

SPCM 1100 SPRING 2008
INTRODUCTION TO PUBLIC SPEAKING

“According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy.” --Jerry Seinfeld

Instructor: Erin Witte

Office Address: 222 Terrell Hall

Office Phone: (706) 583-0952

Office Hours: MWF: 9:00-10:00 and by appointment

E-Mail Address: witte@uga.edu

This E-Mail address should be the primary means of communication. Please allow 48 hours for instructor's response (excluding weekends). Instructor will not respond to any e-mail that comes less than 24 hours before your scheduled speaking time or exam.

Textbook:

Lucas, S.E. (2006). *The art of public speaking* (9th ed.). Boston: McGraw Hill.

Required Reading:

There will be a few articles and speech texts posted on the WebCT account which students will be required to read for class discussion and testing purposes.

Course Goal:

The goal of this course is to help students become better communicators. We intend to teach students how to speak effectively in public. We intend to help students understand why some people are more effective and others less effective as public speakers. In short, we seek to help students become better speakers and critics of public communication.

Course Objectives:

1. Students will understand the need for effective public speaking skills in contemporary society.
2. Students will develop research, organizational, and delivery skills for the preparation and presentation of speeches.
3. Students will enlarge their ability to listen critically and analyze public speeches.
4. Students will be able to articulate and practice an ethical approach to public speaking.
5. Students will be able to analyze and articulate differing rhetorical situations and create speeches that are appropriate to the situation.
6. Students will gain a better understanding of how speech plays a role in creating and maintaining space for civil discourse and activism.
7. Students will use classroom activities to debate “hot topics” and discuss the complex working of citizenship and democracy.

Expectations:

I expect that you will attend class every day, be on time, do the assigned readings, and be able to respond to discussion questions in class. You are expected to think critically about your own communicative practice and that of others. In this class we will deal with controversial issues; you are expected to regularly bring your opinions to the discussion and contribute to an open and respectful dialogue. Our time together is important, therefore cell phones, and ipods are expected to be turned off and left in your bag.

Course Policies:

1. **Academic Honesty:** “Academic honesty is – defined broadly and simply – the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed” (From the Preamble to “A Culture of Honesty”). The University, the Department of Speech Communication, and I personally take academic honesty very seriously. Every student at the University of Georgia should be familiar with the booklet, “A Culture of Honesty: Policies and Procedures on Academic Dishonesty.” If you are not, please obtain one of these booklets and read it carefully. This document has a thorough presentation of four types of academic dishonesty including plagiarism, unauthorized assistance, lying/tampering, and theft, as well as the procedures that are in place to adjudicate alleged incidents of academic dishonesty. The policies and procedures described in “A Culture of Honesty” will be strictly followed.
2. **Attendance:** Attendance will be taken every class period. Only students who are officially enrolled in the class may attend. If you are not officially enrolled and wish to add the class, please see Dr. Harris, the Basic Course Director. Absences due to university activities (e.g., debate, sports, etc.) must be discussed with the instructor no later than one week before the relevant class period(s). Written documentation for a university sanctioned absence must be provided. Written documentation must also be provided for absences due to illness or emergency. **If documentation is not provided within one week of the absence, it will not be accepted and the absence will remain unexcused.** Arrangements concerning absences are at the instructor's discretion.

Your regular attendance is required. You have **THREE** unexcused absences for the semester, no questions asked. Any additional absences will result in a grade deduction (10 points per absence). If you should miss class, it is your responsibility to obtain missed materials from a classmate, not the instructor. Do not expect a private tutorial. **PLEASE NOTE: Attendance is required on all speaking days. If you are absent on any speaking day (even if you are not speaking), the equivalent of a half-letter grade will be deducted from your own speech grade for each speech day that you miss.**

Tardiness is not appropriate and will not be tolerated. Ensure that you allow yourself enough time to be in class before it begins. Excessive tardiness will result in a grade deduction (**3 tardies will be considered 1 unexcused absence**). Additionally, leaving class early is strongly discouraged. Premature packings-up annoy the professor without hastening the end of class.

3. **Participation:** Class participation will be based on your thoughtful comments and questions. I expect you to be well-read coming into discussions. Part of participation includes making sure you do not distract yourself or others while in class. To ensure that class discussions are as effective as possible, cell phones and personal stereos (ipods, mp3 players, portable cd players, etc.) must be turned off while in class. Laptops may be used to take notes during lecture. If, however, you are unable to resist the temptation to check e-mail and IM with friends this privilege will be revoked.
4. **Exam Policies:** Two exams are scheduled on the syllabus, a midterm exam and a final exam. Students are expected to take the exams **on the dates assigned**. (see also final exam policy).
 - (a) Make up exams are only allowed for full credit for excused absences with proper documentation. Students may make up their exam when they are absent due to a university sanctioned activity where prior notice has been provided, an emergency which has been documented through their advisor or Student Affairs, or an illness which has been verified in writing from your private physician or the Student Health Center. In the case of illness, you must get a note from either your private physician or from the Student Health Center signed by a clinician (Not a Health

Center Nurse) that says something to the effect: “In my opinion, this student should be in classes today and/or tomorrow (specify the particular date[s] involved).” Typically, a private physician or clinician will write a note for an illness for one or two days. However, if your illness lingers, you will need to recheck with the private physician or clinician and request an additional note to document your absence. The note does not have to indicate the specifics of your illness, but that the physician or clinician does not think you are well enough to attend class.

(b) Make up exams are not allowed without proper documentation. Make-up exams are not allowed for any type of unexcused absences, including missing class to study for a test, oversleeping, not being ready to take the exam, or having to work at an outside job. You will receive a **ZERO** for that exam.

5. **Final Exam Policy:** The final exam will be given at the assigned time per the official University schedule. The final exam will **NOT** be given early or at a different time unless changed by the University. **There are no exceptions to this policy. Please mark your calendars and make your travel plans based on the final exam times noted below:**

MWF 8:00—Friday May 2, 8:00-11:00 am

MWF 10:10—Wednesday April 30, 8:00-11:00 am

6. **Speech Policies:** Public speech presentations are clearly scheduled on the syllabus, and you will be assigned specific times and dates to present your speech(es). **Students must speak on their assigned day.**

The following policies apply to students who do **NOT** speak on their assigned day:

(a) **If a speech is not given on the assigned day due to an excused absence, then the speech may be made up and full credit will be available.** Students may present their speech during the next class period, if time permits, when they are absent due to a university sanctioned activity where prior notice has been provided, an emergency has been documented through their advisor or Student Affairs, or an illness has been verified in writing from your private physician or the Student Health Center. Please see the above policy for a description of the required written verification to be provided by your private physician or the Student Health Center.

(b) **If a speech is not given on the assigned day and the student provides a compelling reason, the speech may be made up with a one letter grade reduction.** Students who provide a compelling excuse (based on instructor’s discretion) may present their speech with a letter grade deduction during the next class period if time permits or at the instructor’s discretion (e.g., time and location). If a “compelling” excuse is not provided, the instructor is under no obligation to allow the student to earn points to make up the speech. *Reminder: To receive a grade for this class, you have to complete all the speeches (whether or not you earn a grade for the speeches).*

(c) **If a speech is not given on the assigned day due to an unexcused absence, the speech must be made up, but no credit will be given.** Unexcused absences include: missing class to study for a test, oversleeping, not being ready to speak, and having to work at an outside job. Students who do not provide an acceptable reason for not giving their speech will make up the assignment at the instructor’s discretion for zero points. *Reminder: To receive a grade for this class, you have to complete all the speeches (whether or not you earn a grade for the speeches).*

7. **Receiving a Final Grade:** Students must complete all exams, speeches, and the research requirement to receive a grade.

8. **Grievance Procedure:** Occasionally, students are unsatisfied with some dimension of the course. If you have a concern at any time during the course, please come speak with me directly either during office hours, by appointment, or via email. Do not approach me at the end of class.

If you want to appeal a grade, the departmental policy is that you **must** make the grade appeal in **writing** to me. **Please wait 24 hours after receiving your grade before approaching me with questions or concerns.** Prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved. E-mail me for a special appointment to review your grievance. The written document should be attached at that time. **Appeals must be made within one week of receipt of the grade.** If you have employed these measures and are still dissatisfied, or feel that an appropriate resolution may not be reached by working with me, then I encourage you to contact the Basic Course Director Dr. Harris at tmharris@uga.edu . She will also need a written grade appeal in order to help you.

9. **Learning Accommodations:** Any students who need special accommodations for learning or who have particular needs are invited to share these concerns or requests with me as soon as possible. The Disability Resource Center (542-8719, Clark Howell Hall) provides written documentation that specifies the needed modifications (i.e., note taker, extra time for tests) to the instructor. If you have not contacted The Disability Resource Center to request a letter be sent to your instructor, please do so. Do not wait until the day of the exam or speech to request special accommodations.
10. **Academic Scholarships:** If you are on academic scholarship to attend the University of Georgia then you should feel privileged and honored for the recognition of your academic achievements. However, I do not change grades because a student fears losing their academic scholarship. In addition, students should be aware that I view my grading scale as MORE than fair. Thus, I DO NOT round grades up. You have adequate points to rightly receive a grade in the A, B, C, etc range and if you do not reach those grades on your own, I will not assist you at the end of the semester. I will, however, do more than enough to assist you with the appropriate tools, knowledge and skills to earn the best grade you can throughout the semester. You will get out of this class what you put in.
11. **Please take note of the following:** This syllabus is *not* a legal contract. It is a *social contract*. The difference is hardly subtle. In the former, you can read the fine print closely for loopholes. In the latter, there are no loopholes. Once you have understood the terms of this course as articulated during the first class meeting, I will understand you to have made a commitment to abide by both the letter and spirit of this course. The letter of the course, certainly, is specified *in part by* the syllabus, but it is further fleshed out each day in the form of class handouts and notes. The spirit of the course can only be apprehended by listening carefully-and actively-in class. As such, I will treat all of you as my students, not my clients. There is no division of consumer affairs, and you cannot strike a bargain with me regarding my sincere evaluation of your performance. So, do your best work, do your own work, do what is assigned when it is assigned, and take yourself seriously.

Course Assignments:

Exams:

Two major examinations will be given throughout the semester—a midterm exam and a final exam. Each examination will consist of a combination of multiple choice, fill-ins, and some essay format items. Each test covers approximately one-half of the course material. The Final exam is not cumulative. Exams cover material from lectures and the textbook.

Speeches:

- 1. Introductory Speech (Ungraded):** This is a 3 minute speech designed to acquaint you with your classmates and give you a practice speaking opportunity before you are required to give a speech for a grade. Bring to class an item that represents something of personal interest or concern and explain what it represents and why it is important to you. In this advanced version of show and tell, try to put emphasis on the personal significance of the object and less on the object itself. The specific assignment will be posted on WebCT and discussed in class.
- 2. Informative Speech (150 Points):** Informative speeches are designed to teach or convey information. This speech will take the form of a group presentation. Each group will be responsible for researching one of the presidential hopefuls and telling the class where that candidate stands on important issues. A visual aid, in the form of a power point presentation, will be required for this speech. The specific assignment will be posted on WebCT and discussed in class before the assignment is due.
- 3. Convention Speech (150 Points):** This is a 5 minute Ceremonial Speech in which you will endorse a candidate of your choice for your party's Presidential nomination. The emphasis of this speech will be on shared community values. The specific assignment will be posted on WebCT and discussed in class before the assignment is due.
- 4. Point-Counterpoint Constructive Speech (150 points):** You will debate another student the class over a potential policy change. The instructor will assign the topic for you to debate. This 5 minute speech is also a persuasive speech, but it is designed to function as part of an intense discussion of the issue, rather than stand alone. A more detailed assignment will be posted onto WebCT and will be discussed in class.
- 5. Point-Counterpoint Rebuttal (100 points):** Immediately after both students complete their respective Point-Counterpoint Constructive Speeches, each student will deliver a 3 minute rebuttal speech. This speech will focus on the ability of the student to use active listening and critical thinking to incorporate the skills learned in class into a "thinking on your feet" speech. The specific assignment guidelines will be posted on WebCT and discussed in class.

Quizzes:

Over the course of the semester, there will be 5 pop quizzes. Pop quizzes will cover the reading due for that class period. Each quiz will be worth 10 points for a total of 50 points.

Homework:

Students will be required to complete a variety of homework assignments. **I only accept assignments that are typed and stapled or paper clipped.** All assignments should also include proper headings and pagination.

Research Requirement:

As part of your participation in this class, you **must** satisfy a departmental research requirement. For information about the three options for completing the research requirement, see the document entitled: *The UGA Speech Communication Research Participation: Information for*

Students that is attached. Please read and be aware of the choice you make. Failure to fulfill the research requirement will result in a grade of Incomplete (I) for this class. Note: You will need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation.

Course Evaluation

Point Values:

Each student will complete the following assignments for a total of 1000 points:

Midterm Exam	150
Final Exam	150
Informative Speech	150
Convention Speech	150
Point Counterpoint Constructive	150
Point Counterpoint Rebuttal	100
Homework	100
Quizzes	50
Research Requirement	Required to pass the class

Grading Scale:

A	930 - 1000
A-	900 - 929
B+	880 - 899
B	830 - 879
B-	800 - 829
C+	780 - 799
C	730 - 779
C-	700 - 729
D	600 - 699
F	599 and below

***The Basic Course Director's Policy in Speech Communication is that no extra credit is allowed. Therefore, I cannot give extra credit to anyone.

Please don't hesitate to check the plus/minus Q&A web page at:
<http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html>

Grading Criteria for Evaluating Speeches

The **average speech** (C) essentially completes the core requirements of the assignment and should meet the following criteria:

1. Be original
2. Conform to the type of speech assigned—informative, persuasive, etc.
3. Have a focused topic
4. Have clear and identifiable thesis statement
5. Have an identifiable introduction, body and conclusion
6. Minimally addresses all required components of the assignment such as outline, time, number of references, etc.
7. Be free of serious errors in grammar, pronunciation and word usage
8. Be delivered in an extemporaneous manner (looking at notes no more than 40-50% of the time)

The **above average speech** (B) is well organized and well developed and should meet the following criteria:

1. Meet all the criteria for a C speech
2. Deal with a challenging topic
3. Fulfill all functions of a speech introduction and conclusion
4. Display clear organization of main points and supporting material in the sub-points
5. Exhibit proficient use of transitions, internal summaries, and signposts
6. Contains variety of supporting materials, and a wider range of research
7. Clearly identify sources orally in speech
8. Be presented with poise
9. Be delivered in a fully extemporaneous manner (looking at notes no more than 30-40% of the time)

The **superior speech** (A) reflects an outstanding comprehension of the topic and exhibits truly responsible knowledge sharing. The A speech is essentially flawless and should meet the following criteria:

1. Satisfy all requirements for a B speech
2. Show evidence of thorough preparation, including research above and beyond the minimum requirements
3. Demonstrate imagination and creativity in topic selection and development, including presenting information that is new (or presented in a new light) to the audience
4. Consistently adapt information and supporting material to this specific audience
5. Demonstrate artful use of language
6. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message
7. Have outstanding extemporaneous delivery (looking at notes no more than 20-30% of the time)

The **below average speech** (D) is lacking in 2 or more of the criteria for a C speech, or:

1. Is clearly unrehearsed, or is simply read off a manuscript
2. Is founded on unreliable or biased information or resources
3. Contains a topic that is offensive, inappropriate or overly confusing for the audience

The **completely deficient speech** (F) is lacking in 4 or more of the criteria for a C speech, or:

1. Contains fabricated supporting materials
2. Is plagiarized

Tentative Schedule

This schedule is tentative and may change due to the needs of the class. Students should be prepared to discuss assigned readings in class on the assigned day.

<u>Week 1</u>	1/7	Getting to know you!! Get acquainted with your classmates.
	1/9	Syllabus and Course Policies: Establishing a social contract.
	1/10	***Last day for Drop/Add***
	1/11	Speaking in Public: Chapter 1
<u>Week 2</u>	1/14	Appendix: "Giving your first speech"
	1/16	<i>Introductory Speech</i>
	1/18	<i>Introductory Speech</i>
<u>Week 3</u>	1/21	Martin Luther King Day! No Class!!
	1/23	Delivery: Chapter 12
	1/25	Audience Analysis: Chapter 5
<u>Week 4</u>	1/28	Speaking to Inform: Chapter 14
	1/30	Speaking in Small Groups: Chapter 18
	2/1	Organizing the Speech: Chapter 8 & 9
<u>Week 5</u>	2/4	Outlining the speech: Chapter 10
	2/6	Visual Aids: Chapter 13 & Appendix "Using Powerpoint"
	2/8	Informative Speech Workshop: "Putting it all together"
<u>Week 6</u>	2/11	<i>Informative Speeches</i>
	2/13	<i>Informative Speeches</i>
	2/15	<i>Informative Speeches</i>
<u>Week 7</u>	2/18	Midterm Exam Review
	2/20	<i>Midterm Exam</i>
	2/22	Speaking on Special Occasions: Chapter 17
<u>Week 8</u>	2/25	Video Analysis: Convention Speeches
	2/27	Language: Chapter 11
	2/29	<i>Convention Speeches</i>
<u>Week 9</u>	3/3	<i>Convention Speeches</i>
	3/5	<i>Convention Speeches</i>
	3/7	<i>Convention Speeches</i>
<u>Week 10</u>	3/10	Spring Break! No Class!!
	3/12	Spring Break! No Class!!
	3/14	Spring Break! No Class!!
<u>Week 11</u>	3/17	Speaking to Persuade: Chapter 15
	3/19	Speaking to Persuade (Continued)
	3/21	Methods of Persuasion: Chapter 16
<u>Week 12</u>	3/24	Logical Fallacies: Talking Points on Trial

3/26 “Four Corners” Activity
3/28 Arguing Ethically: Chapter 2

Week 13 3/31 Active Listening: Chapter 3
4/2 Gathering Material & Supporting your Ideas: Chapters 6 & 7
4/4 Learning about Library Resources

Week 14 4/7 Learning to speak on your feet: Impromptu Speaking Workshop
4/9 Point Counterpoint Workshop: XY Debates
4/11 Point Counterpoint Workshop: XY Debates

Week 15 4/14 *Point-Counterpoint Speeches*
4/16 *Point-Counterpoint Speeches*
4/18 *Point-Counterpoint Speeches*

Week 16 4/21 *Point-Counterpoint Speeches*
4/23 *Point-Counterpoint Speeches*
4/25 *Point-Counterpoint Speeches*

Week 17 4/28 *Point-Counterpoint Speeches*

Final Exams:

MWF 8:00—Friday May 2, 8:00-11:00 am.

MWF 10:10—Wednesay April 30, 8:00-11:00 am.

**UGA Speech Communication Research Participation:
Information for Students**

Questions? Contact your course instructor.

Your class requires you to satisfy a departmental research requirement. **Failure to fulfill the research requirement results in a grade of Incomplete (I).** You may choose one of the following three options to fulfill your research requirement.

OPTION 1: PARTICIPATION IN A SPEECH COMMUNICATION RESEARCH STUDY

The Speech Communication Department regards your participation in studies as an educational experience. Participation in a research study will acquaint you with the process of research, as well as give you hands on experience with what it is like to be in a study much like the ones that you read and learn about in class. The participation of students is appreciated and essential to the research of the Department of Speech Communication. The research contributions made by the students are a lasting part of the body of social scientific knowledge about communication.

Step 1: Sign-Up For One of the Studies Posted on the “Research Opportunities” Bulletin Board in Terrell Hall

- a. You may choose the study in which you wish to participate.
- b. When signing up for a study, please note what time you chose to participate, what will be expected of you, and the approximate amount of time the study will take to complete. Also, be sure to leave your phone number or email address so the researcher can contact you if he or she needs to reschedule.
- c. It is your responsibility to show up for the study. If you do not show up, you may incur a penalty.

Step 2: Participate in a Study

- a. It is your responsibility to show up at the designated time and location. If it is necessary for you to miss an appointment because of illness or an emergency, please call the phone number listed on the sign-up sheet.
- b. When you show up for the study, please **sign in** using both your name and your instructor’s name. We need both your name and your instructor’s name to ensure you receive credit.
- c. Make sure that you **keep a copy of the consent form** from the study; this is **your proof of participation**.
- d. If for some reason you do not receive credit later for participating in a study, notify your instructor and ask him/her to check with the researcher. The researcher keeps a copy of the sign-in sheet that you signed and also the list of participants that were given to the instructor. He/she has the responsibility to double check and find out whether you participated.
- e. Research must be completed **before the beginning of final exams week**.

OPTION 2: COMMUNICATION ARTICLE SUMMARY

This option is designed primarily for students who are not able or do not wish to participate in speech communication research studies. You must adhere to the following guidelines carefully; shoddy work will not be accepted. **Note: Any paper that is entirely or partly copied word-for-word from a research article (or from another student) is not acceptable.** This is plagiarism, which is a very serious academic offense. Both your instructor and the research pool coordinator will check to make sure that your work is original.

Step 1: Select an article from one of the following journals:

<i>Communication Quarterly</i>	<i>Communication Reports</i>
<i>Communication Research Reports</i>	<i>Communication Studies</i>
<i>Southern Communication Journal</i>	<i>Western Journal of Communication</i>

- a. The article must have been published **within the last year**. **Note: It is your responsibility to locate a hard copy of the journal in the library (check in the current periodicals section first).**
- b. The article must describe a research study (hint: look for headings such as “Method,” and “Results”)
- c. Check with your instructor to make sure the article is one that is suitable before you write your paper.

Step 2: Write a 2-Page Summary and Analysis of the Article

- a. Your summary and analysis of the article should be 2 pages. The purpose of the paper is to demonstrate that

you have read and have understood the research article. It should be partly a summary and an astute description of what you learned from the article. Papers that contain simple phrases like "I didn't like the article" or "it didn't make much sense" will be not be accepted for credit. You need to critically evaluate the material. The paper should contain at least two full pages of text.

- b. Include a title page for the paper that includes the following:
 1. Your name
 2. Your instructor's name & class time
 3. The title of the article you read and the author of the article
 4. The name of the journal
 5. The date and/or volume number of the journal
 6. The page numbers of the article
- c. A photocopy of the article stapled to the back of your paper.
- d. The paper must be typed and double-spaced. You must use a standard 12 point font size. Failure to heed these guidelines will result in the paper not being accepted for credit.

Step 3: Turn In Your Paper

Submit your paper to your instructor **before final** exam week. Any papers turned in during final exam week will not be accepted for credit, nor will any unacceptable papers receive credit.

OPTION 3: PARTICIPATION IN A SPEECH COMMUNICATION COLLOQUIUM

This option is also designed primarily for students who are not able or do not wish to participate in speech communication research studies. A colloquium is similar to a speech; each speaker takes about 1 hour and talks about his or her most recent communication research. In addition to attending the colloquium, you must write a 2-page summary of the talk in order to receive course credit. **Note: Any paper that is entirely or partly copied from another student is not acceptable.** This is plagiarism, which is a very serious academic offense. Both your instructor and the research pool coordinator will check to make sure that your work is original.

Step 1: Select a Speech Communication Colloquium To Attend

The colloquium schedule is posted in the department; your instructor may also notify you of upcoming colloquia. Most of the colloquia take place on many Tuesdays at 12:30 in Terrell 214.

Step 2: Attend a Speech Communication Colloquium

- a. Make sure that you are able to attend the entire colloquium (usually an hour).
- b. Make sure your instructor verifies you are there or get another instructor to write down your name.
- c. Take notes during the colloquium so that you are able to write an analysis of the talk.

Step 3: Write a 2 Page Summary & Analysis of the Colloquium Presentation

- a. Your paper should contain at least 2 full pages of text (not including title page, headers, and references).
- b. The purpose of the paper is to demonstrate that you have carefully listened to and understood the talk. It should be partly a summary and an astute description of what you got out of the talk. Papers that contain simple phrases like "I didn't like his/her research" or "it was confusing" will be not be accepted for credit. You need to critically evaluate the research content of the talk.
- c. Your paper should be prefaced with a **cover page**, which must list the following (in order):
 1. The title of the speaker's talk
 2. The speaker's name
 3. The date of the colloquium
 4. Your name
 5. Your instructor's name
- d. The paper must be typed using a 12-point font and double-spaced.

Step 4: Turn In Your Paper

Submit your paper to your instructor **before final** exam week. Any papers turned in during final exam week will not be accepted for credit, nor will any unacceptable papers receive credit.