours, 5 points will be deducted from the assignment for each missing peer review.

Audience Members
You have signed up to take ‘Public’ speaking. This training is different than speaking to 2-3 people (what we call interpersonal communication and not public speaking) or even making a plain video online. Many people are nervous about public speaking for a reason – they don’t have much practice with speaking in front of a large group. Thus, your task in this class is to ensure you have a minimum of 5 adults in your audience.

The minimum number of audience members is 5 adults. Be ready for people you invite to not show. No shows will not be accepted as a reason for a late speech. **Each missing audience member will reduce your speech score by 30 points. It’s a good idea to invite more people than you think you need, and to start your speech early enough that you have time for a second recording with a new audience.

Saying that you are traveling or new to a town is not an acceptable reason for missing audience members. You should drop the class if you cannot commit to the requirements. However, note the possibilities below:

*Do you want to go above and beyond in this class? Consider scheduling all of your speeches with large, public groups. For instance, you might speak at a local group meeting, put on a church program, speak at work, offer a program at the local library, speak at a retirement home, or speak in a college classroom. This will give you the added benefit of analyzing a real audience and tailoring a topic to suit their needs (just make sure you are also meeting the assignment description). While this practice doesn’t translate into different grades, you do develop a strong professional work ethic to exceed standards. If you think about this class as a workplace, you will do a lot better developing yourself as a speaker prepared for the professional world.

Many online public speaking classes across the country require at least one speech to people you don’t know (such as at a retirement community). Again, think about how you can challenge yourself.
Other Class Policies:

**Student Conduct in the Online class:** Students are expected to behave professionally and in compliance with the UF Student Code of Conduct. This rule includes all discussion board posts, peer reviews, and emails with the instructor. This class is a good opportunity to get used to engaging privacy and proper netiquette.

**Speech dress code:** Students will dress appropriately in business casual attire to deliver their speeches. Lack of business casual attire will result in a 10 point deduction from your speech grade. Students should refrain from chewing gum during their speeches, or wearing hats.

**Speech props:** No illegal or dangerous products, chemicals, or substances are allowed in a speech (i.e., guns, drugs, alcohol, explosives, fire, illegal substances, etc). No pets or reptiles will be allowed as a part of speeches. Violation of this rule will result in a penalty of 50 points deducted from that speech's grade.

**Speech language:** No foul language, harassment, or cursing is allowed during any speech presentations. This can result in a 15-point penalty off of your speech. ‘Crap,’ ‘sucks,’ ‘pissed off’ are considered unprofessional and will result in a 5-point deduction.

**Honor Code:** All submitted work, written or oral (including exams and power point slides), will be the student’s personal, original work, with credit being given to sources used. Plagiarism, the use of prepared speech texts, using your own speeches from a prior class, and other forms of dishonesty are grounds for failure of this course and referral to the University Judicial process.

**Grade Disputes:** If you dispute the grade you receive for an assignment, you may request to have it re-graded by Dr. Webster. First though, you should meet with your TA to discuss the grade you received to be sure you understand the rationale for your grade. Following that meeting, if you still wish to dispute the grade, you may email Dr. Webster (swebster@ufl.edu) to request that your assignment be re-graded. If you request this re-grade, the second grade will stand, regardless of whether it is higher or lower than the original score. You may request re-grading up to one week after an assignment has been returned. We will not consider requests after this time.

**Accommodations:** Please inform me if I can do anything to make sure physical circumstances don’t get in the way of your work. UF’s official statement on ADA issues includes: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." I’d appreciate your paperwork, or notification that it is coming, in the first week of class.
**Assistance with Technology:** If you need assistance with technology, see the link in the Start Here Module called ‘What to do if you have technical problems.’ I can answer questions about the class, but any trouble with uploading or functioning of the website is best handled by the UF Help Desk. If you have technical problems on a deadline, take a screen shot of the problem and contact the help desk immediately. Having a ticket with the helpdesk will not guarantee that you will avoid penalty points because you should start all work well in advance to avoid technical issues. However, taking a screen shot of the problem and having a help desk ticket filed at the moment of the problem could help.

**CANVAS tips:**

If you are new to Canvas, you may wonder: “Where do I look to find out what I need to know and do?” You can follow our schedule of topics several ways:

1) **Modules** – Modules are the best place to go to view the course. Essentially, a module is like your classroom. You will see lectures, readings, assignments, exam reviews, and supplemental speech samples in each module on the first content page for that module.

   Which lectures take priority? Within modules, you will see voice over ppt lectures for those of you that prefer to listen on the go. You can play these without needing to see the slides. You will also see video lectures (not in every module though). The audio recordings help walk you through each chapter in the text. I do include insider tips that help you with speeches along the way. However, they may have more detail than you want if you are already reading the text. If you are doing well in the class and very comfortable with public speaking, you might narrow your work to just the video lectures and reading the chapters. You can still do well on tests with this approach.

   If you are nervous about public speaking, or shooting for that ‘A,’ watch the audio along with the video lectures. Keep in mind, you might like talking in front of people, but ‘public speaking’ is different than just getting up and talking. The more tools you use to adapt to this skill, the better you will do in the class.

2) **Assignments** – if you want to just quickly view what you must ‘complete,’ you can click on the ‘Assignments’ link. I encourage you to take time now to chart out all assignment deadlines into a personal calendar (hard copy or phone). Students who only rely on the ‘upcoming assignments’ stream when they sign onto canvas often get caught off guard. **This class involves a lot of pre-planning.** Try to look ahead at deadlines and then work backwards to set up mini-deadlines for completing parts of each assignment.
3) **Discussions** – you would only want to start in the discussion link if you were trying to track down a particular discussion. Discussions are a limited view of the course. We discuss topics related to all assignments, and most are tied to points, but discussions will also appear under assignments. Thus, don't make ‘discussions,’ your central stop when signing in.

*Often, students that use the most resources in the class website, over the longest period of time, have the highest grades in online classes.

**Overall about this class:** Public Speaking is one of those classes that has the potential to reach across your lifetime. It is a course that will allow you to develop skills you can use in a variety of capacities as a contributing member of society. Many people always remember their public speaking course and say it is one of their favorites. The level of challenge described above is equaled by the opportunity to demonstrate courage and purpose. It is natural to have reservations about public speaking, but we more often regret the things we don’t try than the stumbles we make along the way. I look forward to working with you!

**Schedule of Topics:** (remember to not just check off tasks. You will get the closest classroom experience by working through the readings, lectures, and assignments in each Module on canvas). **The first page of each module is a wiki page with links to all of the lectures.** The following schedule includes general guidelines of what module you should be in.

Again, I encourage you not to just follow the ‘coming up’ items on canvas. In week 1, go to assignments and write all deadlines down in your calendars. This will help you work sufficiently ahead. For instance, if you have a speech due, you will want to be done several days in advance to upload all materials early. And, you want to be just practicing several days before that. This means you should always be multitasking in the class.

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