

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

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## Course Information

### Course

Course Section Number	COMM 1311.0W2 – include your section number when emailing me
Course Title	<b>Survey of Oral and Technology-Based Communication</b>
Term and Dates	Fall 2014

### Professor Contact Information

Professor	Eric Carlson
Office Phone	214-883-6731 (email is preferred method of contact)
Email Address	
Office Location	JO 4.602.B
Online Office Hours	Email. I will respond to email within 24 hours M-F.
In-Person Office Hours	Wednesday, 10-12.

### About the Instructor:

**Be sure to read my Welcome Letter in eLearning!**

**IMPORTANT: Your first speech is due by the end of this week (Friday)!** To access this (and all of) your assignments for Module 1 (week 1) you must follow the instructions in the Start Here! Folder on your Course Home Page in eLearning.

NOTE: You must complete and pass all assignments requiring a speech component by the due dates. Failure to upload and/or deliver a speech by the due date and complete and pass the assignment will result in a failing grade for the course, no exceptions. To stay compliant with the face-to-face classes, no make-up speeches or other assignments are permitted.

### 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.

## Catalog Course Description

**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 group, public speaking, and technology-based contexts (assessed via the Small Talk activity, the group presentation, and the research-oriented informative speech, and the virtual Speech of Introduction).
- **Critical thinking skills;** to engage processes and use skills to enhance communication competence in interpersonal, small group, public speaking, and technology-based contexts (assessed via the digital Discussion Posts and the research-oriented informative speech).
- **Teamwork;** to integrate interpersonal skills with theories and concepts associated with successful small group communication in a team-based presentation (assessed via the semester-long teamwork project).
- **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).

**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 2013 and 2014 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 Ebook and Materials**

- Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society*, Ebook. Published by Pearson Higher Education, 2014. **NOTE: You'll have automatic access to the required Ebook.**
- **If you prefer a hard copy:**
  - **ISBN-10:** 0-205-77021-5
  - **ISBN-13:** 978-0-205-77021-2
  - **NOTE: When registering for MyCommLab and MediaShare, always register using the name that's on file in this course (the exact name UTD has on file for you).**

Access to high quality webcam or video camera and an understanding of how to upload video in specified formats. You may use an iPhone, etc, but it must be handled professionally (no "selfie" videos), positioned on a stationary object, and the phone must be turned horizontally to maximize frame size in MediaShare.

High speed internet and access to eLearning

A high degree of self-motivation, more than a traditional face-to-face class – this online class is rigorous

**Follow these instructions to use the access code to get access to the eBook and MyCommunicationLab. NOTE: When registering for MyCommLab and MediaShare, always register using the name that's on file in this course (the exact name UTD has on file for you).**

- Log into your eLearning course for COMM1311
- Click on the MyCommunicationLab link on the left-hand side
- Click on the green Pearson MyLab and Mastering Course Home link
- Accept the licensing agreement
- Click on "Create" to create a new account. (If you've ever had another course that used MyLab, like MyPsychLab or MyMathLab, for example, you can log in using that old username and password). Otherwise click on "create".
- Click on the button Access Code to enter (copy/paste): **HSELCG-CHUBB-FROND-POONA-PIZZA-FFLSE**
- Click "Finish"
- Click "Go to Your Course" and you'll be in!
- Click on Tune Up Your Browser first

- Click on the eBook, Student Resources, and MediaShare to start exploring the tools we will use for this class.
- Or this video walks you through the process of using the access code to get access to the eBook and MyCommunicationLab. <http://screencast.com/t/EVP2hG3jx>. (Please note, when she mentions Blackboard, that is your eLearning course).

## **Course Policies**

### ***Make-up exams***

To stay compliant with the face-to-face classes, no make-up speeches or other assignments/exams are permitted.

### **Late Work**

To stay compliant with the face-to-face classes, no late speeches, assignments, or exams are permitted.

Technical difficulties with eLearning or MediaShare are not an excuse – submit your videos and assignments early to avoid any last-minute technical problems.

Students are expected to deliver their oral presentations on the days that they are assigned. No exceptions can be made.

## **Class Participation and Attendance**

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, activities, group projects and group meetings, etc.

Schedules may shift for a variety of reasons – stay on top of it!

## **Team Work – Individual Scores**

Each team member's score is an individual score, assessed through peer evaluations and an Individual Response paper. There is also a "Slacker" Clause: If one or more members of a group contact(s) me about a group member not doing her or his "part" in terms of attendance at group meetings (virtual or face-to-face), research, media presentation preparation, etc., I will deduct points from the poor-performing student's total score at my discretion.

## Civility Clause -Virtual Classroom Citizenship

The First Amendment is protected in this class, but hate speech is not. 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 uploads. 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 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 must more pleasant 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 points on contact and how to civilly engage in a dialogue.

The eBook, *Communication in a Civil Society*, states that “civil communication allows you to speak your mind in a way that is **respectful, demonstrates restraint, and is responsible**”. Communicating with civility is a requirement for this course. For example, students may comment about emotional issues during class discussions and disclose sensitive, personal opinions about wide ranging topics related to interpersonal communication. While passionate debate is acceptable, negative comments about individuals or groups 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 virtual classroom if I perceive that her/his communication is prejudicial, disrespectful, and/or “over-the-top.”

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 civil positivity in this class.

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## 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](#).

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## Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at:

<http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#).

To get familiar with the eLearning tool, please see the [Student eLearning Tutorials](#).

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 use this link to access the UTD eLearning Support Center:

<http://www.utdallas.edu/elearninghelp>.

## Student Resources for Technical Help

[MyCommunicationLab and MediaShare Support](#) or call **Toll Free: 800-677-6337**

[eLearning Help Desk](#) or call **866-588-3192**

### 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 preventing 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:

<http://www.utdallas.edu/eLearninghelp>, 1-866-588-3192

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## Communication Tools

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email will also be used during the semester. For more details, please visit the [eLearning Tutorials webpage](#) for video demonstrations on numerous tools in eLearning.

## **Interaction with Instructor**

I will communicate with you using the Announcements and Discussions tools as well as emailing your UTD email address. **The best way to reach me is by emailing me at [ericb.carlson@utdallas.edu](mailto:ericb.carlson@utdallas.edu)** and include your name and section number in the subject line. I will reply to student emails or discussion board messages as quickly as possible, but within 2 working days at the latest.

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## **Student Resources**

The following university resources are available to students:

UTD Distance Learning:

<http://www.utdallas.edu/elearning/students/cstudents.htm>

McDermott Library:

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. For more information on library resources go to <http://www.utdallas.edu/library/distance.html>.

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## **Student Assessments**

**Grading Information – Assignments will be graded and posted in eLearning within 7 – 10 business days**

**Note to Instructors:** the seven graded assignments below are mandatory for Fall 2104 since this is a new core course and will be scrutinized closely for SACS accreditation and assessments.

**Grading policy:** All exams and assignments are based upon a 2000 point system. Complete descriptions of all assignments are posted in eLearning as well as included at the back of the syllabus.

Students are expected to deliver their oral presentations on the days that they are assigned. No exceptions can be made. Extra credit assignments are not available.

100pts (5%) –Speech of Introduction \* (see below)

100pts (5%) – Team Project

100pts (5%) – Theory Response Paper

1400pts (70%) – Chapter Exams

100pts (5%) – 5 Discussion Posts Assignments in eLearning (20 pts each)

100pts (5%) – Research-oriented Informative Speech \* (see below)

100pts (5%) – Informative Speech Outline

2000 possible points

\* Because this is a speech class, all assignment requiring an oral delivery of a speech/presentation must be completed successfully in order to pass this course. Again, make up work is not permitted.

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

Grade	Percentage	Points
A+	97% to 100%	1940-2000
A	93% to 96.9%	1860-1939
A-	90% to 92.9%	1800-1859
B+	87% to 89.9%	1740-1799
B	83% to 86.9%	1660-1739
B-	80% to 82.9%	1600-1659
C+	77% to 79.9%	1540-1599
C	73% to 76.9%	1459-1539
C-	70% to 72.9%	1400-1458
D+	67% to 69.9%	1340-1399
D	63% to 66.9%	1260-1339
D-	60% to 62.9%	1200-1259
F	Less than 60%	less than 1200

### **Accessing Grades**

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

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## 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 will not accept late assignments (papers, speeches, exams 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 exams are accepted, you *can* work ahead and turn in an assignment early.
3. If you need help or have questions – I’m happy to assist you. I won’t know you need help or are having difficulty unless you contact me.
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 <https://owl.english.purdue.edu/owl/resource/747/01/>
5. 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.
6. Disrespectful language and lack of civility will not be tolerated (to me or others, over any medium used in this class.)
7. Your Informative Speech will require library research (accessible online). At least 5 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). Much more about this will be discussed “in class.”
8. We will adhere to time limits. In the real world, for example, at work, it is disrespectful to your audience for a speaker to violate time expectations. 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.

## Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. 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.

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## University Policies and AccessAbility

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

**Office of Student AccessAbility** <http://www.utdallas.edu/studentaccess/>

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 accommodations, please make an appointment with the Office of Student AccessAbility at: SSB 3.200 (3rd Floor in SSB), 972-883-2098. Office hours are Monday – Thursday, 8:30 a.m. - 6:00 p.m., Friday 8:00 a.m. – 5:00 p.m. Evening appointments are available by request.

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.

## 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.

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***These descriptions and timelines are subject to change at the discretion of the professor.***

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## Academic Calendar

Please note that the following schedule is tentative and changes will be announced if necessary. These descriptions and timelines are subject to change at the discretion of the Professor.

Modules	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY
<b>Module 1</b>  8/25-8/31	Course Access and Self-Orientation  A First Look at Civil Communication	Read Chapter 1  Access the Weekly folder in eLearning for this week's activities  Use MyCommLab for Chapter Review Activities	<ol style="list-style-type: none"> <li>1. <b>Syllabus quiz</b> <ul style="list-style-type: none"> <li>• You must complete this quiz first to gain access to the rest of the course</li> </ul> </li> <li>2. <b>Chapter 1 Exam due by Sunday 11:59 PM</b></li> <li>3. <b>Speech of Introduction due Friday, 11:59 PM</b> <ul style="list-style-type: none"> <li>• You will post your speech in MediaShare. Refer to assignment.</li> </ul> </li> </ol>
<b>Module 2</b>  9/1-9/7	Perceiving the Self and Others  What's your perception of small talk?	Read Chapter 2  Access the Weekly folder in eLearning for activities  Use My CommLab for Chapter Review Activities  Read/Participate in Discussion 1	<ol style="list-style-type: none"> <li>1. <b>Chapter 2 Exam due by Sunday, 11:59 PM</b></li> <li>2. <b>Discussion 1 (Ethics):</b> <ul style="list-style-type: none"> <li>• First Post, due Wed., 11:59 PM</li> <li>• Peer Responses, due Sun., 11:59 PM</li> </ul> </li> </ol>
<b>Module 3</b>  9/8-9/14	Civil Verbal Communication	Read Chapter 3  Access the Weekly folder in eLearning for activities  Use MyCommLab for chapter review activities  Participate in Discussion 2 Part A (Verbal Communication).	<ol style="list-style-type: none"> <li>1. <b>Chapter 3 Exam due by Sunday, 11:59 PM</b></li> <li>2. Participate in <b>Discussion 2 Part A,</b> <ul style="list-style-type: none"> <li>• First Post due Wed., 11:59 PM.</li> <li>• Peer responses by Sun 11:59 PM.</li> <li>• Part B of Discussion 2 continues next week.</li> </ul> </li> </ol>

<p><b>Module 4</b></p> <p>9/15-9/21</p>	<p>Non Verbal Communication</p>	<p>Read Chapter 4</p> <p>Access the Weekly folder in eLearning for activities</p> <p>Use MyCommLab for chapter review activities</p> <p>Participate in Discussion 2 (B)</p> <p>Review the document, "Presenting Online: Overcoming Common Mistakes."</p>	<ol style="list-style-type: none"> <li>1. <b>Chapter 4 Exam due by Sunday, 11:59 PM</b></li> <li>2. <b>Discussion 2 Part B.</b> <ul style="list-style-type: none"> <li>• Requires MediaShare Video Upload, due Wed., 11:59 PM</li> <li>• Peer responses due Sun., 11:59PM</li> </ul> </li> </ol>
<p><b>Module 5</b></p> <p>9/22-9/28</p>	<p>Civil Listening &amp; Responding with Confirmation</p>	<p>Read Chapter 5</p> <p>Access the Weekly folder in eLearning for activities</p> <p>Use MyCommLab for chapter review activities</p>	<ol style="list-style-type: none"> <li>1. <b>Chapter 5 Exam due by 11:59 PM</b></li> <li>2. Review Small Talk Videos; participate in optional discussion post. <ul style="list-style-type: none"> <li>• Information related to Small Talk will be addressed on exam 5</li> </ul> </li> </ol>
<p><b>Module 6</b></p> <p>9/29-10/5</p>	<p>Interpersonal Relationships and Civil Communication</p>	<p>Read Chapter 6</p> <p>Access the Weekly folder in eLearning for activities</p> <p>Use MyCommLab for chapter review activities</p> <p>Read the Theory Response Paper Assignment</p>	<ol style="list-style-type: none"> <li>1. <b>Chapter 6 Exam due by Sunday, 11:59 PM</b></li> <li>2. Read/understand Theory Response Paper Assignment.</li> </ol>
<p><b>Module 7</b></p>	<p>Intimate/Romantic Relationships and Civil</p>	<p>Read Chapter 7</p>	<ol style="list-style-type: none"> <li>1. <b>Chapter 7 Exam due by Sunday, 11:59 PM</b></li> </ol>

10/6-10/12	Communication	<p>Access the Weekly folder in eLearning for activities</p> <p>Use MyCommLab for chapter review activities.</p>	<p>2. Work on Theory Response Paper</p>
<p><b>Module 8</b></p> <p>10/13-10/19</p>	<p>Civil Communication in Conflicts</p> <p>Using Powerpoint Lecture</p>	<p>Read Chapter 8</p> <p>Access the Weekly folder in eLearning for activities</p> <p>Use MyCommLab for chapter review activities</p>	<p>1. <b>Chapter 8 Exam due by Sunday, 11:59 PM</b></p> <p>2. <b>Theory response paper due, Sunday, 11:59</b></p>
<p><b>Module 9</b></p> <p>10/20-10/26</p>	<p>Civil Communication in Groups</p>	<p>Read Chapter 9</p> <p>Read pages 229-241 (in Chapter 11) to help your team determine the topic, specific purpose, thesis/preview, and main points.</p> <p>Access the Weekly folder in eLearning for activities</p> <p>Monitor, address, and resolve conflict in teams</p> <p>Use MyCommLab for chapter review activities</p>	<p>1. <b>Chapter 9 Exam Due by Sunday, 11:59</b></p> <p>2. Team Assignment Folder is open.</p> <ul style="list-style-type: none"> <li>• Become familiar with the team assignment.</li> <li>• Refer to your Group Assignment Area in the Blackboard toolbar.</li> <li>• Teams should post a Specific purpose, thesis, and preview statement and main points to be discussed in the File Exchange folder in your team area.</li> <li>• Teams begin researching.</li> </ul>
<p><b>Module 10</b></p> <p>10/27-11/3</p>	<p>Group Processes and Civil Communication</p>	<p>Read Chapter 10</p> <p>Access the Weekly folder in eLearning for activities</p> <p>Use MyCommLab for chapter review activities</p>	<p>1. <b>Chapter 10 Exam due by Sunday, 11:59 PM</b></p> <p>2. <b>Discussion 3:</b></p> <ul style="list-style-type: none"> <li>• Original Post by Wednesday, 11:59PM</li> <li>• Peer responses by Sunday, 11:59PM</li> </ul>

<b>Module 11</b>  11/3- 11/9	Preparing Civil Public Speeches  How to handle the dreaded Q&A part of a speech	Read Chapter 11  Access the Weekly folder in eLearning for activities  Use MyCommLab for chapter review activities  Informative Speech Folder is Now Open.	<ol style="list-style-type: none"> <li>1. <b>Chapter 11 Exam due by Sunday, 11:59 PM</b></li> <li>2. Informative Speech Assignment folder is now open. <ul style="list-style-type: none"> <li>• Be sure to read all documents related to this assignment.</li> </ul> </li> <li>3. <b>Team Assignment due Sunday, 11:59 PM.</b> <ul style="list-style-type: none"> <li>• Upload Final Outline in File Exchange folder</li> <li>• Upload Final PowerPoint presentation in File Exchange folder</li> <li>• Upload your Individual Response Paper via the Turnitin link found in the Team Project Folder.</li> </ul> </li> </ol>
<b>Module 12</b>  11/10- 11/16	Delivering Public Speeches with Civility	Read Chapter 12  Access the Weekly folder in eLearning for activities  Use MyCommLab for chapter review activities	<ol style="list-style-type: none"> <li>1. <b>Chapter 12 Exam due by Sunday, 11:59 PM</b></li> <li>2. <b>Discussion 4:</b> <ul style="list-style-type: none"> <li>• First Post due Wed., 11:59 PM</li> <li>• Peer responses due by Sunday, 11:59 PM</li> </ul> </li> </ol>
<b>Module 13</b>  11/17- 11/23	Giving Civil Informative & Special Occasion Speeches	Read Chapter 13  Access the Weekly folder in eLearning for activities  Use MyCommLab for chapter review activities	<ol style="list-style-type: none"> <li>1. <b>Chapter 13 Exam due by Sunday, 11:59 PM</b> <ul style="list-style-type: none"> <li>• Upload your Informative Speech by the end of Module 14.</li> </ul> </li> </ol>

<b>Module 14</b>  11/24- 11/30	Informative Speeches	Informative Speeches	1. <b>Informative Speech due</b> <ul style="list-style-type: none"> <li>• Upload Speech in MediaShare by Sunday, 11:59</li> <li>• Upload formal outline via the Turnitin link found in the Informative Speech Folder by Sunday, 11:59PM</li> </ul>
<b>Module 15</b>  12/1- 12/7	Giving Persuasive Speeches with Civility  Summarize, reflect on Comm 1311 skills gained	Read Chapter 14  Access the Weekly folder in eLearning for activities  Use MyCommLab for chapter review activities	1. <b>Chapter 14 Exam due by Sunday, 11:59 PM</b> 2. <b>Discussion 5 due by Sunday, 11:59 PM</b>

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## Assignment Descriptions

Assignments are located in Learning Modules. Each week you'll find a new Learning Module on the Course Homepage containing chapter assignments for the week. **Refer to the Course Calendar for due dates.**

### Overview of Assignments:

#### I. Speech of Introduction:

You will be introducing yourself to your classmates by preparing a two-minute (maximum) speech and uploading it in to Media Share, accessed through eLearning, housed in MyCommunicationLab. You will be doing this during week 1.

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. This assignment is worth 100 points. Follow the assignment guidelines in the Weekly Learning Modules, Module 1 – Chapter 1.

## II. Chapter Exams:

Reading is an essential component of any college course, particularly in an online context. To spare you from watching boring professor “talking head” lectures, 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 prior to taking the Chapter Exam found in the eLearning Weekly Learning Modules. **There are 14 chapter exams, each worth 100 points. The exams are found in the eLearning Chapter folders.**

I suggest taking the practice exams and activities for each chapter found in MyCommLab. However, these do not count as your exam grade! **Your graded Chapter Exams will be found in each Learning Module. Click on the Chapter Folder to access the exam.**

Each exam has a maximum of 25 multiple choice and/or true false questions. You must complete each exam by the due date as specified in the course calendar. You can access the exam by clicking the exam link in the Chapter Folder within each Learning Module. Each exam 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 exam is graded and released, you may go to My Grades to view your score.

**III. Informative Speech and Outline:** This speech and outline must be successfully completed with a passing score by the deadline or you will automatically fail the course.

You will be preparing and presenting an extemporaneous informative speech (a speech about an object, process, event, or concept) with visual aids. The assignment details will be posted in Blackboard. The assignment requires you to upload your video into Media Share successfully. This assignment is worth 100 points. **I grade informative speeches rigorously.** Note, unlike an exam, there is a high degree of subjectivity when grading speeches. My experience, education, and years of teaching Communication Studies grant me the opportunity to evaluate you through a trained eye and will “trump” any attempt at negotiating a higher score. Prepare yourself early by reading ahead—chapters 11, 12, and 13.

You will be turning in a formal outline that accompanies your Informative Speech. Guidelines for outlining will be discussed in the course.

This is a research-oriented project. 5 source citations must be cited in the speech and noted in the outline. Please re-read this!

Informative Speech Peer Critiques: You will critique your classmate's informative speech presentations (all of them, as you would in a face-to-face class). This will be your final (5<sup>th</sup>) Discussion during the unit on public speaking.

#### **IV. Team work/Group Projects**

Click [here](#) to enter text. Groups will be assigned during Module 8 or 9. The instructor can easily see who is participating, and your grade on the group project depends upon your level of participation. Each group should use the available group tools under its own group area in the course to communicate and collaborate within the group. A web conference system is available for use. Teams can schedule a live web conference for team work. Please see the [Web Conferencing page](#) for instructions on making a reservation and other web conference information.

#### **V. Discussion Posts:**

There are 5 formal discussions during the semester, each worth 20 points, totaling 100 points.

- 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).
- You will be responsible for replying to any four of your colleague's posts (you will be given deadlines to complete your responses to other posts)
- You should open and read a minimum of 25 responses total (you can keep track of this using eLearning's tracking tool).
- *I'm not asking you to respond to 25 posts, but to read at least 25.*
- 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.
- You will also be required to respond to any additional original post I submit, at least once (these will occur at random throughout the discussions—heads up.) “Original” means it's a post I originate, not one that I reply to).
- Please respond to your classmate's posts by addressing them by their first name.

### Discussion Posting Grading:

- To expedite grading time, you will be evaluated on the following point system. Please use this as your guide for feedback:
- **20 points:** Discussion postings and responses are well organized, solid in execution, contain depth and breadth by referring to specific theories and ideas from your reading material when identifying your own personal response to questions and reflections. Your follow up posts are also thoughtful, making connections to your peer's comments to the theories, ideas, and/or skills presented in your reading. Adherence to netiquette and cognitive complexity (the ability to perspective take; keeping an open mind) is evident.
- **15 Points:** Your posts (original or peer responses), while "all there" could benefit from further depth and breadth, as discussed above. This is NOT a bad score!
- **10 Points:** You may have posted the minimum requirement but your discussions need to be further developed, ideas need to be more closely tied to the text and/or your personal examples to illustrate ideas is lacking in depth/clarity.
- **5 Points:** You failed to meet the minimum peer responses (4), regardless of how well your original post or peer responses are (or are not) developed.
- **0 Points:** Failure to post (and read) the required minimum as noted above will result in a "0." (Note, however, that merely posting responses does not earn you all points; your posts must also be thoughtful and reflective.) You will not receive points for partial completion of discussion questions, per equivalency.

## **VI. Theory Reflection Paper**

The Theory Reflection Paper is a research paper that encourages you to explore an interpersonal communication theory or construct in more depth. You may use any theory from Chapters 6-8 in the text. This paper is worth 100 points and is graded rigorously.

Format: Your Theory Reflection Paper must be typed (word-processed) using a 12 pt. standard font in Microsoft Word. It must be double-spaced. It must have your name, the course, the date, and my name on the left hand side of the first page. (These should be single-spaced.) After my name, you should double space, and then you should have a unique title that is centered. Double-space after the title, and then begin your assignment. Your last name and page number should go at the top right-hand side of each subsequent page, per MLA style (this

is very important as I often have multiple papers open at one time). You will submit through the Turnitin assignment link found in the Daily Activities folder when posted.

NOTE: Opting out of this assignment will reduce your final score by 1 letter grade.

The Theory Reflection Paper should be about 4 pages in length (please do not exceed this page number request, or fall short of it). Your response should be thoughtful and intellectual and should reflect your comprehension of a theory, illustrating that theory through personal example (do not “parrot” the theory back to me in your paper; use personal example to illustrate the theory). After selecting a theory from Chapters 6, 7, or 8, you will *incorporate additional relevant theories and concepts presented in the text into your response*. Again, it is best to focus on personal experience, and support how this experience illustrates and/or relates to the theory you select (and remember to cite the source of any research you use to support your examples.)

All sources used (including the text) must be cited in the paper where appropriate and on the Works Cited page.

Excellence is achieved by pushing the standard expectation in unique yet relevant fashion, tying together a personal example(s) with the theory (and additional related concepts) you select. This can be tough; excellence requires time for thoughtful reflection.

**NOTE:** Your Theory Reflection Paper must adhere to collegiate writing standards (complete sentences, proper spelling, punctuation and mechanics). I will not be correcting your grammar, sentence to paragraph development, etc.; it is expected that you understand how to develop a college-level essay. Be sure to cite the source of any research, concept, or theory used in your paper, including your textbook author, when developing your own ideas. If you submit a paper with style errors (as described above), I’ll inform you by using the phrase “issue of style” and deduct points without explanation. My focus is content driven and I expect your writing to be free from issues as described. I encourage you to visit the writing center if you need assistance. Again, you will always want to state the source—in your narrative—of the research/scholarship being discussed (including textbook author Lane along with your additional resources) to avoid plagiarism.

The due date will be found in the Weekly Assignments Folder. You will NOT be able to submit papers late, no exceptions, including technology issues.) You must submit this paper through the Turnitin assignment link in the Theory Reflection Assignment folder found on the Home Page in eLearning. Any paper submitted to me through any other means will not be accepted, no exceptions.

It’s been my experience that students want more clarity on expectations surrounding written work. Your written work will be evaluated by assessing:

- Adherence to the assignment
- Content (clearly stated main idea and thorough, logical support)
- Engaging Narrative (your reflection tells a story related to the theory you've selected and further researched.)
- Organization (clear introduction, orderly development, smooth transitions, sense of conclusion)
- Syntax (correct sentence structure and varied sentence types)
- Wording (exact and appropriate words)
- Audience (clear to intended audience and appropriate for audience)
- Mechanics: Usage, punctuation, spelling, capitalization
- Citation: Reference all sources of scholarship, text included (in your essays and/or video uploads).
- Please visit the writing center if you need help with college level writing expectations

Assignments will be graded and returned within 7 days.

### **A Note about Turnitin eLearning Assignment Submissions**

Some assignments will be submitted and examined through the integrated plagiarism detection tool called [Turnitin](#). You will find the Turnitin assignment submission links for three assignments: The Theory Reflection Paper, the Individual Team Response Paper, and the Informative Speech Outline. 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 Start Here folder for a step-by-step instructions if you have trouble accessing your graded paper.