



The University of Texas at Dallas

**COMM 1311 – SURVEY OF ORAL AND TECHNOLOGY-BASED COMMUNICATION**

**Hybrid Course Syllabus**

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Course location: ATC 3.205

Course day(s) and time: Wednesdays 4-5:15 p.m./Online

Semester and Year: Fall 2016

Office Hours: Wednesdays 5:30-6:30 p.m.

Section Number: 015

*For this state-mandated core required course, you will have to successfully deliver your speech presentations on your due dates. You must complete all assignments requiring a speech component by the due dates. To stay compliant with the face-to-face classes, no make-up speeches or other assignments are permitted.*

**Textbook information !!!!!**

**COMM 1311 required textbook:** Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society*. Routledge, Inc., 2014.

**ISBN-10:** 0-205-77021-5

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

The textbook is required for success in COMM 1311. In fact, we use the textbook the very first week for chapter readings and a quiz!

You can purchase a hard copy at the **Off Campus bookstore** for \$121. 50 **or buy the eBook through the Routledge website below**. Either format will work for this course.

**OFF CAMPUS BOOKS**

561 West Campbell Road Ste 201

Richardson, Texas 75080

972-907-TEXT (8398)

Directions: (A half mile East of the University's Main entrance on Campbell. On the South side of Campbell between Nantucket and Custer.)

<https://www.routledge.com/Communication-in-a-Civil-Society/Lane-Abigail-Gooch/p/book/9780205770212>

**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.

**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 the digital Discussion Posts and the research-oriented informative speech).
- **Teamwork** - to integrate interpersonal skills with theories and concepts associated with successful small team communication in a team-based presentation (assessed via the semester-long teamwork project and team presentation).
- **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, both digitally and in class).

**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

#### Other Required Materials:

- The ability to video your first speech 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

#### 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 eLearning:

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

## Assignments, Speeches and Quizzes:

**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 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.

100pts	(10%)	– Speech of Introduction uploaded to <b>BOX</b>
100pts	(10%)	– Research-oriented Informative Speech
100pts	(10%)	– Informative Speech Outline
100pts	(10%)	– Teamwork and Team Presentation
100pts	(10%)	– Team Presentation Outline
50pts	(5%)	– Team Participation
50pts	(5%)	– Individual Team Reflection Paper
200pts	(20%)	– 10 Chapter Quizzes (20 points each)
100pts	(10%)	– 2 Discussion Posts Assignments in eLearning (50 pts each)
100pts	(10%)	– Class Participation and Visual Aids

#### **1000 possible points**

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

#### **Grading Scale:**

<b>Grade</b>	<b>Percentage</b>	<b>Points</b>
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

## **Participation**

Because this class involves discussion and activities, participation is a vital part of the learning process. More than simply being physically present in class, participation includes asking questions about chapter content, answering questions, engaging in class discussion, activities, team work, and role playing, as well as demonstrating a professional and positive attitude.

I will call on students at random during class discussions because any chance to practice speaking in front of an audience will aid us in getting more comfortable in all public settings. Students will lose five points off their final score if they are not prepared with a thoughtful contribution to the discussion.

## **Attendance**

Each absence will cost 20 points from your final semester grade.

For this core required course, attendance is imperative in order for to gain the skills as described in the learning objectives and each class period consists of a mixture of class discussion, team work and activities, your thoughtful, attentive, and active participation is essential (and will be factored into your final score). 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.

- 2 “tardies” will result in an absence. No exceptions.
- Missing your classmates’ 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.
- If a medical condition warrants you to miss class for more than one week (or two class periods), I suggest taking the course when your health permits.
- Due to the intrusive nature of asking for proof of illness, I place the responsibility on you to provide documentation of illness (it’s not my business). Failure to provide documentation will result in an absence. Elective surgery, vacation, arrests, honeymoons, etc., are not considered “excusable.”

**You are responsible for your attendance.** If tardy, it is a student’s responsibility to inform me of her/his presence so that points will not be lost. An absence will remain in my grade book if a student doesn’t

notify me the day the infraction occurs. There are **mandatory attendance** days as listed in the syllabus and/ or eLearning – the penalty for missing a mandatory attendance day is 50 points.

If a student falls below 60 points (3 absences), it is recommended that you meet with me before continuing on in the class.

### **Punctuality**

Two tardies will result in an absence. No exceptions.

Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will affect your participation grade in the course. Be on time – class starts promptly.

Students are also expected to remain in class for the entire period; points will be deducted from the final score at my discretion for early departures. Leaving class after attendance has been taken will result in an absence for that day. If an early departure is unavoidable, please let me know in advance so we can work together to minimize any potential class disruption.

**You are responsible for your attendance.** If tardy, it is a student's responsibility to inform me of her/his presence so that points will not be lost. An absence will remain in my grade book if a student doesn't notify me the day the infraction occurs. There are **mandatory attendance** days as listed in the syllabus and/ or eLearning – the penalty for missing a mandatory attendance day is 50 points.

### **No Make-up Exams**

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

### **No Late Work**

To stay compliant with the face-to-face classes, no late speeches, assignments, or exams are permitted. Technical difficulties with eLearning or BOX are not an excuse – **submit your videos and assignments early to avoid any last-minute technical problems.**

Students are expected to deliver their oral presentations on the days that they are assigned. No exceptions can be made. If a student doesn't show up to class on their presentation day, a zero will be recorded for that presentation grade. Extra credit assignments are not available.

### **Team Work – Individual Scores**

Each team member's presentation score is an individual score, assessed through an Individual Team Response paper. There is also a "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 deduct points from the poor-performing student's total score at my discretion.

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 zero for a grade.

## **Course Citizenship**

**Civil communication is required at all times.** The Book, *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. 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. Practice civility. Religious proselytizing of any kind is not permitted. Because the topic of abortion is a value-oriented topic (and therefore, persuasive by nature), it is entirely off limits for the informative speech assignment.

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 demonstrate 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.

Cheating: Includes but is not limited to the use or attempted use of unauthorized materials, information, or study aids in any academic exercise; the use of sources beyond those authorized by the instructor in completing any academic exercise or, engaging in any behavior specifically prohibited by the faculty member in the course syllabus or class discussion. Academic exercise includes all forms of work submitted for credit or hours.

**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.

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 **APA** format for all writing assignments/posts/outlines in this course. Click on this link for more **APA** information: <https://owl.english.purdue.edu/owl/resource/560/01/> .
2. Your Informative Speech will require library research (accessible online). At least **5 reliable, distinct** and **varied** sources must be used to add depth and breadth to your own knowledge (in other words, you'll be engaging in research). Much more about this will be discussed in class, and there is a Research Information document posted in eLearning under both the Informative Speech assignment folder and the Team Project folder.

#### **A. What counts 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
- Contact the UTD library for more resources [utdallas.edu/library/distance.html](http://utdallas.edu/library/distance.html)

#### **B. What DOES NOT count as a good research source?**

- Encyclopedias
- Dictionaries
- Wikipedia
- Google, Yahoo!, etc.

### Additional Guidelines for Success in this Class:

3. 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.
4. I cannot accept late assignments (papers, speeches, exams, 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 exams are accepted, you *can* work ahead and turn in an assignment early.

5. If you need help or have questions – I’m happy to assist you.
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. Disrespectful language and lack of civility will not be tolerated (to me or others, over any medium used in this class.)
8. Your speeches will be timed and I will provide a verbal alert using a stop watch. We will adhere to time limits for the speeches. In the real world, for example, at work, it is disrespectful to your audience for a speaker to violate time expectations. Any speech under or over the minimum or maximum will be reduced immediately to a C (70%) with standard deductions taken off from this starting place.

### Assignments and 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.

Module 1 Wed. 8/24	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	Introduction to course	Icebreaker, introductions  Go Over Syllabus, etc.	Go over Speech of Introduction assignment
Online(Before next class)	A First Look at Civil Communication	Read Chapter 1	<b>Syllabus quiz – must complete this quiz first to gain access to the rest of the course!!!!!!</b> 2.

Module 2 Wed. 8/31	Topic	Weekly To Do's	Assignment/Assessments Due
In class	A First Look at Civil Communication Perceiving the Self and Others - What's your perception of small talk? Apply it to the Transactional Model	Chapter Reflections and activity Watch Small Talk videos, discuss Get in teams and practice small talking according to "Sustaining a Conversation" box on pg. 190 in the supplemental chapter in eLearning <b>Introduce Research-Oriented Informative Speech</b>	<b>Go over Research-Oriented Informative Speech assignment</b>
Online(Before next class)	Perceiving the Self and Others Preparing Civil Public Speeches	Read Chapters 2 and 11	1. Work on Speech of Introduction  2. <b>Chapter 1 Quiz in eLearning due by NOON prior to our next class meeting- by NOON</b>

Module 3 9/7	Topic	Weekly To Do's	Assignment/Assessments Due
	Perceiving the Self and Others Speech Preparation	Chapter Reflections and activity Cover the 4 main parts of speech preparation in Chapter 11	In teams, get to know each other (small talk!) and establish team norms Go over Team project details
Online(Before next class)	Civil Verbal Communication Delivering Public Speeches with Civility	Read Chapter 3 & 12	1. <b>Chapter 11 Quiz(and Ch. 1 quiz) in eLearning due by NOON prior to our next class</b> 2. <b>Speech of Introduction due in BOX by NOON prior to our next class!!!!!!!</b>

Module 4 9/14	Topics	Weekly To Do's	Assignment/Assessments Due
In Class	Civil Verbal Communication Speech Organization and the fundamentals of outlining	<b>Introduce Informative Speech/Sample Outlines, Speech Proposal forms, etc.</b> Chapter Reflections and activity Amy Cuddy's Power Pose video Go over outlining and show examples of strong outlines Team work, progress monitored	Apply chapters 11 & 12 towards your individual Informative Speech outline as well as team outline
Online(Before next class)	Civil Nonverbal Communication Giving Civil Informative & Special Occasion Speeches	Read Chapters 4 & 13	1. <b>Your Speech Proposal Form is due via email to me by NOON prior to our next class</b> 2. <b>Chapter 3 &amp; 12 Quizzes in eLearning due by NOON prior to our next class.</b>

Module 5 9/21	Topics	Weekly To Do's	Assignment/Assessments Due
	Civil Nonverbal Communication Speech Delivery -	Chapter Reflections and activity View "What to do with your hands" video Go over "how to get your audience's	


In Class	Presentation Skills and Creating PPT Slides	attention” Practice “the attention getter” in class “Death by PowerPoint” presentation Assign Key Word notecards for next class for review	Have your Key Word note cards ready for me to review next class!!!!
Online(Before next class)	Civil Listening & Responding with Confirmation Giving Persuasive Speeches with Civility	Read Chapters 5 & 14	<b>Chapter 4 &amp; 13 Quizzes in eLearning due by NOON prior to our next class</b>

Module 6 9/28	Topics	Weekly To Do's	Assignment/Assessments Due
In Class	Sample Informative Speech Analysis Civil Listening & Responding with Confirmation Giving Persuasive Speeches with Civility	Chapter Reflections and activity Evaluate and analyze a sample informative speech – fill out rubric and discuss as it relates to your speeches ;Monitor communication and participation in teams	Have your key word note cards for me to review in class!!!!  Practice your Informative Speech 5 or 6 times!
Online(Before next Class)	Interpersonal Relationships and Civil Communication Intimate Romantic Relationships	Read Chapter 6 & 7	1. <b>Submit your Informative Speech final formal outline in eLearning in turnitin.com by NOON prior to our next class!!!!</b> 2. <b>Chapter 14 Quiz in eLearning due by NOON prior to our next class</b>

Module 7 10/7	Topics	Weekly To Do's	Assignment/Assessments Due
In Class		Chapter Reflections and activity Ethics PowerPoint presentation and activity View video – “The Fear of Public Speaking”	1. <b>Listening Assessments – Peer Critiques</b> 2. <b>Mandatory Attendance! By observing your</b>

		Monitor communication and participation in teams	classmates you will gain more exposure to public speaking skills
Online(before next class)	Civil Communication in Conflicts	Read Chapter 8	<b>Chapter 7 Quiz in eLearning due by NOON prior to our next class</b>

Module 8 10/12	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	<b>Five Research-Oriented Speeches due:</b> 1. 2. 3. 4. 5.		
Online(before next class)		Read Chapter 9	<b>Chapter 8 Quiz due by NOON prior to our next class</b>

Module 9 10/19	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	<b>Five Research-Oriented Informative Speeches due:</b>	Chapter Reflections and activity Get in teams and monitor progress and address communication dynamics	Listening Assessments – Peer Critiques <b>Mandatory Attendance!</b> By observing your classmates you will gain more exposure to public speaking skills
Online(before next class)	Discussion Assignment #1 begins in eLearning Team Processes and Civil Communication	Read Chapter 10 	1. <b>Discussion #1 - Post your original post in eLearning using the Discussions link on the left-hand side</b>

of eLearning by NOON  
prior to our next class  
2. **Chapter 9**  
**Quiz** in eLearning due by  
NOON prior to our next  
class

Module 10 10/26		Weekly To Do's	
	<b>Five Research-Oriented Speeches due:</b> 1. 2. 3. 4. 5.		1. Listening Assessments – Peer Critiques 2. <b>Mandatory Attendance!</b> By observing your classmates you will gain more exposure
Module 11 11/2	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	<b>Five Research-Oriented Informative Speeches due:</b> 1. 2. 3. 4. 5.	Chapter Reflections and activity Get in teams and monitor progress towards visual aids and delivery	1. Listening Assessments – Peer Critiques 2. <b>Mandatory Attendance!</b> By observing your classmates you will gain more exposure to public speaking skills

Online(before next class)	Discussion Assignment #1 continues in eLearning		
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Module 12 11/9	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	<b>Five Research-Oriented Informative Speeches due:</b> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	Q&A PowerPoint presentation Get in teams, discuss and make progress	<b>Listening Assessments – Peer Critiques Mandatory Attendance!</b> <b>By observing your classmates you will gain more exposure to public speaking skills</b>  <b>Post responses to four of your colleagues' posts in eLearning using the Discussions link on the left-hand side of eLearning by NOON prior to our next class</b>
Online(before next class)	Practice!		<b>Group Presentation Topics are assigned. Form Groups and start brainstorming for Group Presentation.</b>

Module 13 11/16	Topic	Weekly To Do's	Assignment/Assessments Due
			<b>Team Building/Begin work on Team Presentation</b>
	Discussion Assignment #2 begins in eLearning		<b>Begin Team Presentation practice</b>  <b>Discussion #2 - Post your original post in eLearning using the Discussions link</b>

			on the left-hand side of eLearning by NOON prior to our next class (prior to our November 28 <sup>th</sup> class!!!!!!)
Module 14 11/23	Topic	Weekly To Do's: Sleep. Eat. Repeat.	
		<b>Fall Break!!!!!!!</b>	
Module 15 11/30	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	Team Project Presentations - 3 teams present	Summarize, reflect on Comm 1311 skills gained Ethics wrap-up	Mandatory Attendance! By observing the other teams you will gain more exposure to public speaking skills <b>Post responses to four of your colleagues' posts</b> in eLearning using the Discussions link on the left-hand side of eLearning by NOON prior to our next class
Online(Before next class)			
Module 16 12/7	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	Team Project Presentations – 3 teams present	Last Day of Class!!!!!! Summarize, reflect on COMM 1311 skills gained Ethics wrap-up	Mandatory Attendance! By observing the other teams you will gain more exposure to public speaking
Online		Have a great life!!!!!! Come back and see me in 10 years to see if you passed my class!!!! ;-)	<b>Individual Team Response Paper is due – upload it in eLearning in turnitin.com</b>



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### Assignments Descriptions

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

#### **I. Speech of Introduction: This speech must be successfully completed by the deadline or you will automatically fail the course.**

You will be introducing yourself to your classmates by preparing a two-minute (maximum) speech and uploading it in to BOX in the DISCUSSION section at the left on the main class menu in e-learning.

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 reading the text. For each chapter, I recommend that you complete the chapter activities in MyCommLab prior to taking the Chapter Exam found in the eLearning Weekly Learning Modules. **There are 10 chapter quizzes, each worth 20 points.**

You will take the online chapter exam after you finish each chapter. Please see the Chapter folder within each module folder. Each exam has 20-25 multiple choice and/or true false questions. You must complete by the due date as specified in the course calendar table.

You can access the exam by clicking the exam link on chapter page. Each exam is timed, and you only have one attempt within a scheduled time window. Please read the on-screen instructions carefully

before you click “Begin”. After each exam is graded and released, you may go to My Grades page and click the quiz and the score link of the quiz to view your graded submission.

**III. Research-oriented 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 informative speech with visual aids and your topic will be to present to your peers on, “What do you want to do with your major/degree?” The assignment details are posted in eLearning in the Research-Oriented Informative Speech folder on the course homepage. This assignment is worth 100 points. **I grade informative speeches rigorously.** Prepare yourself early by reading ahead—chapters 11, 12, and 13.

**DELIVERY:** Your speech will be timed! Your speech can be between 4 – 6 minutes long. At the 4:00 minute mark I will provide a verbal alert. We will adhere to time limits for the speeches. In the real world, for example, at work it is disrespectful to your audience for a speaker to violate time expectations. Any speech under or over the minimum or maximum will be reduced immediately to a C (70%) with standard deductions taken off from this starting place. Because delivery is so critical, there will be a separate set of guidelines posted on this aspect of your presentation. We’ll be discussing those guidelines over the next few weeks.

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

**IV. Team Project:** You will be assigned to a team of classmates and will provide an instructional document in a research area on one of the chapters in the textbook, assigned by me. This assignment is worth 200 points. Included in the Team Project will be your own Individual Team Response Survey: you will evaluate your team members on the team project, using the concepts and theories discussed in Chapters 9 and 10.

## **V. Discussion Posts:**

**There are 2 separate discussions during the semester worth 50 points each, totaling 100 points overall. Details are in each discussion in the Discussions feature of eLearning on the left-hand side.**

- 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).

#### Discussion Posting Grading:

- To expedite grading time, you will be evaluated on the following point system. Please use this as your guide for feedback:
- **50 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.
- **35 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!
- **20 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.
- **10 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.