THE UNIVERSITY OF TEXAS AT DALLAS

Remote / Online Course Syllabus

Course Information

Course Number/Section	COMM 1315 Online
Course Title	Public Speaking
Term	Spring 2025

Professor Contact Information

Professor	Mike Bromberg
Email Address	Mike.Bromberg@UTDallas.edu
Online Office Hours	I will respond to emails within 1-2 business days. **Online office hours will be by appointment only so send me an email for appointment.**
In-Person Office Hours	By appointment anytime, over the phone, as well as Teams and Zoom options. Email me and we'll schedule it! Expect a response, typically, during business hours.

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Course Modality

Instructional Mode	Instructional Mode Asynchronous Online. All instructions, assignments and testing will be online. There are weekly deadlines each week throughout the semester.

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Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in

the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct.](#)

Course Pre-requisites, Co-requisites, and/or Other Restrictions
COMM 1315 is an introductory public speaking 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

Course Description
Courses in the General Core Area 010 Communication focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Student Learning Objectives/Outcomes

Course Platforms	Online platforms include: eLearning, Turnitin, UTD email, and MS Teams.
Expectations	Students are expected to: 1. Purchase/rent the required text: Steven A. Beebe and Susan J. Beebe, *Public Speaking: An Audience Centered Approach* (10th or 11th ed is fine.) Boston: Pearson.

	Suggested Reading Text:
	O'Hair, D., Rubenstein, H., & Stewart, R. (2018). *A Pocket Guide to Public Speaking* (6th ed.), Bedford/St. Martin's.
	2. Check emails daily and read weekly announcements. Course emails to me should show the course prefix and section number.
	3. Read and complete all assignments on time according to instructions.
	4. Submit all assignments online through eLearning unless otherwise specified.
	5. Attend classes (and/or log in) and be prepared to participate in activities; of course, treat others with respect.
	6. Make me aware of any personal issues that are influencing your class attendance or completion of assignments. If addressed sufficiently early, we may be able to handle them in a mutually agreeable manner.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Demonstrate ethical and critical thinking skills in selecting, researching, and adapting topics for informative, persuasive, and special occasion speeches.
2. Develop proficiency in creating formal speech outlines using audience-centered principles and strategies of public speaking.
3. Deliver extemporaneous speeches with effective verbal and nonverbal techniques in individual and group presentations.
4. Exhibit respect, responsibility, and restraint when collaborating with team members and providing feedback to classmates.

Required Textbooks and Materials

Required Texts

- Steven A. Beebe and Susan J. Beebe, *Public Speaking: an Audience Centered Approach* (10th or 11th ed.) Boston: Pearson.
- The textbook is required for success in COMM 1315. In fact, we use the textbook the very first week for chapter readings and an introductory speech!

Optional Materials

- O'Hair's Pocket Guide to Public Speaking

You can purchase a hard copy at www.utd-shop.com or buy the eBook. Either format will work for this course.

OFF CAMPUS BOOKS

561 West Campbell Road Ste 201
Richardson, Texas 75080
972-907-TEXT (8398)

Directions:(A half mile East of the University's Main entrance on Campbell. On the South side of Campbell between Nantucket and Custer.)

Other requirements
- Beginning Fall 2021, all freshman students at The University of Texas at Dallas are required to possess a laptop that meets or exceeds the University's minimum hardware specifications. Laptops are encouraged for all other students, including incoming transfer students and graduate students. The goal of this program is to ensure that all students have access to the technology needed to be successful in their course of study. The University offers many resources to help students with this initiative including financial aid and a technology loaner program. No student will be denied admission to UT Dallas or registration in a course based on an inability to afford a laptop.
- You also need access to high quality webcam or video camera and an understanding of how to upload video in specified formats. You may use an iPhone, Android, etc, but it must be handled as professionally as possible* (no "selfie" videos) and positioned on a stationary object.
- The Informative Speech must be videotaped in front of a live audience member of at least one adult. The Persuasive Speech must be videotaped in front of a live audience of at least three adults. Power Point (or a similar presentation program) is required as a visual aid.
- A high degree of self-motivation, time management skills, and organizational skills; more than a traditional face-to-face class – this online class is rigorous and fast paced.
- We will be using Box to house your speech videos for this course – click on these instructions for accessing your existing UTD Box account, uploading your videos into Box, and posting your video into the eLearning assignment.
- Note: the instructions here refer to Comm 1311. You should change them to 1315 when making your submissions.
- All UTD students already have an existing Box account.

Textbooks and some other bookstore materials can be ordered online or purchased at the UT Dallas Bookstore.

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 on the Getting Started with eLearning webpage.

Course Access and Navigation
This course can be accessed using your UT Dallas NetID account on the eLearning website.

Please see the course access and navigation section of the Getting Started with eLearning webpage for more information.

To become familiar with the eLearning tool, please see the Student eLearning Tutorials webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The eLearning Support Center includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication
This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the Student eLearning Tutorials webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Artificial Intelligence and ChatGPT

I expect your work to be original. You must get my permission to use any AI composition software to assist in your assignments. You also must **cite when you use any AI tool.** ChatGPT is not a reliable source for citations. Most of the time, citations and sources are incorrect or fake. ChatGPT is a great brainstorming tool, but not a very good composition tool. You must vet all information and be critical of all information it gives you.

ChatGPT and AI can be a great tool to use at times. But, for academia, it falls short of helping us become original and critical thinkers. That's why we must learn, with guidance, how to use the tool. Don't allow ChatGPT to think FOR you. Your professors want to know what YOU think, not what the collective Internet thinks.

AI can be a cool tool, but for the purposes of doing college work, keep it human! Don't be that student!

Distance Learning Student Resources
Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students webpage for more information.

Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable learning management 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 provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

1. For Box technical issues, email Nick McCormick at nxm067000@utdallas.edu
2. For eLearning issues, eLearning Help Desk, UTD eLearning Blog
3. Alert me about any issues as well!

Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 1 01/21-01/26	Course Introduction Chapter 1: Speaking with Confidence Chapter 2: Presenting Your First Speech	Read Chapter 1 Read Chapter 2 Access the Weekly Learning Module 1 in our eLearning course for this week's activities. • Watch the lecture, videos, and read the article to apply tips and training in your first speech • Review the document, "Presenting Online: Overcoming Common Mistakes." Your speech will be graded on implementing the tips and training in Module 1	1. Take the Syllabus quiz in the Start Here! folder on the Course Homepage • You must complete <u>and</u> score a 100 on this quiz before you gain access to the course. <u>Take it as many times as you need to score 100</u>. 2. Speech of Introduction due this Sunday, 11:59 PM Upload the speech from your Box account into the Speech of Introduction link in eLearning on the left-hand side menu. Refer to the assignment details and instructions in the 4 Major Speeches folder.	Speech of Introduction due this Sun.-1/26 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 2 01/27- 02/02	Delivering Your Speech Conquer Speech Anxiety	Read Chapter 11 Access the Weekly Learning Module 2 in our eLearning course for this week's activities. • Watch the lecture and videos to apply tips and training in your next speech Your next speech will be graded on implementing the tips and training in Module 1 and 2	1. Complete the PRPSA (Personal Report of Public Speaking Anxiety) and post your results and answers to the discussion questions by this Wednesday at 11:59PM. 2. View and post welcoming comments on all of your colleagues' Speech of Introduction videos by clicking "reply", by this Sunday, 11:59PM. • See Module 2 in our course in eLearning for specific details for responding in-depth to your classmates. • View and evaluate your own Speech using the rubric. Details are in Module 2 in our eLearning course.	Complete the PRPSA (Personal Report of Public Speaking Anxiety) and post your results and answers to the discussion questions by this Wed.- 01/29 - 11:59 PM CST. View and post welcoming comments on all of your colleagues' Speech of Introduction videos by clicking "reply", by this Sun.- 02/02 by 11:59PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 3 02/03- 02/09	Speaking Freely and Ethically Conquer Speech Anxiety	Read Chapter 3 Access the Learning Module 3 in eLearning for activities. • Watch the videos to apply tips and training in your next speech • Review the document, "Presenting Online: Overcoming Common Mistakes" and apply the tips to our next speech Your next speech will be graded on implementing the tips and training in Module 3	1. Discussion #1 "Self-Serving Bias" begins (see eLearning Module 3 for instructions): • Your post is due this Wednesday, 11:59 PM • Peer Responses to four classmates' posts, due this Friday, 11:59 PM • Respond to your classmates' posts by Sunday at 11:59. First reading quiz, due by Sunday at 11:59. Quiz covers chapters 1, 2, 3, and 11.	Discussion #1 "Self-Serving Bias" post due Wed.- 02/05 by 11:59 PM CST Peer Responses to four classmates' posts, due this Fri. – 02/07 by 11:59 PM CST Respond to your classmates' posts AND First reading quiz by Sun.- 02/09 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 4 02/10-02/16	Listening to Speeches	Read Chapter 4 Access the Learning Module 4 in eLearning for activities. • Watch the videos to apply tips and training in your next speech • Review the document, "Presenting Online: Overcoming Common Mistakes" and apply the tips to this week's Short Speech • Your Short Speech will be graded on implementing the tips and training in Modules 1, 2, 3, and 4	1. Short Speech assignment begins. This is your second speech of the semester! • Upload your speech from your Box account into the Short Speech link in eLearning on the left-hand side menu, due this Wednesday, 11:59 PM • In-depth peer responses to four classmates' speeches and your self-evaluation due Sunday, 11:59PM. See Module 4 in eLearning for details Familiarize yourself with MLA in-text citations and the Works Cited page – watch the video and print out the cheat sheet	Short Speech assignment due Wed.- 02/12 by 11:59 PM CST In-depth peer responses to four classmates' speeches and your self-evaluation due Sun.- 02/16 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 5 02/17- 02/23	Developing Your Speech Learn the components of the Speech Form Analyze an Informative Speech	Read Chapter 6 Access the Learning Module 5 in eLearning for activities.	1. Discussion #2 "Brainstorming with your peers – the components of the Speech Form" begins (see eLearning Module 5 for instructions): • Watch and participate in the videoed workshop in order to complete Discussion #2 • Your post is due this Wednesday, 11:59 PM • Peer Responses to four classmates' posts, due this Friday, 11:59 PM • Respond to your classmates' posts by Sunday at 11:59. Familiarize yourself with the Research-oriented Informative Speech assignment found in the 4 Major Speeches folder	Discussion #2 "Brainstorming with your peers – the components of the Speech Form" due Wed.- 02/19 by 11:59 PM CST Peer Responses to four classmates' posts, due this Fri. – 02/21 by 11:59 PM CST Respond to your classmates' posts by Sun.- 02/23 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 6 02/24 – 03/02	Introducing and Concluding Your Speech Apply the components to the Speech Form	Read Chapter 9 Access the Learning Module 6 in eLearning for activities. • Watch the videos to apply tips and training in your next speech • Your Informative Speech will be graded on implementing the tips and training in Modules 3, 4 and 6	1. Post your Informative Speech proposal by this Wednesday, 11:59 PM • I will give guidance and post feedback for you next week. 2. Take the Informative Speech "Readiness Quiz" due this Sunday 11:59 PM Second reading quiz, due by Sunday at 11:59. Quiz covers chapters 4, 6, and 9.	Informative Speech proposal due by Wed.- 02/26 by 11:59 PM CST Informative Speech "Readiness Quiz" AND Second reading quiz due by Sun.- 03/02 by 11:59 PM CST
Module 7 03/03- 03/09	Gathering and Using Supporting Material Speaking to Inform	Read Chapters 7 and 13 Access the Learning Module 7 in eLearning for activities. • Your Informative Speech will be graded on implementing the tips and training in Modules 3, 4, 6, and 7 Review the document, "Presenting Online: Overcoming Common Mistakes" and apply the tips to the Research-oriented Informative Speech	1. Work on the Research-oriented Informative Speech assignment 2. The formal speech outline is due via the Turnitin link found in the Research-oriented Informative Speech Folder by this Sunday, 11:59PM Familiarize yourself again with MLA in-text citations and the Works Cited page – watch the videos in module 7 in eLearning	Formal speech outline is due by Sun.- 03/09 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 8 03/10 – 03/16	Organizing and Outlining Your Speech Using Presentation Aids	Read Chapters 8 and 12 Access the Learning Module 8 in eLearning for activities. Your Informative Speech will be graded on implementing the tips and training in Modules 3, 4, 6, 7, and 8	1. The Research-oriented Informative Speech is due this Sunday 11:59 PM Upload Speech from your Box account into the Research-oriented Informative Speech link in eLearning on the left-hand side menu	Research-oriented Informative Speech is due by Sun.- 03/16 by 11:59 PM
Professors enter midterm grades by Saturday, March 15th – there will be a new Midterm column viewable in eLearning in "My Grades". We're halfway there! ☺				

Professors enter midterm grades by Saturday, March 15th – there will be a new Midterm column viewable in eLearning in "My Grades". We're halfway there! ☺

| Module 9 03/24 – 03/30 | Speaking in Small Groups | Read Appendix A

Access Learning Module 9 for this week's activities
• View the voice-over PPT on Introverts and Extroverts and how to work together
• View the "Rethink PowerPoint" voice-over PPT
Communication Tip of the Week | 1. Listening Assessments - Use the Peer Critique rubric to evaluate FOUR of your colleagues' Informative speeches as well as your own speech by clicking "reply", due by this Wednesday, 11:59 PM
2. Access the Virtual Team Project Assignment Folder
• Professor will assign teams and send to students via email. Decide the channels you'll use to communicate - Box? Google Docs? GroupMe? You'll decide as a team.
• Perform "Team Ice Breaker" Activity
• Read your team's assigned chapter
3. Access the Team Speech Outline Form to see what decisions you'll be making as a team
4. View the Rethink PowerPoint voice-over in Module 9
5. As a team, conduct research for 3 | Listening Assessments- Use the Peer Critique rubric to evaluate FOUR of your colleagues' Informative speeches as well as your own speech due by Wed.- 03/26 by 11:59 PM CST

Team Speech Outline Form AND Third reading quiz due by Sun.- 03/30 by 11:59 PM CST

Different Team Member email me weekly a progress update |

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
			research sources for the team outline 6. As a team, complete the Team Speech Outline Form by this Sunday, 11:59 PM 7. As a team, decide which member emails me a weekly progress update this week (see this weeks' eLearning Module for specifics) Third reading quiz, due by Sunday at 11:59. Quiz covers chapters 7, 8, 12, and 13.	

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 10 03/31 – 04/06	Understanding Principles of Persuasive Speaking Networking	Read Chapter 14 Access Learning Module 9 for this week's activities Communication Tip of the Week	1. Discussion #3 "Persuasive Speech Topic Pitch Video" begins: • Your post is due this Wednesday, 11:59 PM • Peer Responses to four classmates' posts, due this Friday, 11:59 PM • Respond to <u>your classmates' posts</u> by Sunday at 11:59. 2. As a team, email me a rough draft of the formal speech outline and PowerPoint slides by this Sunday, 11:59 PM As a team, choose a different member to email me a weekly progress update this week (see this weeks' eLearning module for specifics)	Discussion #3 "Persuasive Speech Topic Pitch Video" due Wed.- 04/02 by 11:59 PM CST Peer Responses to four classmates' posts, due this Fri. – 04/04 by 11:59 PM CST Respond to <u>your classmates' posts</u> AND email me a rough draft of the formal speech outline and PowerPoint slides by Sun.- 04/06 by 11:59 PM CST Different Team Member email me weekly a progress update

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 11 04/07– 04/13	Introduction to the Persuasive Speech Analyzing Your Audience Master the Art of the Perception Check	Read Chapter 5 Access eLearning Module 11 in eLearning for activities • Watch the videos to apply tips and training in your final speech, which is weighted more heavily • Your final speech will be graded on implementing the tips and training in Module 11, as well as Modules 3, 4, 6, 7, and 8 Communication Tip of the Week	1. As a team, after you receive my feedback, begin finalizing the formal speech outline, PowerPoint slides, and voice-over presentation, due in Module 12 2. As a team, choose a different member to email me a weekly progress update this week (see the eLearning Module for specifics) 3. Discussion 4 "Analyzing a Persuasive Speech Delivery" begins: • Your post is due this Wednesday, 11:59 PM • Peer Responses to four classmates' posts, due this Friday, 11:59 PM • Respond to your classmates' posts by Sunday at 11:59.	Different Team Member email me weekly a progress update Discussion 4 "Analyzing a Persuasive Speech Delivery" due Wed.- 04/09 by 11:59 PM CST Peer Responses to four classmates' posts, due this Fri. – 04/11 by 11:59 PM CST Respond to your classmates' posts by Sun.- 04/13 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 12 04/14 – 04/20	Using Persuasive Strategies Speaking in Small Groups"	Read Chapter 15 Review Appendix A "Speaking in Small Groups" review Access Learning Module 12 in eLearning for activities • Watch the videos to apply tips and training in your final speech, which is weighted more heavily • Your final speech will be graded on implementing the tips and training in Module 12, as well as Modules 3, 4, 6, 7, 8, and 11 Communication Tip of the Week Watch the video "The Process of Developing a Speech: Building a Persuasive Audience" before you start on the Speech Proposal Form	1. Virtual Team Project due this Sunday, 11:59 PM. • Upload formal speech outline in File Exchange folder in the Team Project Area in eLearning • Upload Final voice-over PowerPoint presentation in same File Exchange folder • Submit your Individual Team Response Paper via the Turnitin link found in the Virtual Team Project Folder.	Virtual Team Project- Upload formal speech outline AND Upload Final voice-over PowerPoint presentation in the File Exchange folder AND Submit your Individual Team Response Paper all due on this Sun.- 04/20 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 13 04/21 – 04/27	Using Words Well: Speaker Language and Style	Read Chapter 10 Access the Learning Module 13 in eLearning for activities • Watch the videos to apply tips and training in your final speech, which is weighted more heavily • Your final speech will be graded on implementing the tips and training in Module 12, as well as Modules 3, 4, 6, 7, 8, 11, and 12 Review the document, "Presenting Online: Overcoming Common Mistakes."	1. Complete the Persuasive Speech Proposal and post it by this Wednesday 11:59 PM 2. Take the Persuasive Speech "Readiness Quiz" due this Sunday 11:59 PM 3. Last reading quiz, due by Sunday at 11:59 PM. Quiz covers chapters 5, 10, 14, and 15.	Persuasive Speech Proposal due Wed.- 04/23 by 11:59 PM CST Persuasive Speech "Readiness Quiz" AND Last reading quiz due this Sun.- 04/27 by 11:59 PM CST
Know the purpose	Make the persuasive different from the informative!			

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 14 04/28 – 05/04	Public Speaking Building a Persuasive Speech Outline and Speech	Access Learning Module 14 in eLearning for activities Watch the video and read the article to apply tips and training in your final speech, which is weighted more heavily Your final speech will be graded on implementing the tips and training in Module 14, as well as previous modules	Upload the formal Persuasive speech outline via the Turnitin link found in the Research-oriented Persuasive Speech Folder by this Sunday, 11:59 PM	Formal Persuasive speech outline is due Sun.- 05/04 by 11:59 PM CST

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
Module 15 05/05 – 05/11	Public Speaking **Self-Evaluation** and Peer Evaluations of Persuasive Speeches	Access Learning Module 15 in eLearning for activities	1. Persuasive Speech due • Upload the speech from your Box account into the Research-oriented Persuasive Speech link in eLearning on the left-hand side menu by Sat. May 4th, 11:59 PM 2. "Self-evaluation and Peer Evaluations" (Listening Assessments) of four of your colleagues' speeches due by Sat., May 10th by 11:59 PM Take the Skills Assessment Survey – Due by Sat, May 10th by 11:59 PM	Persuasive Speech AND "Self-evaluation and Peer Evaluations" (Listening Assessments) of four of your colleagues' speeches AND Skills Assessment Survey due by Sat.- 05/10 by 11:59 PM CST

Proctored Final Exam Procedures
If your course has a proctored exam requirement, please see the UTD Testing Center webpage and Distance Learning Proctored Exams webpage to make arrangements.

Grading Policy
Point Distribution

Assessment area	Points
Syllabus quiz (required for access to the course)	0
Speech of Introduction	50
Speech of Introduction Replies and Self-Review	50
Short Speech	30
Informative Speech Outline	50
Informative Speech	100
Informative Speech Peer Critique/Self Reflection	25
Virtual Team Project	80
Individual Team Response Paper	20

Assessment area	Points
Persuasive Outline	100
Persuasive Speech	200
Persuasive Speech Peer Critique/Self Reflection	25
Online Discussions (4 total at 25 points each)	100
Skills Assessment Survey	10
Speech Readiness Quizzes (2 at 10 points each)	20
Major Speech Proposals (2 at 30 points each)	60
Reading Quizzes (4 at 20 points each)	80
Total	1,000

Grading Scale
The standard university scale will be used to convert points into letter grades.

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 600

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. To stay compliant with the face-to-face classes, no make-up speeches are permitted. (*Translation: Be strict about the due dates.*)

Course Policies
Make-up exams No Late Work

Late work is not accepted in this course- it will not be graded and it will receive a score of 0. That includes making sure assignments are submitted properly and can be read/viewed by the student, the class, and the instructor. That includes, but is not limited to:

- Videos: All videos should be submitted as DROPBOX hyperlinks that open a new window when clicked. If clicking your link starts a video download, that does not count- no one should have to download the video to be able to view it.

- Papers: If the paper is supposed to be turned in via TurnItIn, it should be submitted via TurnItIn. If the paper is due via email, email it.
- Discussions: Unless otherwise indicated, discussion posts should not include attachments-type your response straight into the discussion forum.

It is the responsibility of the student to ensure assignments are submitted on time. Leave yourself enough time to make sure the assignment can be uploaded properly and tested for viewability/readability.

In this class, you are scholars as well as professionals in training. Professionals who miss deadlines present poor work ethics and damage their reputations as well as increase costs, delay results, decrease profits, and lose their jobs. Late work will not be accepted and be given a grade of 0. Technical difficulties with eLearning or Box are not an excuse – submit your videos and assignments early to avoid any last-minute technical problems. Students are expected to upload their oral presentations on the days that they are due, or even before the due date is fine.

Attendance

Students should login **daily** to the online class.

For this core required course, attendance is imperative in order for to gain the skills as described in the learning objectives and each weekly module consists of a mixture of class discussion, team work and activities. Your thoughtful, attentive, and active participation is essential (and will be factored into your final score).

- **If a situation comes up that warrants you to miss logging in for more than one week, I suggest taking the course a different semester when your time permits.**
- Due to the intrusive nature of asking for proof of an excused absence, I place the responsibility on you to provide documentation, described below. Elective surgery, vacation, arrests, honeymoons, etc., are not considered "excusable."

University-Approved Excused Absences and Accepted Documentation:

Any student absence from class (which, in this online environment means logging in to each weeks' module) is considered unexcused with the exception of the following--verified personal or family illness requiring a physician's assistance or hospitalization; 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. **Please clear things up BEFORE an assignment is due, so that reasonable arrangements can be made.** Appropriate documentation is the following: a physician's return to school/work form, hospital discharge paperwork, or a signed statement from a mortuary (not a program or newspaper obituary). When possible, documentation should be provided well in advance of due dates. 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.   NOTE: Absences due to religious holidays should be approved **in advance** to count as excused**. Documentation for any excused absence normally will not be accepted after the fact.**

Class Participation

Students should login daily to the online class. I use the tracking feature in eLearning to monitor how often students enter the course and monitor student activity. Just like you should be, I will be logging in every day as well. Students are also required to participate in all class activities such as discussion boards, group projects and virtual group meetings, etc.

Because this class involves discussion and activities, participation is a vital part of the learning process. More than simply being physically present in class, participation includes asking questions about chapter content, answering questions, engaging in class discussion, activities, teamwork, and role-playing, as well as demonstrating a professional and positive attitude.

Classroom Citizenship

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

Because this is an online course, we will likely only know one another through typed conversation and video posts. 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 this course, and that can sometimes be a difficult learning process, please take extra effort in class to be supportive. That does not mean that we can't be thoughtful responders; it means there are civil ways of getting to a point. Give the kind of positive 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 is to see others' points of view and civilly engage in a dialogue.

My hope is that we can be open to discuss whatever, and if there are any issues that get particularly sensitive, do feel free to let me know before/during/after class and/or office hours. I have thick skin, and it is a sign of strength that we can have discourse with each other no matter how light/heavy the topic. **The goal should be clarity, not agreement.** See at least where the other person differs and then move on, as a diversity of opinion is to be expected. In class, I've had two black students call each other racist because they differed politically, and from the outside, you can see that it is (in that case) absurdity. Great discussion can be had (even online) and let's hope to learn from this, which is almost always the case in our class, whether we agree or not. We can respect each other and still differ on many topics, always remember this point!

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 practice civil positivity in this class.

Scholastic Honesty

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. Note: Submitting the same or similar work for multiple courses, whether this semester or from previous semester, without the express written permission of all instructors involved, constitutes plagiarism. Click here to learn more.

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 here.

Comet Creed
This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

Academic Support Resources
The information contained in the following link lists the University's academic support resources for all students.

Please go to Academic Support Resources webpage for these policies.

UT Dallas Syllabus Policies and Procedures
The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to UT Dallas Syllabus Policies webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.