

**Course Syllabus**  
**COMM 1311 – Survey of Oral and Technology-Based Communication**  
**Hybrid Class**  
*The University of Texas at Dallas*

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**Course Information**

Course: COMM 1311

Section: .0L1

Term: Fall 2022

Course location: SLC 2.202

Course day and times: Thursdays 11:30 am – 12:45 pm

**IMPORTANT:** *I teach multiple sections of this course, please include the course section number in subject line when emailing me in order to help identify your records quickly.*

**Professor Contact Information**

Professor Allison Templeton

Office Phone 972.883.6053 (email is preferred)

Email Address [Allison.templeton@utdallas.edu](mailto:Allison.templeton@utdallas.edu)

Office Location JO 5.408

Online Office Hours Email: I will respond to emails within 24-48 hours.

Office Hours Virtual (in MS Teams) - Email me to set up an appointment.

**IMPORTANT:** "For this state-mandated core required course, you will have to successfully deliver your speech presentations by the due dates. If you fail to deliver the speech by the assigned deadline, you will earn zero points for the assignment and will still have to complete the speech if you wish to complete the course. To stay compliant with the face-to-face classes, no make-up speeches are permitted. (*Translation: You cannot opt out of speeches and pass this Communication course.*)"

## Course Modality and Expectations

<b>Instructional Mode</b>	<b>Blended (Hybrid) Classroom Course</b> – Online activity is mixed with face-to-face meetings in the classrooms. The instructor and students meet all together face-to-face one or two days per week. The face-to-face meetings are accompanied by online instruction.
<b>Course Platform</b>	The course will be delivered through eLearning. In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the <a href="#">Getting Started with eLearning</a> webpage.
<b>Expectations</b>	<p><i>Speeches Have Priority: Speeches have a high priority in this public speaking course. You'll need to pass all of them with a score of at least 60% to pass the class. The good news is that the class is broken into simple steps that will prepare you for the speeches. So, regardless of your initial skill level or how worried you are about speaking in front of others, most students are surprised at their positive progress by the end of the semester! We'll go on this journey together!</i></p> <p><i>NOTE: Students cannot OPT OUT of speeches in this course.</i></p>
<b>Learning Guidelines</b>	This course meets face-to-face weekly and the remaining work will be completed online. There are weekly deadlines that must be met each week throughout the semester. You will have the same opportunities for learning and meet the same course standards as the other students. You will need to meet the requirements and standards set forth by the instructor. You also will need to follow the pace of the class.

### *Student Resources*

[Student Resources](#): a variety of resources are available to help students to obtain counseling, health care, and academic support.

[University Policies and Procedures](#): Up to date policies and procedures along with various resources for students and faculty.

### **Course Pre-requisites, Co-requisites and/or Other Restrictions**

COMM 1311 is an introductory course that doesn't require prerequisites. It is assumed that students who enroll in the course have the grammatical, logical, and rhetorical skills necessary for university-level writing.

## COMM 1311 Course Description

The purpose of COMM 1311 is to introduce students to the study of communication via a broad survey-based course. The course will facilitate the acquisition of knowledge about communication research and theories and will provide students with skills to enhance their interpersonal, small group, public, and mediated/technology-based communication. COMM 1311 is primarily a “hands-on” application course which means that students must be present, online and/or in person, to engage in discussions, participate in role-play demonstrations, work in teams, and present and evaluate speeches.

### General Education Core Objectives

*Students will learn:*

- **Communication skills** – Students will demonstrate effective written, oral and visual communication.
- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Personal responsibility** – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making

### COMM 1311. Course Objectives

Students will learn:

- **Communication skills** - to engage processes and use skills to enhance communication competence in interpersonal, small team, public speaking, and technology-based contexts (assessed via Small Talk activities, the team project/presentation, the research-oriented informative speech, virtual Speech of Introduction, and Impromptu Oral Report).
- **Critical thinking skills** - to engage processes and use skills to enhance communication competence in interpersonal, small team, public speaking, and technology-based contexts (assessed via the digital Discussion Posts, the team project/presentation, the research-oriented informative speech, chapter quizzes, and Impromptu Oral Report).
- **Teamwork** - to integrate interpersonal skills with theories and concepts associated with successful small team communication in a team-based presentation (assessed via the semester-long teamwork project and team presentation and additional Small Talk activities).
- **Personal responsibility** - to identify ethical principles involved in communication situations and to apply these principles to daily life (assessed via participation in the “Case Study in Ethics” and “Ask the Ethicist” discussions, both through Digital Discussion posts and in class).

**The course objectives** are in line with the top 5 skills and qualities employers are seeking in college graduates, according to the National Association of College and Employers (NACE) Job Outlook Survey results:

1. Ability to verbally communicate with persons inside and outside the organization
2. Ability to work in a team structure
3. Ability to make decisions and solve problem
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information

### Required Textbook and Materials

- The textbook is required for success in COMM 1311

- Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society*. Routledge, Inc., 2014. You can purchase a hard copy at the On Campus bookstore [www.utd-shop.com](http://www.utd-shop.com) or [buy or rent the eBook through the Routledge website](#) or [the vital source website](#). Either format will work for this course.
- Access to high quality webcam or video camera and an understanding of how to upload video in specified formats
- High speed internet and access to eLearning
- A high degree of self-motivation, more than a traditional face-to-face class – this hybrid class is rigorous and you must be logging in regularly to keep up with assignments and updates.
- You will be uploading all speech assignments into your existing UTD Box account, then posting your video into the Discussion Link in eLearning found on the left-hand side menu of our eLearning course. [You can access your Box account by clicking on this link and following the instructions](#). *All UTD students already have an existing Box account.*

### Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements here [Getting Started With eLearning](#).

### Student Resources for Technical Help

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

- Please access the eLearning Help Desk [eLearning Help Desk](#) for any eLearning technical issues.
- For Box technical issues, email Matthew Willoughby at [matt.willoughby@utdallas.edu](mailto:matt.willoughby@utdallas.edu)

### *[McDermott Library](#) (Distance Learning):*

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, eBooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library.

### *COMM Lab: [Comm Lab Webpage](#)*

The Student Success Center will provide assistance with students' speeches, outlines and research citations. You can even record your speeches in the lab. You'll see the COMM LAB listed on the left-hand side. You can email them a draft of your outline. You can get assistance with your Informative Speech and Outline.

### Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide

an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk.

### Communication Tools

The main way I will communicate with you is through your UTD email address along with Remind 101 (text message alerts you voluntarily sign up for). I will also communicate with you using the Announcements and Discussions tools and via My Grades. The best way to reach me is by emailing me at [Allison.templeton@utdallas.edu](mailto:Allison.templeton@utdallas.edu). I will reply to student emails as quickly as possible (within 24-48 hours).

### Participation

Because this class involves discussion and activities, participation is a vital part of the learning process, both in class and online. I ask that you engage in class discussion, activities, teamwork, as well as demonstrating a professional and positive attitude.

### Attendance

Please read carefully.

- Attendance is required in this course.
- If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day.
- Leaving early after attendance has been taken will result in an absence for that day.
- Each absence will cost 5 points from your final semester score.
- 3 tardies and/or 3 early releases will result in an absence
- Missing your classmate's speeches will result in loss of 10 points on your final grade (per day missed). All speeches have Mandatory Attendance on the syllabus and in the eLearning modules.
- Excusable Absences Include: **verified personal or family illness requiring a physician's assistance or hospitalization; a school sponsored activity; approved religious holy day; or death of a family member.** Acceptable documentation must be provided by the time you return to class to get the absence excused.
- COVID – 19 related absence: Students need to self-report COVID-19 positive results or exposures via an [online form](#) so that university campus tracers can verify, record, and take necessary campus precautions. When faculty are notified by students rather than by the Dean of Students' Office that the students are isolating or quarantining, the faculty should remind students to self-report via the form; students should not attend class until cleared by campus tracers.
- Appropriate documentation includes a physician's return to school/work form, hospital discharge paperwork, a field trip roster (or memo to me from the sponsoring agent), or a funeral program. A verbal explanation is appreciated but will not suffice as sufficient documentation for any excused absence. Note that excused absences do not absolve you from completing the coursework for the days missed.
- Non-excusable Absences Include: **Elective surgery, medical appointments or procedures, a conflict in your work schedule, vacations, family gatherings or reunions, arrests, honeymoons, routine visits to your doctor or dentist (no do these provide an appropriate excuse for being late or leaving early --no matter how difficult it was to obtain the appointment or to reschedule), club meetings, job interviews, work deadlines, conference attendance, work duties, athletic workouts, picking up people at airports, meetings with other instructors, taking a test in another course, transportation issues, lack of child care, or any other non-emergency event that can be rescheduled.** Please schedule these activities for times other than this class period. If you know that such events may be a regular occurrence, causing you to miss significant amounts of class,

you should drop this course and try it in another semester.

- Due to the intrusive nature of asking for proof of an excused absence, I place the responsibility on you to provide documentation, described below. Failure to provide documentation will result in an absence.
- **Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation. Doctor appointment cards, prescription bottles, car repair bills, hospital wristbands, military enlistment papers, conference brochures, obituaries and other similar items also are not proper documentation for an excused absence.** Please do not give me these items.

NOTE: Absences due to school-sponsored events and religious holidays normally must be approved in advance to count as excused. "In advance" does not mean the day of the absence. Documentation for any excused absence normally will not be accepted after the day you return to class.

Other **unavoidable** absences, such as jury or military duty, will be taken on a case-by-case basis, and documentation will be required (e.g. court papers, military deployment papers, etc.). You will need to advise the instructor prior to absence from class (the same day is NOT prior notification). Again, any such absences do not absolve you from completing the coursework for the days missed.

Any such absence that extends over one week is considered excessive, and likely will detract significantly from your final grade—if you know that such events are planned that will cause you to miss more than one week during the semester, you should drop this class and try it in another semester.

The dates of this course were provided to you prior to registration. Therefore, students know the dates required for attendance and fulfill them. Additionally, please do not ask to take quizzes early to accommodate travel plans you may have made or wish to make, or for any other non-emergency or non-essential event that would not be considered as an excused absence. **NO SPEECH OR QUIZ WILL BE GIVEN EARLY OR BE ALLOWED TO COMPLETE LATE FOR ANY REASON.**

If a student obtains 3 absences, it is recommended that you meet with the professor before continuing the class. No make-up quizzes permitted. The quizzes open and close on a weekly schedule. Plan accordingly.

### **No Late Work**

No late speeches, assignments, or quizzes are permitted. Technical difficulties with eLearning or your own personal device are not an excuse – submit your videos and assignments early to avoid any last-minute technical problems.

You are expected to deliver your oral presentations on the day you've been assigned. No exceptions can be made. You will receive a "0" if you are absent on your presentation date. Extra credit assignments are not available. We simply don't have time for make up presentations.

### **Team Work**

Each team member's presentation score is an individual score. **Note my "Slacker" Clause: If one or more members of a team contact(s) me about** a team member not doing her or his "part" in terms of attendance at team meetings (virtual or face-to-face), research, media presentation preparation, etc., I will, at my discretion, deduct points or tell the student s/he can no longer participate in the assignment. The team outlines will receive one overall grade, as a team effort. Teams will present on the day that they are

assigned, no exceptions. If a team member doesn't show up on the day of the presentation, that member will receive a "0" for a grade, but they still will have to deliver the speech to the instructor.

### Course Citizenship

**Civil communication is required at all times.** In the text, *Communication in a Civil Society*, states, "Civil communication allows you to speak your mind in a way that is **respectful, demonstrates restraint, and is responsible,**" (Lane 3). Communicating with civility is a requirement for this course. This course is challenging and may be perceived as threatening for a variety of reasons. For example, we may discuss topics that challenge your perspectives and/or listen to speeches about controversial topics. Students may also comment about emotional issues during class discussions and disclose sensitive, personal information. While passionate debate is acceptable, negative comments about individuals or teams are not acceptable. Similarly, criticism that is not constructive about a student's performance will not be tolerated. I will stop a discussion and/or critique and ask a student to leave the chat/discussion if I perceive that her/his communication is prejudicial, disrespectful, and/or "over-the-top." Any student who engages in behavior that disrupts the teaching-learning process and/or speech presentations (e.g., ignoring the classroom Netiquette policy; whispering and talking to others; rolling their eyes, "tsking," smirking, scowling, engaging in behaviors not related to discussion, etc.) will be asked to leave the class and will have points deducted.

In class, at work, and in life as a whole, a positive attitude will help you reach your goals while a negative attitude will likely impede your progress towards success. We will practice civility in this class.

**"Netiquette" is also an important class requirement. Cell phones, smart phones, laptops and other electronic messaging devices must be out of sight and turned off during class.** Such devices may not be used in the classroom unless students have cleared it with the professor first and only on an emergency basis.

**CIVILITY CLAUSE:** The First Amendment is protected in this class. Hate speech is not. Attacks against people, their beliefs, values, culture, race, sex, gender, sexual orientation, religion, or political affiliation will not be tolerated. Religious proselytizing of any kind is not permitted.

Because this is a hybrid course, we will get to know one another through typed conversation and video uploads in addition to in-class interactions. You may know how tricky this can be, and how easy it is to give a wrong impression in writing, to say something that you did not mean to say, or to infer a tone that the writer did not mean. A funny comment can easily get misinterpreted as nasty, biting criticism. Because we are working on our communication skills in the course, and that can be a sometimes-difficult learning process, please take extra effort in class to be supportive. That does not mean that we can't be thoughtful responders, there are just more pleasant ways of getting to a point. Give the kind of feedback that you would want for yourself. If, say, an emotionally gut level topic comes up and someone has a stance that you do not agree with, do not be combative. Part of the goal of this class (and in higher education more broadly) is to see points on contact and how to civilly engage in a dialogue. I will be respectful to you and expect the same.

### *Academic Integrity and Scholastic Honesty*

The university and faculty expects a high level of responsibility and academic honesty from its students. Because the value of an academic degree depends upon the absolute integrity of the work done by the

student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students cannot re-use a paper that was submitted during high school or that has been submitted for another class. Students suspected of academic dishonesty are subject to disciplinary proceedings.

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Plagiarism in COMM 1311:** Your speeches are expected to be of your own ideas and creation. Plagiarism is when a student copies part of or the entire speech of another individual (online or from another student). Students who copy someone else's speech will receive a zero for that assignment and ultimately fail the course. In addition, students cannot reuse speeches and speech outlines from previous classes (college or high school) without the professor's approval.

Turnitin: Some assignments will be submitted through an integrated plagiarism detection tool called TurnItIn to ensure the integrity of your work. Please follow the on-screen instruction to submit your assignment. (Note: only one single file may be submitted. Some common file types accepted are: Word, HTML, PDF, TXT and RTF.) You can go back to the Turnitin assignment page to view your submission and check the feedback when it becomes available. Instructions on how to access your graded papers through Turnitin can be accessed by going to the "Helpful Documents" folder in eLearning.

For more information regarding Academic Dishonesty and Plagiarism go to the [Community Standards and Conduct](#) page.

### [Office of Student AccessAbility](#)

UT Dallas is committed to providing equal educational opportunities for students with documented disabilities to all University courses and programs. Any student with a documented physical, psychological, or learning disability, which affects his/her academic performance, is eligible for services. If you need classroom accommodations, please make an appointment with the Office of Student AccessAbility. OSA provides registered students with an accommodation letter to present to faculty members. The letter verifies that the student is qualified to receive certain accommodations. The accommodation letter should be presented to instructors of each course at the beginning of the semester. The approved accommodations should be discussed at that time. It is the student's responsibility to notify his/her professor of their needs.

### *Sharing Confidential Information*

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. [Additional information and resources may be found at this link.](#)

### *Course Evaluation*

An online instructional assessment form will be made available for your confidential use. Please watch for the email notification at your UTD email inbox with course evaluation access information towards the end of semester.

### **Additional Guidelines for Success in this Class**

1. This course is rigorous and demands your time outside of the classroom. Give the course extra time. Do not get behind in your assignments. Expect to do large amounts of reading to be successful.
2. I cannot accept late assignments (papers, speeches, quizzes, or other assignments). There are no exceptions to this policy. One of the state-mandated core objectives for this course is to gain Personal Responsibility skills. So although no late assignments, speeches, or quizzes are accepted, you *can* work ahead and turn in an assignment early.
3. Disrespectful language and lack of civility will not be tolerated (to me or others, over any medium used in this class.)
4. All assignments (including speaking outlines) must be typed and double-spaced using a 12-point font. Please follow the MLA format for papers as shown in in the MLA Handbook, 7<sup>th</sup> edition, which you can find at bookstores and libraries. [Or click on this link for more MLA information.](#)
5. The Student Success Center is on the first floor of the library and can assist you with improving your outlines for this class. [Visit their website for more information.](#)
6. As computers tend to fail when we need them the most, save your work to multiple devices (i.e. USB device, back up hard drive) of your home computer. Also, remember to save your work. Computer failure is not a legitimate excuse for your work being late.
7. Your Informative Speech will require library research (accessible online). At least 3 reliable, distinct and varied sources must be used to add depth and breadth to your own knowledge (in other words, you'll be engaging in research). Your sources must come from the UTD library and/or databases (no "google" search).
8. Much more about this will be discussed "in class."
9. All speeches will be recorded and timed. Time limits are enforced. Any speech under or over the minimum or maximum will be reduced immediately to a C (70%) with standard deductions taken off from this starting place.

## Assignments and Quizzes

### Grading policy

All assignments and quizzes are based upon a 1000-point system. Complete descriptions of all assignments are posted in eLearning as well as general assignment descriptions included at the back of the syllabus.

**IMPORTANT:** "For this state-mandated core required course, you will have to successfully deliver your speech presentations by the due dates. Students who fail to deliver the speech by the assigned deadline, will earn zero points for the assignment and will still have to complete the speech if the student wishes to complete the course. To stay compliant with the face-to-face classes, no make-up speeches are permitted. (*Translation: Students cannot opt out of speeches and pass this public speaking class.*)"

Assignments marked with an (\*) are speech mandated assignments.

0 pts.	(0%)	–Syllabus Quiz (required for access to the course)
100 pts	(10%)	– Speech of Introduction Video*
200 pts	(20%)	– Research-Oriented Informative Speech*
25 pts	(2.5%)	– Informative Speech Proposal
100 pts	(10%)	– Informative Speech Outline
50 pts	(5%)	– In Class Self-Reflection /Takeaway Activity
100 pts	(10%)	– Team Presentation*
100 pts	(10%)	– Team Presentation Outline
25 pts	(2.5%)	– Individual Team Response Survey
200 pts	(20%)	– 10 Chapter Quizzes (20 pts each)
100 pts	(10%)	– 2 Discussion Posts Assignments in eLearning (50 pts each)

1000 possible points

Final grades will be assigned according to the UTD Undergraduate Catalog scale with “+” and “-”.

### Grading Scale:

Grade	Percentage	Points
A+	97% to 100%	970-1000
A	93% to 96.9%	930-969
A-	90% to 92.9%	900-929
B+	87% to 89.9%	870-899
B	83% to 86.9%	830-869
B-	80% to 82.9%	800-829
C+	77% to 79.9%	770-799
C	73% to 76.9%	730-769
C-	70% to 72.9%	700-729
D+	67% to 69.9%	670-699
D	63% to 66.9%	630-669
D-	60% to 62.9%	600-629
F	Less than 60%	less than 599

*Accessing Grades*

Students can check their grades by clicking “My Grades” on the course menu after the grade for each assessment task is released.

*Grade Negotiation*

**Please refrain from asking to redo an assignment, do an additional assignment to earn more points or to change your grade (either on an assignment or your final grade).** There are extra credit options already in place for students who wish to have the opportunity to earn more points throughout the semester (see eLearning for details regarding the extra credit opportunities). Please note that these are the only extra credit options you have the entire semester. Please plan accordingly when evaluating your grade throughout the semester. **I will not make up any additional assignments nor will I accept late work at the end of the semester just so you can get the grade you desire.** Begin to take advantage of the extra credit points from day one to secure the grade you are hoping to get. I understand there is pressure for students to earn an A in order to get into a particular program of study. The A must be earned. In this core, required state-mandated course, we are unable to bump grades up. In the academic world it's called "grade inflation" and it's a highly controversial topic, so COMM 1311 as a program steers clear of it. If you have a legitimate reason to question a grade, by all means contact me. However, please kindly refrain from asking me to change a grade for any reason. I will forward repeated requests for grade changes to the Dean of Students.

**Assignments and Academic Calendar:**

*Drop Deadlines*

- Last day to drop without a “W” – Sept. 7
- Final drop date – Nov. 8 (approval needed)

The following schedule is tentative and changes will be announced at the discretion of the Professor. **The weekly dates are arranged to begin the day class meets (Thursdays) until the day before the next class meets (Wednesdays).**

<b>Module 1</b>	<b>In Class – Thursday 8/25</b>	<b>To Do Online – by Wednesday 8/31</b>
A First Look at Communication (Ch. 1)	<ul style="list-style-type: none"> <li>• Welcome!</li> <li>• Syllabus Overview/Expectations for hybrid learning</li> <li>• Review online component of course</li> </ul>	<ol style="list-style-type: none"> <li>1. Take Syllabus Quiz (take as many times as you need to score 100% to gain access to course).</li> <li>2. Read Chapter 1</li> <li>3. Take Chapter 1 Quiz (eLearning)</li> <li>4. Complete Perception Checking Assignment in eLearning. <i>Be ready to share your findings next class.</i></li> </ol>
<b>Module 2</b>	<b>In Class – Thursday 9/1</b>	<b>To Do Online - by Wednesday 9/7</b>
Perceiving the Self and Others (Ch. 2)	<ul style="list-style-type: none"> <li>• Influences on Perception</li> <li>• Discuss Perception Check – Interviews</li> <li>• Public Speaking Anxiety</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 2</li> <li>2. Take Chapter 2 Quiz (eLearning)</li> <li>3. Review the Speech of Introduction Assignment found on the course homepage in eLearning.</li> </ol>
<b>Module 3</b>	<b>In Class – Thursday 9/8</b>	<b>To Do Online - by Wednesday 9/14</b>
Civil Verbal Communication (Ch. 3)	<ul style="list-style-type: none"> <li>• Language in Communication</li> <li>• Small Talk</li> <li>• Speech of Introduction Assignment</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 3</li> <li>2. Take Chapter 3 Quiz (eLearning)</li> <li>3. Complete the Speech of Introduction through your Box account uploaded to the Discussion tab.</li> </ol>

<b>Module 4</b>	<b>In Class – Thursday 9/15</b>	<b>To Do Online – by Wednesday 9/21</b>
Civil Nonverbal Communication (Ch. 4)	<ul style="list-style-type: none"> <li>Nonverbal Communication</li> </ul>	<ol style="list-style-type: none"> <li>Read Chapter 4</li> <li>Chapter 4 Quiz</li> <li>Discussion 1 (directions found in eLearning)</li> </ol>
<b>Module 5</b>	<b>In Class – Thursday 9/22</b>	<b>To Do Online - by Wednesday 9/28</b>
Civil Listening & Responding (Ch. 5)	<ul style="list-style-type: none"> <li>Listening in Communication</li> </ul>	<ol style="list-style-type: none"> <li>Read Chapter 5</li> <li>Chapter 5 Quiz (eLearning)</li> <li>Read and become familiar with the Team Project (you can access the folder on the course homepage in eLearning).</li> <li>Discussion 2 (instructions in eLearning)                             <ul style="list-style-type: none"> <li>Part 1 (original post) – due by <b><u>Sunday, 11:59 PM.</u></b></li> <li>Part 2 (peer responses) – due by <b><u>Wednesday 11:59 PM.</u></b></li> </ul> </li> </ol>
<b>Module 6</b>	<b>In Class – Thursday 9/29</b>	<b>To Do Online - by Wednesday 10/5</b>
Civil Communication in Conflicts (Ch. 8)	<ul style="list-style-type: none"> <li>Team Project Overview</li> </ul>	<ol style="list-style-type: none"> <li>Read Chapter 8</li> <li>Chapter 8 Quiz (eLearning)</li> <li>Complete the <b>Individual Team Proposal Form</b> (for the team project) and upload to “File Exchange” in your team areas.</li> </ol>
<b>Module 7</b>	<b>In Class – Thursday 10/6</b>	<b>To Do Online - by Wednesday 10/12</b>
Civil Communication in Groups (Ch. 9)	<ul style="list-style-type: none"> <li>Topic Selection &amp; Assign Tasks</li> <li>Work on the Team Project Preparation Form</li> <li>Plan your workday tasks for next week</li> </ul>	<ol style="list-style-type: none"> <li>Read Chapter 9</li> <li>Chapter 9 Quiz (eLearning) Finalize Team Project</li> <li>Complete Preparation form –the team liaison should submit to “File Exchange” in your team areas (in eLearning) by <b><u>Sunday, 11:59 PM.</u></b></li> <li>Bring laptop to class next week (work day)</li> </ol>
<b>Module 8</b>	<b>In Class – Thursday 10/13</b>	<b>To Do Online - by Wednesday by 10/19</b>
Team Project Work Day	<ul style="list-style-type: none"> <li>Team Project – All team members will work on your portion of the project in class. The written portion of the project is due this week.</li> </ul>	<ol style="list-style-type: none"> <li>Finalize Team Project</li> <li>Submit final outline &amp; works cited page to the TurnItIn Link in the Team Project folder. Your flyer or pamphlet and the plan and budget sheet needs to be uploaded to “File Exchange” in eLearning by <b><u>Wednesday 11:59 PM.</u></b></li> <li>Teams 1 – 3: practice your team presentation (with all team members)</li> <li>Review Documents in the Informative Speech Folder in eLearning.</li> </ol>
<b>Module 9</b>	<b>In Class – Thursday 10/20</b>	<b>To Do Online - by Wednesday 10/26</b>
Team Presentations Informative Speaking Preparing Public Speeches (Ch. 11)	<ul style="list-style-type: none"> <li>Team Project Presentations (Teams 1-3)</li> <li>Informative Speaking</li> <li>Speech Outlining, Preparation, and Research</li> <li><i>*Mandatory Attendance</i></li> </ul>	<ol style="list-style-type: none"> <li>Read Ch. 11</li> <li>Ch. 11 Quiz (eLearning)</li> <li><b>Informative Speech Proposal due in Turnitin by <u>Tuesday 11:59 PM.</u></b></li> <li>Teams 4 – 6: Practice your team presentation (with all team members).</li> <li>Teams 1 – 3 can complete the Individual Team Response Survey (due by the end of <b>Module 10</b>).</li> </ol>

<b>Module 10</b>	<b>In Class – Thursday 10/27</b>	<b>To Do Online - by Wednesday 11/2</b>
Team Presentations Informative Speaking Delivering Public Speeches (Ch. 12)	<ul style="list-style-type: none"> <li>• Team Project Presentations (Teams 4-6)</li> <li>• MLA Formatting</li> <li>• <i>*Mandatory Attendance</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 12</li> <li>2. Ch. 12 Quiz (eLearning)</li> <li>3. Individual Team Response Survey needs to be submitted through TurnItIn.</li> <li>4. Work on Informative Speech – Complete introductions and bring to class on a notecard.</li> </ol>
<b>Module 11</b>	<b>In Class – Thursday 11/3</b>	<b>To Do Online - by Wednesday 11/9</b>
Informative Speaking	<ul style="list-style-type: none"> <li>• Speech Delivery</li> <li>• Outline Review</li> <li>• Visual Aids</li> <li>• Peer Critiquing, Audience Etiquette and Listening</li> <li>• Speaker Order Sign Up</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Informative Speech final outline and works cited due –submit to eLearning through the turnitin link</b></li> <li>2. Speakers 1-8: Rehearse your speech at least 3 times with visual aid(s) before you present!</li> </ol>
<b>Module 12</b>	<b>In Class – Thursday 11/10</b>	<b>To Do Online - by Wednesday 11/16</b>
Informative Speaking	<ul style="list-style-type: none"> <li>• Informative Speech Presentations (Speakers 1-8)</li> <li>• Peer Critiques (Speakers 9-16)</li> <li>• <i>*Mandatory Attendance</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Speakers 9-16: Rehearse your speech at least 3 times with visual aid(s) before you present!</li> </ol>
<b>Module 13</b>	<b>In Class – Thursday 11/17</b>	<b>To Do Online - by Wednesday 11/30</b>
Informative Speaking	<ul style="list-style-type: none"> <li>• Informative Speech Presentations (Speakers 9-16)</li> <li>• Speakers 17- 24 will peer critique.</li> <li>• <i>*Mandatory Attendance</i></li> </ul> <p><i>Fall/Thanksgiving Break 11/21 -27</i></p>	<ol style="list-style-type: none"> <li>1. Speakers 17 - 24: Rehearse your speech at least 3 times with visual aid(s) before you present!</li> <li>2. Begin reviewing the takeaway lesson (eLearning).</li> </ol>
<b>Module 14</b>	<b>In Class – Thursday 12/1</b>	<b>To Do Online - by Wednesday 12/7</b>
Informative Speaking	<ul style="list-style-type: none"> <li>• Informative Speech Presentations (Speakers 17-24)</li> <li>• Speakers 1-8 will peer critique.</li> <li>• Discuss Takeaway Activity for the last day of class.</li> <li>• <i>*Mandatory Attendance</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Complete <b>Self-Reflection/Takeaway Assignment</b> Submit to TurnItIn housed in this week’s learning module folder. Bring completed and ready to discuss in class <u>next week</u>.</li> </ol>
<b>Module 15</b>	<b>In Class – Thursday 12/8</b>	<b>To Do Online – Sunday 12/11</b>
Interpersonal Relationships (Ch. 6) Reflection and Takeaways	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Self-Reflection/Takeaway Activity (must be present in class to receive these points).</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Chapter 6</li> <li>2. Chapter 6 Quiz</li> <li>3. Complete the end of semester survey for extra credit. Due by <b>Sunday 11:59 PM.</b></li> <li>4. Congratulations! You are finished with the course!</li> </ol>

**Assignments Descriptions (Overview)**

Details for all assignments are found in eLearning in the Weekly Learning Modules and/or on the Course Homepage.

*I. Speech of Introduction:*

**This speech must be successfully completed by the deadline. If you do not meet the deadline, you will receive zero credit for the assignment, but you will still have to upload your Speech of Introduction video in order to continue on with the class. This is a speech class, and you have to complete the speeches to meet the Core Learning Objectives set by the State.** You will be introducing

yourself to your classmates by preparing a two-minute speech (15 second grace period) and uploading it into your Box account and sharing your link into a discussion board, accessed through eLearning. You will be doing this during week 2.

For many of you, this is a lot of technology to navigate, and I want everyone to iron out potential problems and pitfalls early, by the first week of class. If you are unable or not equipped to follow the guidelines for uploading presentations during this week, you should drop the course and take it when time permits – this is a rigorous course. This assignment is worth 100 points. Follow the assignment guidelines in eLearning.

## *II. Chapter Quizzes:*

Reading is an essential component of any college course, particularly in an online context. You will want to devote a large part of your study time reading the text. For each chapter, I recommend that you complete the chapter activities in MyCommLab (quizzes, flashcards) prior to taking the “real” graded Chapter Quiz found in the appropriate Weekly Learning Modules in eLearning. **There are 10 chapter quizzes, each worth 20 points.**

### **Where do you find Chapter quizzes that are required to take for a grade?**

Within each Module Folder, there is a Chapter folder. You will find the chapter quiz in the Chapter folder. Each quiz has up to 25 multiple choice and/or true false questions. You must complete by the due date as specified in the course calendar table. Each quiz is timed, and you only have one attempt within a scheduled time window. Please read the on-screen instructions carefully before you click “Begin.” After each quiz is graded and released, you may go to My Grades page and click the quiz and the score link of the quiz to view your graded submission.

## *III. Researched-based Informative Speech and Outline:*

This speech must be successfully completed with a passing score on the day you are scheduled to speak or you will automatically fail the course. No make-up speeches will be scheduled.

You will be preparing and presenting an extemporaneous, research-oriented informative speech with visual aids and your topic will be something related to your major. **I grade informative speeches rigorously.** Prepare yourself early by reading ahead—chapters 11, 12, and 13. Follow the guidelines posted in eLearning closely!

Delivery, as well as content, is critical. You may not read directly from speaking notes, as this will reduce your score considerably. We will review guidelines for effective, extemporaneous delivery in class. You will be turning in a formal outline that accompanies your Informative Speech. Guidelines for outlining will be discussed in the course. The quality of your outline will have an impact on your Informative Speech score.

**Informative Speech Peer Critiques:** You will also critique your classmate’s informative speech presentations on a particular date. 20 points will be taken from your final speech score if absent or failure to complete this assignment.

## *IV. Self-Reflection/Takeaway Activity:*

This speech activity takes places in class and requires you to practice elements of speaking, listening, and perception in class. More information regarding this assignment will be covered in class.

*V. Team Project:*

You will be assigned to a team of classmates and will provide researched team outline and presentation. Included in the Team Project will be your own Individual Team Response Survey.

*VI. Discussion Posts:*

There are 2 separate discussions during the semester worth 50 points each, totaling 100 points. Each discussion assignment consists of two parts. Details for the discussions can be found in the Discussions feature of eLearning and in the Learning Modules, as the semester unfolds.

- Part 1: You will be responsible for posting one **original post** using the “Discussions” link on the left-hand side of eLearning. Due dates will be in posted in the Weekly Learning Modules folders found in eLearning as well as in the syllabus.
- Part 2: You will be responsible for replying to **any four of your colleague’s** posts
  - You should open and read all of your classmates’ responses (*I’m not asking you to respond to all of the posts, but to read all of the posts*).
  - **Please respond to your classmate’s posts by addressing them by their first name.**
- Discussion in any class, online or face-to-face, takes time. Give yourself time to read each other’s ideas and to respond to them. I’m able to see how much time you’re spending writing, reading, and responding in discussion areas.

*Turn It In Assignments*

Some assignments will be submitted and examined through the integrated plagiarism detection tool called [Turnitin](#). You will find the Turnitin assignment submission links for some of your written assignments. Please follow the on-screen instruction to view the assignment information and to submit your assignment. (Note: only one single file may be submitted. Some common file types accepted are: Word, HTML, PDF, TXT and RTF.) Once an assignment has been graded, you will see the grade in your Grade Book. To access instructor feedback; click back on the assignment link to “view” assignment. You will see my general comments in a text box along with “bubble” comments on your document itself (if any). Refer to the folder titled “Helpful Documents” on the homepage if you need instructions on how to view your graded paper.