

**Survey of Oral and Technology-Based Communication
Online Class**

The University of Texas at Dallas
SUMMER 2016, 8 WEEK SESSION, JUNE 6 – JULY 25

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Course Information

Course

Course Section Number **COMM 1311.0W1**
Course Title **Survey of Oral and Technology-Based Communication**
Term and Dates Summer (8-Week Session) June 6 – July 25, 2016

Professor Contact Information:

I am located in NYC and will not be on campus. Email and Skype will be used as the primary source of consultation.

Professor Eric Carlson

Contact: ericb.carlson@utdallas.edu

Office Hours: ONLINE ONLY. Email 24/7

About the Instructor:

Background and interests: https://www.utdallas.edu/ah/people/faculty_detail.php?faculty_id=1865

NOTE: As of 6/1/2016, I permanently reside in New York City. I remain a part-time faculty member with UT Dallas, as well as a full time tenure track instructor here in NYC. I am also completing my doctoral degree in NYC.

IMPORTANT: This summer course moves at an accelerated rate. Do not take the course if you cannot devote a considerable amount of time to it daily. *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. Absolutely no make-up speeches or other assignments are permitted-kindly refrain from asking.*

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 topics and participation in discussion posts, the team assignment, and meeting project deadlines).

Required Materials

- Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society*. Published by Pearson Higher Education, 2014. The book was recently sold to Taylor and Francis. An ebook is not available from the publisher. The bookstores at UT Dallas on and off campus have plenty in stock.
 - **ISBN-10:** 0-205-77021-5
 - **ISBN-13:** 978-0-205-77021-2
- You will be uploading all video recorded speech assignments into your existing UTD Box account, then posting your video into the Speech Assignment Link in eLearning found on the left-hand side menu of

our eLearning course.

- You can access your Box account by clicking on this link and following the instructions for uploading your video and then posting the video in the appropriate Speech Assignment link on the left-hand side menu. <https://utdallas.box.com/comm1311>. (Do NOT go to Box.com directly). ***All UTD students already have an existing Box account.***
- Access to high quality (HD) webcam or video camera with clear audio recording, and an understanding of how to upload video and audio in specified formats
- High speed internet and access to eLearning

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 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

Log in daily for this accelerated online class! I use the tracking feature in eLearning to monitor how often students enter the course and monitor student activity.

NOTE: Due dates and assignments may change for a variety of reasons. I will announce changes via email announcements – 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.

Your text, *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

[eLearning Help Desk](#) or call 866-588-3192 (use this number for an issue with eLearning)

For Box.Com technical issues, email Nick McCormick at nxm067000@utdallas.edu or Lari Tanner larij.tanner@gmail.com. (Box.com is where you will be uploading your speeches, before importing them into the eLearning Discussion board).

Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty preventing students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: <http://www.utdallas.edu/eLearninghelp>, 1-866-588-3192
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Communication Tools

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

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Student Resources

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

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. You can use the COMM LAB to record your speeches! Just make an appointment in advance. They will also allow you to bring your audience members with you.

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 Informative Speech Outline. They have Skype options and email options.

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 %)	– Virtual Team Project
100pts (10 %)	– Interpersonal Theory Reflection Speech *
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)
<u>100pts (10 %)</u>	<u>– Informative Speech Outline*</u>
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

Grade Negotiation: Please refrain from asking me to change your grade, either on an assignment or your final grade. Grade inflation is a serious problem in higher education. I understand there is pressure for students to earn an A in order to get into a particular program of study. The A must be earned. I will NOT respond to requests asking me to change a grade as it's unethical for me to even engage in this discussion. I strongly suggest that you avoid doing this in all your classes. If you have a legitimate reason to question a grade, by all means contact me. But kindly refrain from asking me to change a grade for any reason; it won't happen. And, I will not respond. I will forward repeated requests for grade changes to the Dean of Students.

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. 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. You will need to assemble an audience of 5 for your final speech. You will also need to utilize Power Point in a way your live audience and your online audience can see the images.
7. All speeches must adhere to time limits. It is disrespectful to your audience to speak longer than the time you've been given (and, on the job, it could cost you an important account or promotion). 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 UT Dallas 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.

Please refer to this site for further information on plagiarism: <http://www.utdallas.edu/library/plagiarism/>

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

MODULES	CHAPTER/TOPIC	ASSIGNMENTS
Module 1 6/6 – 6/12	Course Access and Self-Orientation Chapter 1: A First Look at Civil Communication Chapter 2: Perceiving the Self and Others	1. Syllabus quiz: You must complete and score a 100 on this quiz before you gain access to the full course. <u>Take it as many times as you need to score 100.</u> 2. Chapter 1 Quiz due by Wednesday 11:59 PM 3. Speech of Introduction due Wednesday, 11:59 PM • Refer to assignment for specific, detailed instruction. 4. Discussion 1: • First Post, due Thursday, 11:59 PM • Peer Responses, due Sunday, 11:59 PM 5. Chapter 2 Quiz due by Sunday, 11:59 PM 6. Be sure to have your eLearning profile pic uploaded!
Module 2 6/13 – 6/19	Chapter 3: Civil Verbal Communication Chapter 4: Non Verbal Communication	1. Chapter 3 Quiz due by Wednesday, 11:59 PM 2. Participate in Discussion 2 Part A. • First Post due Wednesday, 11:59 PM. • Peer responses by Friday 11:59 PM. 3. Chapter 4 Quiz due by Sunday, 11:59 PM 4. Discussion 2 Part B. • Requires Speech Video Upload, due Sunday, 11:59 PM • Peer responses due next Wednesday (Module 3), 11:59PM
Module 3 6/20 –	Chapter 5: Civil Listening & Responding Chapter 6: Interpersonal	1. Chapter 5 Quiz due by 11:59 PM 2. Peer responses Discussion 2 Part B due Wednesday, 11:59 PM 3. Chapter 6 Quiz due by Sunday, 11:59 PM 4. Read/understand Theory Response Speech Assignment. Now

6/26	Relationships	is a good time to begin outlining it.
Module 4 6/27 – 7/3	Chapter 7: Intimate and Romantic Relationships and Civil Communication Chapter 8: Civil Communication in Conflicts	<ol style="list-style-type: none"> 1. Chapter 7 Quiz due Wednesday, 11:59 PM 2. Chapter 8 Quiz due Sunday, 11:59 PM 3. Interpersonal Theory Response Speech due, Sunday, 11:59
Module 5 7/4 – 7/10	Chapter 9: Civil Communication in Groups Chapter 10: Group Processes and Civil Communication	<ol style="list-style-type: none"> 1. Virtual Team Work Assignment begins. Get busy right now! 2. Chapter 9 Quiz Due by Wednesday, 11:59 3. Chapter 10 Quiz due by Sunday, 11:59 PM 4. Discussion 3: <ul style="list-style-type: none"> • First Post by Wednesday, 11:59PM • Peer responses by Sunday, 11:59PM
Module 6 7/11 – 7/17	Chapter 11: Preparing Civil Public Speeches Chapter 12: Delivering Public Speeches with Civility	<ol style="list-style-type: none"> 1. Virtual Team Assignment due Monday, 11:59 PM 2. Chapter 11 Quiz due by Wednesday, 11:59 PM 3. Informative Speech Assignment folder is now open. <ul style="list-style-type: none"> • Be sure to read all documents related to this assignment. 4. Chapter 12 Quiz due by Sunday, 11:59 PM 5. Discussion 4: <ul style="list-style-type: none"> • First Post due Thursday, 11:59 • Peer responses due by Friday, 11:59 PM • Don't forget: Post your Informative Speech Proposal Form in the Discussion Link with your first post on Wednesday.
Module 7 7/18 – 7/24	Chapter 13: Giving Civil and Informative Speeches	<ol style="list-style-type: none"> 1. Chapter 13 Quiz due by Wednesday, 11:59 P 2. Informative Speech "Readiness Quiz due, Sunday 11:59 PM 3. Your Informative Speech and Outline upload is due, 11:59 PM Sunday. 4. Begin Discussion 5 after posting your speech.

Module 8 7/25	Informative Speeches and Peer Critiques	<ol style="list-style-type: none">1. Discussion 5 due by Monday 6 PM2. Class closes at 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 Academic 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 the Speech of Introduction Assignment link on the left hand side of the tool bar in eLearning. 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 immediately. If you are unable or not equipped to follow the guidelines for uploading presentations during this week, you should drop this course. This assignment is worth 100 points. Follow the assignment guidelines in the Major Assignments Folder, and in Module 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. **There are 13 chapter quizzes, each worth 20 points. The quizzes are found in the eLearning Chapter folders.**

Each exam has between 20 to 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 with visual aids. The assignment details will be posted in the Major Assignments folder and in the Learning Modules. The assignment requires you to upload your video into the appropriate Discussion area successfully. This assignment is worth 200 points. **I grade informative speeches rigorously.**

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, and your outline must contain a Works Cited page (in addition to the in-text citations). Please re-read this!

Informative Speech Peer Critiques: You will critique your classmate's informative speech presentations. This will be your final (5th) Discussion during the unit on public speaking.

Audience requirement: You will be required to have an audience of 5 adults. The camera should be positioned behind your audience. You should begin to line up audience members for your speech early.

1. Audience members can be tutors from the COMM lab, co-workers, teammates, roommates, friends, colleagues, other students
2. Audience members CANNOT BE children, pets, babies, etc.

PowerPoint requirement: You will be required to utilize PowerPoint while you present, on a screen large enough for your audience (both live and online) to see. You should begin working on how you will make accommodations for this technology immediately. The easiest ways: 1) Use a USB from a laptop to large screen TV, 2) Reserve a room on campus equipped with technology, such as the Comm Lab (see the information in the Syllabus regarding The CommLab). Personally, if I were on or near campus, I would take advantage of the CommLab for this assignment.

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. **Think of this as an in-class discussion where you would be listening and engaging in a topic.**

- 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 as well as in the syllabus. Due dates shift; so pay attention to the dates closely.
- 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 read more than just the four posts you reply to. Note, I'm able to track this.
- 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. Note, I'm able to track how much time you're spending writing, reading, and responding in discussion areas.
- Please respond to your classmate's posts by addressing them by their first name.

Discussion Posting Grading:

- To receive credit for these assignments you must post an original response to the discussion question and complete the peer responses. *No partial credit is given.*
- 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, display solid 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. Push the conversation forward, rather than stating the obvious. Do this by bring your own experience to the mix while connecting to similar concepts or theories.
- **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.
- **0 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.

VI. Interpersonal Theory Reflection Speech

Learning Outcomes:

1. Interpersonal Communication Comprehension: Students will explore an interpersonal communication concept in more depth by relating it to a personal example.
2. Presentation Practice: Students will create an introduction, body, and conclusion and will improve upon their previous extemporaneous speaking style.
3. Research Skills for Speech: Students will need to find an additional piece of research about a theory, outside of the textbook, to incorporate into the speech.

The Theory Reflection Speech is presentation encouraging you to reflect upon an interpersonal communication theory or construct in more depth by sharing a personal example. You will be assigned a theory from Chapters 6-8 in the text. This speech is worth 100 points and is graded rigorously.

Format: Your Theory Reflection Speech will be between 2 and 3 minutes in length. Your reflection should be thoughtful and intellectual and should reflect your comprehension of a theory by illustrating that theory through personal example (do not repeat the theory directly from the text in your speech; use a personal example to illustrate the theory, weaving in how the example relates to the theory). After you've been assigned a theory from Chapters 6, 7, or 8, you will *incorporate an additional piece of research related to the theory into your narrative*. 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, including the text.) You are also encouraged to dispute the theory, with research, if you find the hypothesis to be untrue.

All sources used (including the text) must be cited in the presentation where appropriate and on the Works Cited page, which you will post along with upload the video.

The due date will be found in the Weekly Assignments Folder. You will NOT be able to upload speeches late, no exceptions, including technology issues.) You must submit this speech through your UT Dallas box.com which then link to the assignment area on the left hand side of your tool bar. You will also include your Works Cited (research that you orally cite in your speech) in this same assignment area. Please Do NOT send email attachments of videos or Works Cited pages.

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 the Individual Team Response Paper and the Informative Speech Outline. When you click on a 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.