The University of Texas at Dallas

COMM 1311 – SURVEY OF ORAL AND TECHNOLOGY-BASED COMMUNICATION

Hybrid Course Syllabus

Professor's Name: Allison Templeton   **Semester and Year**: Fall 2015
Office location: JO 5.110   **Office Hours:** Friday 11:30-12:30 PM, 2:30-3:30 PM
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**Please know your section number and <u>put it in the subject line</u> when emailing me to help identify your records quickly. Thanks!

Course location: ATC 3.205
Section Number, **Course day and times:**
COMM 1311.011, Friday 10:00 – 11:15

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.**

Course pre-requisite: 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) (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) R

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 team, 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

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 hybrid 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).

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

The course content and course materials are accessible through eLearning. 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.

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.

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 an 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 as well as the Team Project Outline. They have Skype options and email options as well.

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.**

100pts	(10%)	– Speech of Introduction video uploaded to MediaShare*
200pts	(20%)	– Research-Oriented Informative Speech*
100pts	(10%)	– Informative Speech Outline
50 pts	(5%)	– Perception Speech Activity (in class)
100pts	(10%)	– Teamwork and Team Presentation*
100pts	(10%)	– Team Presentation Outline
50pts	(5%)	– Individual Team Response Survey
200pts	(20%)	– 10 Chapter Quizzes (20 pts each)
100pts	(10%)	– 2 Discussion Posts Assignments in eLearning (50 pts each)

1000 possible points

Final grades will be assigned according to the UTD Undergraduate Catalog scale with "+" and "-".
Grading Scale:

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

Accessing Grades

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

Participation

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

Attendance

This is a very detailed attendance policy. Please read it carefully.
- Attendance is required
- If you sleep, engage in non-class-related activities, or interfere with your classmates' ability to learn you will be counted absent for that day.
- Leaving early after attendance has been taken will result in an absence for that day.
- Each absence will cost 20 points from your final semester score.
- 2 "tardies" will result in an absence. No exceptions.
    - Persistent tardiness to class is disrespectful to both your instructor and your peers. Be on time. Roll is taken at the beginning of class. If you miss it, you're tardy and will need to check with me at the end of class to make sure I have you present that day.
- Missing your classmate's speeches will result in loss of 50 points on your final grade. No exceptions. All speeches have Mandatory Attendance on the syllabus and in the eLearning modules.
- Due to the intrusive nature of asking for proof of an excused absence, I place the responsibility on you to provide documentation, described below. Failure to provide documentation will result in an absence. Elective surgery, vacation, arrests, honeymoons, etc., are not considered "excusable."

- Any student absence from class is considered unexcused with the exception of the following--verified personal or family illness requiring a physician's assistance or hospitalization; a school sponsored activity; approved religious holy day; or death of a family member. **Acceptable documentation must be provided by the time you return to class to get the absence excused**. Appropriate documentation includes a physician's return to school/work form, hospital discharge paperwork, a field trip roster (or memo to me from the sponsoring agent), or a signed statement from a mortuary (not a program or newspaper obituary). 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.
- Routine visits to your doctor or dentist **do not constitute** an excused absence, nor provide an appropriate excuse for being late or leaving early (no matter how difficult it was to obtain the appointment or to reschedule). Nor do elective medical procedures, family gatherings, club meetings, job interviews, work deadlines, conference attendance, work duties, athletic workouts, picking up people at airports, meetings with other instructors, car repairs (or any car trouble, including traffic or car break downs), lack of child care, family reunions, vacations, or any other non-emergency event that can be rescheduled. Please schedule these activities for times other than this class period. If you know that such events may be a regular occurrence, causing you to miss significant amounts of class, you should drop this course and try it in another semester. For things like possible car trouble, or babysitter problems, prepare in advance for the eventuality, and make it to class.
- Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation. Doctor appointment cards, prescription bottles, car repair bills, funeral programs or newspaper obituaries, hospital wristbands, military enlistment papers, conference brochures, and other similar items also are not proper documentation for an excused absence. Please do not give me these items.

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

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

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

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

If a student obtains 3 absences, it is recommended that you meet with me before continuing the class.

No Make-up Quizzes
No make-up quizzes permitted. The quizzes open and close on a weekly schedule. Plan accordingly.

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

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

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

The team outlines will receive one overall grade, as a team effort.

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

Course Citizenship

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

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

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

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

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

engage in a dialogue. I will be respectful to you and expect the same.

University Policies and Procedures: see http://go.utdallas.edu/syllabus-policies

- **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

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

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

Outlines for this class will be submitted through turnitin.com via eLearning.

Turnitin eLearning Assignment Submission Instructions
Two assignments will be submitted and examined through the integrated plagiarism detection tool called Turnitin. Please find the Turnitin assignment submission link in the Team Project Folder and the Informative Speech Assignment folder and click to view it. Please follow the on-screen instruction to submit your assignment. (Note: only one single file may be submitted. Some common file types accepted are: Word, HTML, PDF, TXT and RTF.) You can go back to the Turnitin assignment page to view your submission and check the feedback when it becomes available. Instructions on how to access your graded papers through Turnitin are posted in the Start Here! Folder on the Course Home Page.

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

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AcademicIntegrity.html

http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html

- **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 classroom 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.

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 outside of the classroom. Give the course extra time. Do not get behind in your assignments. Expect to do large amounts of reading to be successful.
2. I cannot accept late assignments (papers, speeches, quizzes, or other assignments). There are no exceptions to this policy. One of the state-mandated core objectives for this course is to gain Personal Responsibility skills. So although no late assignments, speeches, or quizzes are accepted, you *can* work ahead and turn in an assignment early.
3. 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

5. The Student Success Center is on the first floor of the library and can assist you with improving your outlines for this class. Visit their website for more information: http://www.utdallas.edu/studentsuccess/
6. As computers tend to fail when we need them the most, save your work to multiple devices (i.e. USB device, back up hard drive) of your home computer. Also, remember to save your work. Computer failure is not a legitimate excuse for your work being late.
7. Your Informative Speech will require library research (accessible online). At least 3 reliable, <u>distinct</u> and <u>varied</u> sources must be used to add depth and breadth to your own knowledge (in other words, you'll be engaging in research). Your sources must come from the UTD library and/or databases (no "google" search).
8. Much more about this will be discussed "in class."
9. All speeches will be recorded and timed. Time limits are enforced. Any speech under or over the minimum or maximum will be reduced immediately to a C (70%) with standard deductions taken off from this starting place.

Assignments and Academic Calendar:

The following schedule is <u>tentative</u> and changes will be announced at the discretion of the Professor.
Note: The weekly dates are arranged to begin the day class meets (Fridays) until the day before the next class meets (Thursdays).

Module 1	Topics	In Class	Online
8/28 – 9/3	A First Look at Communication (Ch. 1)	Discussion: • Welcome! • Expectations for hybrid learning • Review online component	1. Take Syllabus Quiz (take as many times as you need to score 100% to gain access to course). 2. Read Chapter and use the Chapter 1 Quizzes/flashcards in MyCommLab for practice only. 3. Take Chapter 1 Quiz in eLearning folder (not MyCommLab) by 9:00 PM prior to the next class period.

Module 2	Topics	In Class	Online
9/4 – 9/10	Perceiving the Self and Others (Ch. 2)	Discussion: • Influences on Perception • Perception Speech Activity	1. Read Chapter and take the Chapter 2 Quizzes/flashcards in MyCommLab for practice only. 2. Speech of Introduction (Part 1) in MediaShare due by 9:00 PM prior to our next class date. 3. Take Chapter 2 Quiz in eLearning (not MyCommLab) due by 9:00 PM prior to our next class.

Module 3	Topics	In Class	Online
9/11 – 9/17	Civil Verbal Communication (Ch. 3) Informative Speaking	Discussion: • Language in Communication • Informative Speech Assignment	1. Read Chapter 3 and take quizzes in MyCommLab for practice. 2. Take Chapter 3 Quiz in eLearning (not MyCommLab) due 9:00 PM prior our next class period.

| | | | 3. Speech of Introduction (Part 2) – peer comments in MediaShare **–** due 9:00 PM prior to our next class date. |
| | | | 4. Thoroughly read the Informative Speech Assignment. |

Module 4	Topics	In Class	Online
9/18 – 9/24	Preparing Public Speeches (Ch. 11) Informative Speaking	Discussion: • Speech Preparation • Speech Organization • Speech Outlining	1. Read Chapter 11 and take quizzes in MyComLab for practice only. 2. Take Chapter 11 Quiz in eLearning folder (not MyCommLab) – due 9:00 PM prior to our next class date. 3. Speech Proposal Assignment: Due next class period. Bring hard copy of proposal to class.

Module 5	Topics	In Class	Online
9/25 – 10/1	Delivering Public Speeches (Ch. 12) Informative Speaking Nonverbal Communication (Ch. 4)	• Speech Organization (research) • Speech Delivery & Nonverbal Communication • **Speech Proposal due in class (hard copy).**	1. Read Chapter 12 and take quizzes in MyCommLab for practice only**.** 2. Chapter 12 Quiz in eLearning (not MyCommLab) due by 9:00 PM prior to our next class date.

Module 6	Topics	In Class	Online
10/2 – 10/8	Informative Speaking Listening & Responding (Ch. 5)	• Speech Delivery and Visual Aids • Informative Speech Analysis • Audience Etiquette, Responsibilities and Listening • Speaker order Assigned • Q & A	1. Informative Speech final formal outline due/submit in eLearning via the turnitin link by 9:00 PM prior to our next class date 2. Rehearse your presentation at least 3 times with visual aid(s)!

Module 7	Topics	In Class	Online
10/9 –10/15	Informative Speeches Civil Nonverbal Communication (Ch. 4)	• Speakers 1-8 will present Informative Speeches. • Speakers 9-16 will peer critique.	1. Read Chapter 4 and take quizzes in MyCommLab for practice only**.** 2. Chapter 4 Quiz in eLearning (not MyCommLab) due by 9:00 PM prior to our next class. 3. Discussion Assignment I part A due by 9:00 PM prior to our next class.

Module 8	Topic	In Class	Online
10/16 –10/22	Informative Speeches Civil Listening & Responding (Ch. 5)	• Speakers 9 - 16 will present Informative Speech. • Speakers 17-24 will peer critique.	1. Read Chapter 5 and take practice quizzes, flashcards in MyCommLab for quiz review. 2. Chapter 5 Quiz in eLearning (not MyCommLab**)** due by 9:00 PM prior to our next class date. 3. Discussion Assignment I Part B due by 9:00 PM prior to our next class.

Module 9	Topic	In Class	Online
10/23 –10/29	Informative Speeches	• Speakers 17 - 24 will present Informative Speech. • Speakers 1-8 will peer critique.	1. Complete online Survey by 9:00 PM prior to our next class date. Information to survey will be found in weekly learning module folder.

Module 10	Topic	In Class	Online
10/30 –11/5	Interpersonal Relationships (Ch. 6) Communication and Intimate Relationships (Ch. 7)	Discussion: • Dating and Self-Disclosure • Online Communication and Relationships	1. Read Chapter 6 and take practice quizzes, flashcards in MyCommLab for quiz review. 2. Chapter 6 Quiz in eLearning (not MyCommLab) due by 9:00 PM prior to our next class date.

Module 11	Topic	In Class	Online
11/6 –11/12	Civil Communication in Conflicts (Ch. 8)	Discussion: • Working in teams • Q & A	1. Read Chapter 8 and take practice quizzes, flashcards in MyCommLab for quiz review. 2. Chapter 8 Quiz in eLearning (MyCommLab) due by 9:00 PM prior to our next class date. 3. Discussion Assignment II Part A due by 9:00 PM prior to our next class date.

Module 12	Topic	In Class	Online
11/13 –11/19	Team Work	• Work in teams on campus (must check in first)	1. Team work online & outside of class. 2. Team outline due via the turnitin link in eLearning (Team Project Folder/Major Assignments) by 9:00 PM prior to our next class date. 3. Discussion Assignment II Part B due by 9:00 PM prior to our next class date.

Module 13	Topic	In Class	Online
11/20 – 12/4	Team Project Presentations & Assessments	• Group Communication & Civility	1. Read Chapter 9 and take practice quizzes, flashcards in MCL for quiz review. 2. Chapter 9 Quiz in eLearning 3. Watch team presentations and critique in MediaShare. 4. Individual Team Response Survey. *All assignments due by 9:00 PM 12/4.*

Assignments Descriptions (Overview)

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

I. Speech of Introduction: <u>This speech must be successfully completed by the deadline. If you don't meet the deadline, you will receive zero credit for the assignment, but you will still have to upload your Speech of Introduction video in order to continue on with the class. This is a speech class and you have to complete the speeches to meet the Core Learning Objectives set by the State.</u> You will be introducing yourself to your

classmates by preparing a two-and-a-half (maximum) speech and uploading it in to Media Share, accessed through eLearning, by clicking MyCommunicationLab on the left-hand side menu. You will be doing this during week 2.

For many of you, this is a lot of technology to navigate and I want everyone to iron out potential problems and pitfalls early, by the first week of class. If you are unable or not equipped to follow the guidelines for uploading presentations during this week, you should drop the course and take it when time permits – this is a rigorous course. This assignment is worth 100 points. Follow the assignment guidelines in the Weekly Learning Modules, Module 2.

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

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

III. Researched-based Informative Speech and Outline: This speech must be successfully completed with a passing score on the day you are scheduled to speak or you will automatically fail the course. No make-up speeches will be scheduled.

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

DELIVERY: Your speech will be timed. Your speech can be between 4 – 5 minutes. At the 4:00 minute mark I will provide a verbal alert. 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.

Delivery, as well as content, is critical. You may not read directly from speaking notes, as this will reduce your score considerably. We will review guidelines for effective, extemporaneous delivery in class.

You will be turning in a formal outline that accompanies your Informative Speech. Guidelines for outlining will be discussed in the course. The quality of your outline will have an impact on your Informative Speech score.

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

IV. Perception Speech Activity: This speech activity requires you to practice elements of speaking, listening, and perception in class by applying them to an impromptu style speech. More information regarding this assignment will be covered in class.

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

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

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

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 those assignments. Please follow the on-screen instruction to view the assignment information and to submit your assignment. (Note: only one single file may be submitted. Some common file types accepted are: Word, HTML, PDF, TXT and RTF.) Once an assignment has been graded, you will see the grade in your Grade Book. To access instructor feedback; click back on the assignment link to "view" assignment. You will see my general comments in a text box along with "bubble" comments on your document itself (if any). Refer to the Start Here folder for step-by-step instructions if you have trouble accessing your graded paper.