COMM 1311 – Survey of Oral and Technology-Based Communication
Online Class

The University of Texas at Dallas

Course Info | Tech Requirements | Access & Navigation | Communications | Resources
Assessments | Academic Calendar | Scholastic Honesty | Course Evaluation | UTD Policies

Course Information

Course

Course Number Section   COMM1311.0W3
Course Title   **Comm 1311 – Survey of Oral and Technology-Based Communication**
Term and Dates   Fall 2015

Professor Contact Information

Professor   Allison Templeton
Office Phone   972.883.6053 (email is preferred)
Email Address   Allison.templeton@utdallas.edu
Office Location   JO 5.110
Online Office Hours   Thursdays 10:00 – 11:00 AM
In-Person Office Hours   Fridays 11:30-12:30 PM, 2:30 – 3:30 PM (by appointment)

**Please know your section number and put it in the subject line when emailing me to help identify your records quickly. Thanks!

About the Instructor

Allison Templeton started teaching at The University of Texas at Dallas in the fall of 2014. She has ten year's teaching experience and was a forensics coach (speech and debate) for seven years at the secondary level. She is a graduate from the University of Texas at Arlington.

IMPORTANT. **For this state-mandated core required course, you will not pass COMM 1311 if you fail to successfully deliver and pass your speech presentations by all due dates, regardless of your standing in this course. To stay compliant with the face-to-face classes, no make-up speeches or other assignments are permitted.**

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.

<u>**Course Descriptions**</u>

Catalog Course description: (COMM 1311) (3 semester hours) Survey of theories, concepts, and skills as they relate to human interaction. Study of intrapersonal, interpersonal, small team, public, and mediated and technology-based communication. Practice in the preparation and delivery of oral presentations. (3-0)

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 presentation, 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 team, public speaking, and technology-based contexts (assessed via quizzes, the digital discussion posts, the research-oriented informative speech, and the team project).
- **Teamwork -** to integrate interpersonal skills with theories and concepts associated with successful small team communication in a team-based presentation (assessed via the teamwork project, which includes team meetings, a team presentation, and team evaluations).
- **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 and digital discussion posts).

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

You'll have automatic access to the required Ebook: Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society.* Pearson Education, Inc., 2014.

ISBN-10: 0-205-77021-5

ISBN-13: 978-0-205-77021-2

Other Required Materials:
- 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 online class is rigorous

Follow these instructions to use the access code to get access to the eBook and MyCommuncationLab. Note: When registering for MyCommLab and MediaShare, please use your registered name at UTD.

1. Log into your eLearning course for COMM1311
2. Click on the MyCommunicationLab link on the left-hand side
3. Click on the green Pearson MyLab and Mastering Course Home link
4. Accept the licensing agreement
5. 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."
6. Click on the button Access Code. Enter this Access Code:
      HSELCG-AUXIL-VIAND-WOMAN-FLASH-CANES
7. Click "Finish"
8. Click "Go to Your Course" and you'll be in!
9. Click on Tune Up Your Browser first in the middle of your screen
10. After it's tuned, click on Sync at the top tool bar to make sure it's using the Central time zone.
11. Click on the eBook, Student Resources, and MediaShare to start exploring the tools we will use for this class
12. Or this video walks you through the process of using the access code to get access to the eBook and MyCommuncationLab. http://screencast.com/t/EVP2hG3jx. (Please note, when she mentions Blackboard, that is your eLearning course).

Course Policies

Make-up quizzes

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

Late Work

To stay compliant with the face-to-face classes, no late speeches, assignments, or quizzes 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, "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.

Top

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.

Top

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

For Mycommunicationlab and MediaShare:
- Lari Tanner – larij.tanner@gmail.com or Twitter @EmacLari. She will respond within 24 hours. Online Office Hours: You can book an appointment at https://larijtanner.youcanbook.me/ She will only be available for assistance the first two weeks of school.
- Call the high priority Help Desk # **1-855-875-1797**
- MyCommunicationLab and MediaShare Support or call **Toll Free: 800-677-6337**

For eLearning:
- 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, 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: http://www.utdallas.edu/eLearninghelp, 1-866-588-3192.

Below are links to tech support for eLearning.
eLearning Help Desk or call 866-588-3192
UTD Digital Library
UTD eLearning Blog

Top

Communication Tools

This eLearning course has built-in communication tools that 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 allison.templeton@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.

Top

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.
- *COMM LAB:*
  The Student Success Center will provide assistance with students' speeches, outlines and research citations. Get a virtual appointment through their website: www.utdallas.edu/studentsuccess/. 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. They have Skype options and email options.
- *WRITING LAB:*
  The Student Success Center will provide assistance with students' essays or papers. Get a virtual appointment through their website: www.utdallas.edu/studentsuccess/. You will see the WRITING LAB listed on the left-hand side. You can email them your paper. You can get assistance with your Theory Reflection Paper and your Virtual Team Report. They have Skype options and email options.

Top

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. For this state-mandated core required course, 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. **Because this is a speech class, all assignments requiring an oral delivery of a speech/presentation must be completed successfully by the due date in order to pass this course. Assignments marked with an (*) are speech assignments.**

       100 pts (10%)   –Speech of Introduction *
       100 pts (10%)   – Virtual Team Project
       100 pts (10%)   – Writing Assignment (Theory Reflection Paper)
       260 pts (26%)   – Quizzes: 13 at 20 pts each
       100 pts (10%)   – 5 Discussion Posts in eLearning at 20 pts each (1 requires MediaShare upload*)
       200 pts (20%)   – Research-oriented Informative Speech *
       100 pts (10%)   – Informative Speech Outline
       40 pts (4%)   – Speech Readiness Quiz
       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.

[Top]

Research Guidelines for Success in this Class:

1. 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, 7th 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/
2. **Your Informative Speech and Teams Project/Presentation will require library research (accessible online). Both assignments require 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) cited within your outline along with a Works Cited page. Much more about this will be discussed throughout the semester.
    A. **What constitutes as a good research source?**
       - Testimonies – interviews with industry experts and/or industry professionals
       - Video news releases
       - Documentaries
       - Industry journals
       - Academic journals and articles
       - Books
       - Magazines
       - Industry association websites
       - Government statistical websites, like the Bureau of Labor Statistics
       - O*NET.org - http://www.onetonline.org/
       - Contact the UTD library for more resources utdallas.edu/library/distance.html
    B. **What DOES NOT count as a good research source?**
       - Information found from a google search
       - Encyclopedias
       - Dictionaries
       - Wikipedia
       - Random blogs and such on Google, Yahoo!, etc.

Additional Guidelines for Success in this Class:

1. This course is rigorous and demands your 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, quizzes 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. If you need help or have questions – I'm happy to assist you.
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, 7th 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 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. 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.

Top

University Policies and Access Ability

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

Top

Academic Calendar

The following schedule is <u>*tentative.*</u> *These descriptions and timelines are subject to change at the discretion of the professor.*

Note: The weekly dates are arranged to begin on Monday and end on Sunday. All quizzes must be completed by 9:00 PM on Sundays.

Modules	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY
Module 1 8/24-8/30	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 **Note: The quizzes you will be taking this semester for a grade are located in the weekly learning module folders. Not in MyCommLab. Read the module 1 instructions carefully.**	1. Take Syllabus quiz (You must complete and score a 100 on this quiz before you gain access to this course. <u>Take as many times as you need to score 100%.</u> 2. Read Chapter and use the Chapter 1 quizzes/flashcards in MyCommLab for practice only. 3. Take **Chapter 1 Quiz** in eLearning folder by Sunday 9:00 PM. (Important! Graded quizzes are in eLearning>Module>Chapter folder. Not MyCommLab!) 4. **Speech of Introduction Part I:** Upload your Speech of Introduction into MediaShare by Sunday 9:00 PM. Refer to assignment details in eLearning & MyCommLab.
Module 2 8/31-9/6	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 Go into Media Share to watch peers Speech of Introductions and welcome each other to the course.	1. Read Chapter and use the Chapter 2 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 2 Quiz** in eLearning folder (not MyCommLab) by Sunday 9:00 PM. 3. **Speech of Introduction Part II:** Watch classmate's speech of introduction and welcome all of your peers to the class. Responses are due by **Wednesday 9:00 PM**.
Module 3 9/7-9/13	Civil Verbal Communication	Read Chapter 3 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities	1. Read Chapter and use the Chapter 3 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 3** Quiz in eLearning folder (not MyCommLab) by 9:00 PM. 4. **Discussion 1** (see Learning Module

		Read/Participate in Discussion 1	for instruction). - Part I: First post due Wed. 9:00 PM. - Part II: Peer responses due Sun. 9:00PM.
Module 4 9/14-9/20	Nonverbal Communication	Read Chapter 4 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities Read/Participate in Discussion 2	1. Read Chapter and use the Chapter 4 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 4 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM. **3. Discussion 2** - Part I: Requires MediaShare Video Upload, due Wed., 9:00 PM. - Part II: Peer responses due Sun., 9:00 PM.
Module 5 9/21-9/27	Civil Listening & Responding with Confirmation	Read Chapter 5 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities Read the Writing Assignment over Theory Reflection Paper	1. Read Chapter and use the Chapter 5 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 5 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM. 3. **Theory Reflection Paper Folder is open.** Begin reading about this writing assignment and start narrowing down which theory you want to write about.
Module 6 9/28-10/4	Interpersonal Relationships and Civil Communication	Read Chapter 6 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities Read/Participate Discussion 3	1. Read Chapter and use the Chapter 6 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 6 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM. 3. **Discussion 3** - Part I: Initial post due Wed., 9:00 PM - Part II: Peer responses due Sun., 9:00 PM 4. Email instructor the theory you will be researching for your theory reflection paper by Wed. 9:00 PM.
Module 7 10/5-10/11	Intimate/Romantic Relationships and Civil Communication	Read Chapter 7 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities	1. Read Chapter and use the Chapter 7 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 7 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM. 3. **Theory Reflection Paper** due, Sunday by 9:00 PM.

| **Module 8**

10/12-10/18 | Civil Communication in Conflicts | Read Chapter 8

Access the Weekly folder in eLearning for activities

Use MyCommLab for chapter review activities

In order to access the Group Discussion Board for the Virtual Team Project, click on the **'Team Areas'** link on the left hand side of the toolbar in eLearning. From there, you will click on your team link and you will see a link called **'Group Discussion Board.'** This will allow me to access your board and see that you all are collaborating together as a team. For more specifics on the assignment, refer to the detailed handout that is found in the '**Virtual Team Project'** folder. | 1. Read Chapter and use the Chapter 8 quizzes/flashcards in MyCommLab for practice only.
2. Take **Chapter 8 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM.
3. **Virtual Team Assignment Folder** is open.
    • Become familiar with the team assignment.
    • Begin communicating about your team project in the *'Group Discussion Board'* tool (located in the *'Team Areas'* link).
4. **Virtual Team Assignment Week 1**
    A) Teams should select and email me the trend in technology they plan to do by Wed. 9:00 PM.
    B) Team members must individually post their response to the questions relating to the trend in technology the team has agreed to do in the **'Group Discussion Board'** by Wed. 9:00 PM.
    C) Team members must respond to <u>every</u> group members' thread in the **'Group Discussion Board'** by Sunday 9:00 PM. |
| **Module 9**

10/19-10/25 | Civil Communication in Groups | Read Chapter 9

Access the Weekly folder in eLearning for activities

Monitor, address, and resolve conflict in teams

Use MyCommLab for chapter review activities | 1. Read Chapter and use the Chapter 9 quizzes/flashcards in MyCommLab for practice only.
2. Take **Chapter 9** Quiz in eLearning folder (not MyCommLab) by 9:00 PM.
3. **Virtual Team Assignment Week 2**
    A) Each group member is to upload/attach 1 additional outside credible article in the **'Group Discussion Board'** (use library database) relating to the trend in technology topic you all have selected. You must include a written observation of the article in the post. This is due by Wednesday 9:00 PM.
    B) Team members must respond to <u>every</u> group members' thread in the **'Group Discussion Board'** by Sunday 9:00 PM. |

Module 10 10/26-11/1	Group Processes and Civil Communication	Read Chapter 10
		
		Access the Weekly folder in eLearning for activities
		
		Use MyCommLab for chapter review activities
		
		Begin reading all documents in the Informative Speech folder.
		
		In order to access the 'File Exchange' folder, click on **'Team Areas'** on the left hand side of the toolbar in eLearning. From there, click on your team link and you will see a folder called **'File Exchange'**. Only one person in the team needs to upload the final paper and PowerPoint.
			1. Read Chapter and use the Chapter 10 quizzes/flashcards in MyCommLab for practice only.
			2. Take **Chapter 10 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM.
			3. **Virtual Team Assignment Week 3**
			  A) Upload Final Report in the File Exchange folder.
			  B) Upload Final PowerPoint presentation in File Exchange.
			
			Everything is due by Sunday, 9:00 PM.

Module 11 11/2-11/8	Preparing Civil Public Speeches	Read Chapter 11 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities Assess team members Informative Speech Preparation	1. Read Chapter and use the Chapter 11 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 11 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM. 3. Upload your **Individual Response Survey** via the Turnitin link found in the Virtual Team Project Folder. Due Sunday 9:00 PM. 4. Informative Speech Folder is now open. Read and become familiar with this assignment. Be aware that your **Informative Speech Proposal** Form is due via TurnItIn by Sunday 9:00 PM**.**
Module 12 11/9-11/15	Delivering Public Speeches with Civility	Read Chapter 12 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities	1. Read Chapter and use the Chapter 12 quizzes/flashcards in MyCommLab for practice only. 2. Take Chapter 12 Quiz in eLearning folder (not MyCommLab) by 9:00 PM. 3. **Speech Readiness Quiz** due Sunday 9:00 PM.
Module 13 11/16-11/22	Giving Civil Informative & Special Occasion Speeches	Read Chapter 13 Access the Weekly folder in eLearning for activities Use MyCommLab for chapter review activities	1. Read Chapter and use the Chapter 13 quizzes/flashcards in MyCommLab for practice only. 2. Take **Chapter 13 Quiz** in eLearning folder (not MyCommLab) by 9:00 PM.

		Read/Participate in Discussion 4	4. **Discussion 4**
			   • Part I: First post due Wed. 9:00 PM.
			   • Part II: Peer responses due Sun. 9:00 PM.
			3. Be prepared to upload your Informative Speech in MediaShare by Wed. 12/2. You may upload early!

Module 14 11/23-11/29	Fall Break Informative Speeches	FALL BREAK!	1. Your final Informative Speech and Outline upload is due by Wed., 12/2, 9:00 PM

Module 15
 	
11/30-12/7
	Informative Speeches
	
	Listening and Responding to Public Speeches
		Informative Speeches
		
		Critiquing Public Speeches
		
		Read/Participate in Discussion 5
			1. **Informative Speech** Due
			   • Upload Speech in MediaShare by Wed., 9:00 PM.
			   • Upload formal outline via Turnitin link found in the Informative Speech Folder by Wed., 9:00 PM.
			2. **Discussion 5**
			   • Informative speech peer critiques. Information about assignment can be found in this week's learning module folder.
			   • Peer critiques will be due by Monday Dec. 7, 9:00 PM.

Top

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 and take it when time permits – this is a rigorous course. This assignment is worth 100 points. Follow the assignment guidelines in the Weekly Learning Modules, Module 2.

II. Chapter Quizzes: 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 Quiz found in the eLearning Weekly Learning Modules. **There are 13 Chapter Quizzess, each worth 20 points. The quizzes are found in the eLearning Chapter folders.**

I suggest taking the practice quizzes and activities for each chapter found in MyCommLab. However, these do not count as your quiz grade! **Your graded chapter quizzes will be found in each learning module. Click on the chapter folder to access the quiz.**

Where do you find chapter quizzess 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. The assignment details will be posted in eLearning. The assignment requires you to upload your video into Media Share successfully. This assignment is worth 200 points. I grade informative speeches rigorously. 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. 3 source citations must be cited in the speech and noted in the outline.

Delivery: Delivery, as well as content, is critical. You may not read directly from speaking notes, as this will reduce your score considerably. Your speech will be timed. Your speech can be between 4 – 5 minutes. It is important to adhere to time limits, as it's always disrespectful to audience to violate their time. 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.

Informative Speech Peer Critiques: You will critique your classmate's informative speech presentations (as you would in a face-to-face class). This will one of your discussion assignments.

IV. Virtual Teamwork/Group Project: This is a project that will be done strictly online (meaning you do not meet face-to-face). Groups will be assigned early in the semester. 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 requested group tools under its own team area (group discussion board) 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 teamwork. 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**.** Details for the discussions can be found in the Discussions feature of eLearning and in the Learning Modules, as the semester unfolds.

- 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.
- If the instructor makes any additional original post (these could occur at random throughout the discussions—heads up.), you are expected to respond to the post. "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 Post 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.   Writing Assignment – Theory Reflection Paper: The theory reflection paper is a research paper that encourages you to explore a communication theory and show how you personally can relate to that theory. You may use any theory from the textbook in the text. You will receive a handout in more detail on this assignment along with the due date housed in the weekly learning module folder the week the assignment will be revealed. This paper is worth 100 points and is graded rigorously. You must submit this paper through the Turnitin assignment link in the Theory Reflection Assignment folder found on the Home Page in eLearing. Any paper submitted to me through any other means will not be accepted, no exceptions. You will NOT be able to submit papers late, no exceptions, including technology issues.)

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.

This paper should be 750-1,000 words. 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 the textbook, 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" or "not in proper MLA format" 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.

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

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 step-by-step instructions if you have trouble accessing your graded paper.