

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 1311.0W4 – Please include your section number when emailing me.
Course Title	Survey of Oral and Technology-Based Communication
Term and Dates	FALL 2015

Professor Contact Information

Professor	Dr. Amy Greene
Office Phone	N/A (email is preferred method of contact)
Email Address	amy.greene@utdallas.edu
Office Location	JO 4.602 (inside the 4.602 suite)
Online Office Hours	Email. I will respond to email within 48 hours.
In-Person Office Hours	By Appointment

About the Instructor:

Be sure to read my Welcome Letter in eLearning!

IMPORTANT: *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 consistently present online 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 project (assessed via the semester team 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).**
- You need access to high quality webcam or video camera and an understanding of how to upload video in specified formats. You may use an iPhone, etc, but it must be handled as professionally as possible* (no “selfie” videos), positioned on a stationary object, and the phone must be turned horizontally to maximize frame size in MediaShare. *You will be required to have an adult camera operator (who will

also serve as an audience member) for a major speech. You will also need an appropriate setting to record your speeches.

- 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 and fast paced.

Follow the instructions below to access the eBook and MyCommunicationLab.

IMPORTANT: 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. However, you will need to utilize the unique Access Code for this course; previous course codes will not work). Otherwise click on "create".
- Click on the button Access Code to enter (copy/paste):

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- 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

IMPORTANT: *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.*

No Late Work

To stay compliant with the face-to-face classes, no late speeches, assignments, or exams are permitted. You must complete any assignment requiring a speech by the due date to pass this course, regardless of your standing in the course.

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

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.

NOTE: Due dates and assignments may change for a variety of reasons. I always announce changes – it is your responsibility 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. [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

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

Students can also get additional support with MyCommLab and MediaShare during the first two weeks of classes from our on-campus Pearson Representative, Lari Tanner.

Lari's contact information is as follows:

Regular Office Hours: Mondays 2-4 pm

Office Location: JO 4.602 (The CommLab/Conference Room)

Online Office Hours: Book an appointment at <https://larijtanner.youcanbook.me/>

Twitter: @EmacLari (No DM's = Direct Messages)

Email: larij.tanner@gmail.com

[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 [Top](#)

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 amy.greene@utdallas.edu and include your name and section number in the subject line. I will reply to student emails as quickly as possible (within 48 hours). [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>. [Top](#)

Student Assessments

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

Grading policy: All quizzes and assignments are based upon a 1000 point system. Complete descriptions of all assignments are posted in eLearning as well as included at the end of the syllabus.

100pts (10 %)	–Speech of Introduction * (see below)
100pts (10 %)	– Team Project
100pts (10 %)	– Theory Response Paper
260pts (26 %)	– 13 Chapter Quizzes (20 points each)
100pts (10 %)	– 5 Discussion Posts Assignments in eLearning* (20 pts each)
40pts (4%)	– Readiness Quiz –Informative Speech Expectations Quiz

200pts (20 %) – Research-oriented Informative Speech * (see below)

100pts (10 %) – Informative Speech Outline*

1000 possible points

***IMPORTANT:** *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.*

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](#)

Additional Guidelines for Success in this Class:

1. This course is rigorous and demands your time outside of the classroom. 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 prior to its due date.
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, 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. At least 3 reliable, distinct and varied sources must be used to add depth and breadth to your own knowledge (in the form of examples, statistics, testimony). These sources are to be “cited” in the speech and listed on the speech outline’s Works Cited page. Research will be discussed in class.
8. All speeches must adhere to time limits. In the real world it is disrespectful to your audience to speak longer than the time you’ve been given (and it could cost you an account or a job!). 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

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 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. [Top](#)

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. [Top](#)

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 Learning Module 1 in eLearning for this week’s activities. Use MyCommLab for Chapter <u>Review Activities</u> , such as flashcards and practice exams. (Note, the quiz you will be <u>graded</u> on is <u>NOT</u> in MyCommLab. Read the Module 1 instructions carefully. All graded quizzes are found in weekly modules in eLearning).	1. Syllabus quiz <ul style="list-style-type: none"> You must complete and score a 100 on this quiz before you gain access to the course. <u>Take it as many times as you need to score 100.</u> 2. Chapter 1 Quiz due by Sunday 11:59 PM (Important! Graded quizzes are in eLearning > Module> Chapter folder. NOT Mycommmlab!). 3. Speech of Introduction due Sunday, 11:59 PM <ul style="list-style-type: none"> You will post your speech in MediaShare. Refer to assignment.
Module 2 8/31 – 9/6	Perceiving the Self and Others	Read Chapter 2 Access the Learning Module 2 in eLearning for activities Use My CommLab for Chapter Review Activities Read/Participate in Discussion 1	1. Chapter 2 Quiz due by Sunday, 11:59 PM 2. Discussion 1 (see Learning Module for instruction): <ul style="list-style-type: none"> First Post, due Wed., 11:59 PM Peer Responses, due Sun., 11:59 PM
Module 3 9/7 – 9/13	Civil Verbal Communication	Read Chapter 3 Access the Learning Module 3 in eLearning for activities Use MyCommLab for chapter review activities Participate in Discussion 2 Part A (Verbal Communication).	1. Chapter 3 Quiz due by Sunday, 11:59 PM 2. Participate in Discussion 2 Part A. <ul style="list-style-type: none"> First Post due Wed., 11:59 PM. Peer responses by Sun 11:59 PM. Part B of Discussion 2 continues next week.

Module 4 9/14 – 9/20	Non Verbal Communication	Read Chapter 4 Access the Learning Module 4 in eLearning for activities Use MyCommLab for chapter review activities Participate in Discussion 2 (B) Review the document, “Presenting Online: Overcoming Common Mistakes.”	1. Chapter 4 Quiz due by Sunday, 11:59 PM 2. Discussion 2 Part B. <ul style="list-style-type: none"> • Requires MediaShare Video Upload, due Sunday., 11:59 PM • Peer responses due next Sunday (Module 5), 11:59PM
Module 5 9/21 – 9/27	Civil Listening & Responding with Confirmation	Read Chapter 5 Access the Learning Module in eLearning for activities Review MyCommLab activities	1. Chapter 5 Quiz due by 11:59 PM 2. Peer responses to Discussion 2 Part B due Sunday, 11:59 PM
Module 6 9/28 – 10/4	Interpersonal Relationships and Civil Communication	Read Chapter 6 Access Learning Module 6 in eLearning for activities Use MyCommLab for chapter review activities Read the Theory Response Paper Assignment	1. Chapter 6 Quiz due by Sunday, 11:59 PM 2. Read/understand Theory Response Paper Assignment. 3. Now is a good time to read ahead and to begin crafting your Theory Response Paper.
Module 7 10/5 – 10/11	Intimate/Romanti c Relationships and Civil Communication	Read Chapter 7 Access Learning Module 7 in eLearning for activities Use MyCommLab for chapter review activities	1. Chapter 7 Quiz due by Sunday, 11:59 PM 2. Work on Theory Response Paper

Module 8 10/12 – 10/18	Civil Communication in Conflicts Using Powerpoint Lecture	Read Chapter 8 Access Learning Module 8 in eLearning for activities Use MyCommLab for chapter review activities	1. Chapter 8 Quiz due by Sunday, 11:59 PM 2. Theory response paper due, Sunday, 11:59
Module 9 10/19 – 10/25	Civil Communication in Groups	Read Chapter 9 Access Learning Module 9 for this week's activities Monitor, address, and resolve conflict in teams Use MyCommLab for chapter review activities	1. Chapter 9 Quiz Due by Sunday, 11:59 2. Team Assignment Folder is open. <ul style="list-style-type: none"> • Become familiar with the team assignment. • Refer to your Group Assignment Area in the Blackboard toolbar. • Teams begin researching.
Module 10 10/26 – 11/1	Group Processes and Civil Communication	Read Chapter 10 Access the Learning Module 10 in eLearning for activities Use MyCommLab for chapter review activities	1. Chapter 10 Quiz due by Sunday, 11:59 PM 2. Discussion 3: <ul style="list-style-type: none"> • First Post by Wednesday, 11:59PM • Peer responses by Sunday, 11:59PM
Module 11 11/2 – 11/8	Preparing Civil Public Speeches How to handle the dreaded Q&A part of a speech	Read Chapter 11 Access Learning Module 11 in eLearning for activities Use MyCommLab for chapter review activities Informative Speech Folder is Now Open	1. Chapter 11 Quiz due by Sunday, 11:59 PM 2. Informative Speech Assignment folder is now open. <ul style="list-style-type: none"> • Be sure to read all documents related to this assignment. 3. Team Assignment due Sunday, 11:59 PM. <ul style="list-style-type: none"> • Upload Team Paper in File Exchange folder • Upload Final PowerPoint presentation in File Exchange folder • Upload your Individual

			Response Paper via the Turnitin link found in the Team Project Folder.
Module 12 11/9 – 11/15	Delivering Public Speeches with Civility	Read Chapter 12 Access Learning Module 12 in eLearning for activities	1. Chapter 12 Quiz due by Sunday, 11:59 PM 2. Informative Speech “Readiness Quiz due, Sunday 11:59 PM 3. Discussion 4: <ul style="list-style-type: none"> • First Post due Wed., 11:59 • Peer responses due by Sunday, 11:59 PM
Module 13 11/15 – 11/22	Giving Civil and Informative Speeches	Reach Chapter 13 Access the Learning Module 13 in eLearning for activities Use MyCommLab for chapter review activities	1. Chapter 13 Quiz due by Sunday, 11:59 PM 2. Be prepared to upload your Informative Speech by Wednesday 12/2. 3. Informative Speech Outlines: <ul style="list-style-type: none"> • Upload by Wednesday, 12/2 11:59PM. Refer to your Learning Module for instruction.
Module 14 11/23 – 11/29	FALL BREAK Informative Speeches	Informative Speeches Access Learning Module 14 in eLearning for activities.	FALL BREAK: Your final Informative Speech and Outline upload is due by 12/2, 11:59 PM

Module 15 11/30 – 12/6	Informative Speeches and Peer Critiques	Access Learning Module 15 in eLearning for activities	1. Informative Speech due <ul style="list-style-type: none"> • Upload Speech in MediaShare by Wednesday 11:59 PM • Upload formal outline via the Turnitin link found in the Informative Speech Folder by Wednesday, 11:59PM • Discussion 5 due by Monday 12/7, 11:59 PM
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Overview of Assignments

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 and each Weekly Learning Module in eLearning for due dates.**

Read below for descriptions 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. Specific instructions are located in Module 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 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 to 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 quizzes, each worth 20 points. The quizzes are found in the eLearning Chapter folders (the exams/quizzes/activities found in MyCommLab do not count as your Chapter quiz!).**

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

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 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 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 200 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. 3 source citations must be cited in the speech and noted in the outline. Please re-read this!

You will be required to have an audience of 1 adult, who you will use to help record your speech.

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 (5th) Discussion during the unit on public speaking.

IV. Team work/Group Projects

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

*I will do my best to grade and return assignments within 7-10 days of the due date.

A Note about Turnitin eLearning Assignment Submissions

Some assignments will be submitted and examined through the integrated plagiarism detection tool called [Turnitin](#). You do not need to create a separate account for turnitin.com; it is integrated into your eLearning course. 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. When you click on an link (when the assignment is "open") simply 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.) 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.