



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

The UT Dallas creed, adopted in 2014, is the standard students choose to live by and encourage others to do the same.

The University of Texas at Dallas
COMM 1311 – SURVEY OF ORAL AND TECHNOLOGY-BASED COMMUNICATION
Hybrid Course Syllabus

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Fall 2016
Online & Regular office Hrs.-Fri. at 1:00-3:00 pm.
Appointment Website: <http://bit.ly/1W0kCHO>
Course times: Fridays at 10:00 am
Email and Twitter are best ways to reach me.

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.

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, mediated and technology-based communication. Practice in the preparation and delivery of oral presentations.
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COMM 1311 Course Description: The purpose of COMM 1311 is to introduce students to the study of communication via a broad survey-based course. The course will facilitate the acquisition of knowledge about communication research and theories and will provide students with skills to enhance their interpersonal, small team, public, and mediated/technology-based communication. COMM 1311 is primarily a "hands-on" application course, which means that students must be present, online and/or in person, to engage in discussions, participate in role-play demonstrations, work in teams, and present and evaluate speeches.

General Education Core Objectives: Students will learn:

- **Communication skills** – Students will demonstrate effective written, oral and visual communication.
- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

- **Personal responsibility** – Students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making

COMM 1311. Course Objectives: Students will learn:

- **Communication skills** - to engage processes and use skills to enhance communication competence in interpersonal, small team, public speaking, and technology-based contexts (assessed via the “Small Talk” activity, the informative speech, and the 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, the informative speech, quizzes, and the team project).
- **Teamwork** - to integrate interpersonal skills with theories and concepts associated with successful small team communication in a team-based presentation (assessed via the teamwork project, which includes team meetings, a team presentation, and team evaluations).
- **Personal responsibility** - to identify ethical principles involved in communication situations and to apply these principles to daily life (assessed via participation in the “Case Study in Ethics” and “Ask the Ethicist” discussions, and Digital Discussion posts).

The course objectives are in line with the top 5 skills and qualities employers are seeking in college graduates, according to the National Association of College and Employers (NACE) Job Outlook 2013 and 2014 Survey results:

1. Ability to verbally communicate with persons inside and outside the organization
2. Ability to work in a team structure
3. Ability to make decisions and solve problem
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information

Textbook Information:

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!

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

You can purchase a hard copy at the Off Campus bookstore:

561 West Campbell Road Ste 201
Richardson, Texas 75080
972-907-TEXT (8398)

for \$121.50 or buy the eBook format through the [Routledge website](#) (rental also available, which is more cost effective). Either format will work for this course.

Other Required Materials:

1. The ability to video your first speech and an understanding of how to upload video in specified formats

2. High speed Internet and access to eLearning
3. A high degree of self-motivation, more than a traditional face-to-face class – this hybrid class is rigorous

Follow instructions to gain access to Box.com in the “Speech of Introduction Folder” for you and your classmates to view your Speech of Introduction.

Make sure to follow all steps in the instructions document to keep your Box.com account private and to keep your video from being copied.

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 technical difficulties contact:

1. **For Box Technical Issues, email Nick McCormick at - nxm067000@utdallas.edu**
2. **For eLearning: [eLearning Help Desk](#) or call 866-588-3192**
3. **Contact me as well!**

Assignments 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.

50pts	(5%)	– 2 Impromptu Speeches (25 pts each)
50pts	(5%)	– Speech of Introduction uploaded to eLearning via Box
200pts	(20%)	– 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
100pts	(10%)	– 2 Discussion Posts Assignments in eLearning (50 pts each)
1000 possible points		

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

Grading Scale:

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

Participation

Participation is a vital part of the learning process in this class. I ask that you demonstrate a professional and positive attitude and fully engage with your classmates and me as we conduct classroom discussions, activities, and teamwork.

Attendance

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

For this core-required course, attendance is imperative in order 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. (See detailed note in “Punctuality” section)
- 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 situation comes up that warrants you to miss class for more than one week (or two class periods), I suggest taking the course a different semester when your time permits.
- Due to the intrusive nature of asking for proof of an excused absence, I place the responsibility on you to provide documentation, described below. Elective surgery, vacation, arrests, honeymoons, etc., are not considered “excusable.”

University-Approved Excused Absences and Accepted Documentation:

Any student absence from class is considered **unexcused** with the exception of the following--**verified personal or family illness requiring a physician’s assistance or hospitalization; approved religious holy day; or death of a family member. Acceptable documentation must be provided by the time you return to class to get the absence excused.** Appropriate documentation is the following: a physician’s return to school/work form, hospital discharge paperwork, or a signed statement from a mortuary (not a program or newspaper obituary). A verbal explanation is appreciated but **will not** suffice as sufficient documentation for any excused absence. **Note that excused absences do not absolve you from completing the coursework for the days missed.**

NOTE: Absences due to religious holidays should be approved in advance to count as excused. Documentation for any excused absence normally will not be accepted after the day you return to class.

Routine visits to your doctor or dentist **do not constitute** an excused absence, nor provide an appropriate excuse for being late or leaving early (no matter how difficult it was to obtain the appointment or to reschedule). Nor do elective medical procedures, family gatherings, club meetings, job interviews, work deadlines, conference attendance, work duties, athletic workouts, picking up people at airports, meetings with other instructors, car repairs (or any car trouble, including traffic or car break downs), lack of child care, family reunions, vacations, or any other non-emergency event that can be rescheduled. Please schedule these activities for times other than this class period. If you know that such events may be a regular occurrence, causing you to miss significant amounts of class, you should drop this course and try it in another semester. For things like possible car trouble, or babysitter problems, prepare in advance for the eventuality, and make it to class.

Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation. Doctor appointment cards, prescription bottles, car repair bills, funeral programs or newspaper obituaries, hospital wrist-bands, military enlistment papers, conference brochures, and other similar items also are not proper documentation for an excused absence. Please do not give me these items.

If a student has 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 that day.

No Make-up Quizzes

To stay compliant with the face-to-face classes, no make-up Quizzes, speeches or other assignments/Quizzes are permitted unless the absence is a university-approved excused absence with the accepted form of documentation.

No Late Work

To stay compliant with the face-to-face classes, no late speeches, assignments, or Quizzes are permitted. Technical difficulties with eLearning or Box.com are not an excuse – submit your assignments early to avoid any last-minute technical problems. (if you cannot submit due to technical difficulties submit videos to comm1311.wordpress.com, the class blog site.)

Students are expected to deliver their oral presentations on the days that they are assigned. No exceptions can be made, unless the absence is a university-approved excused absence with the accepted form of documentation. If a student doesn't show up to class on their presentation day, a zero will be recorded for that presentation grade, but they will still have to deliver the speech to me.

Extra credit assignments are not available.

Team Work – Individual Scores

Each team member's presentation score is an individual grade. Team members' participation is observed by me and 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, but they will still have to deliver the speech to me.

Course Citizenship

Civil communication is required at all times. The book, *Communication in a Civil Society* states, "civil communication allows you to speak your mind in a way that is respectful, demonstrates restraint, and is

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

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

“Netiquette” is also an important class requirement. I will allow devices and computers in class to help spur on discussion and exercises, but I will not tolerate texting/gaming/headphones or any other kind of tech distraction while class is in session. Tell whoever you are messaging that you are in class and will message them later. If I find you are not paying attention in class and the texting/gaming etc. becomes chronic I will deduct 20 points off your final grade.

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

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment

or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Academic Integrity

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

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

Informative Speech Outline and Individual Reflection Paper 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-BasicQuizples.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/> also see Module 3 in your eLearning for more resources.
2. Your Informative Speech will require library research (accessible online). At least 3 reliable, distinct and varied sources must be used to add depth and breadth to your own knowledge (in other words, you'll be engaging in research). 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 Peer Reviewed articles
- Industry association websites Government statistical websites, like the Bureau of Labor Statistics
- Contact the UTD library for more resources utdallas.edu/library/distance.html

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

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

Other Important Guidelines for Success in this Class:

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

3. If you need help or have questions – I’m happy to help you.
4. The Student Success Center’s Writing Lab is on the first floor of the library and can assist you with improving your outlines for this class. Visit their website for more information: <http://www.utdallas.edu/studentsuccess/> and The CommLab (also part of the SSC) is located on the third floor of the library and can assist you with improving your speeches for this class. <http://www.utdallas.edu/studentsuccess/commmlab/index.html>
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. Computer failure is not a legitimate excuse for your work being late.
6. All speeches will be recorded. Your speeches will also be timed and I will provide a verbal alert using a stopwatch. 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 Dates	Topic	In Class	Online after first class
08/26- 09/01	Introduction to course Chapter 1: A First Look at Civil Communication	<ul style="list-style-type: none"> • Introduction Activity • Expectations for Hybrid Learning (Syllabus main points) • Demo eLearning, Box.com 	<p>1. Take the syllabus quiz on the Course Homepage online – must make a 100 on this quiz to gain access to the rest of the course (May take numerous times)</p> <p>2. Read Chapter 1</p> <p>3. Chapter 1 Quiz in eLearning due by next Thursday 11:59 PM prior to our next class</p>

Module 2 Dates	Topic	In Class	Online after 2 nd Class
09/02- 09/08	Chapter 11: Preparing Civil Public Speaking	<ul style="list-style-type: none"> • Watch Small Talk videos, discuss • Get in teams and practice small talking, small talk evaluations Students will share info from their observations • Go over Speech of Introduction video upload assignment • Show Speech of Intro videos as an Example. 	<p>1. Read Chapter 11 and take the Quiz in eLearning due by next Thursday 11:59 PM prior to our next class</p> <p>2. Upload Speech of Introduction video in eLearning via Box.com due by next Thursday 11:59 PM prior to our next class date</p>

Module 3 Dates	Topic	In Class	Online after 3 rd Class
09/09-	Chapter 12: Delivering	<ul style="list-style-type: none"> • Citing using APA formatting 	1. Read Chapter 12 and take Quiz

09/15	Public Speeches with Civility Speech Preparation	<ul style="list-style-type: none"> • Speech Preparation • Pass-out Informative Speech Forms • Go over Research-Oriented Informative Speech assignment • How to handle nervousness 	<p>in eLearning due by next Thursday 11:59 prior to our next class.</p> <p>2. Review Informative Speech Form and think about your topic</p> <p>3. View and post welcoming comments on each of your classmates' Speech of Introduction videos in Discussion Forum by Thursday 11:59 PM prior to our next class</p>
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Module 4 Dates	Topics	In Class	Online after 4 th class
09/16-09/22	Speech Organization and the fundamentals of outlining Discussion Assignment #1 Part 1	<ul style="list-style-type: none"> • Amy Cuddy's Power Pose video • Examples of strong outlines • Analyze Attention Getters and Transitional Statements • How to Cite using APA • Go over Discussion Assignment #1 • Impromptu Speech #1 <p>MANDATORY ATTENDANCE!</p>	<p>1. Work on Speech Form</p> <p>2. Bring Speech Form to class next week, completed and ready for approval</p> <p>3. Discussion #1 Part 1 starts - Post your original post in eLearning using the Discussions link on the left-hand side of eLearning due by Thursday 11:59 PM prior to our next class</p>

Module 5 Dates	Topics	In Class	Online after 5 th class
09/23-09/29	<p>Chapter 5: Civil Listening & Responding with Confirmation</p> <p>Discussion Question #1 Part 2</p>	<ul style="list-style-type: none"> • Ch 5 Introduction—Listening Exercise • View “What to do with your hands” video • Practice “the attention getter” in class • Death by PowerPoint • Impromptu Speech Cont. if needed so MANDATORY Attendance! <p>Informative Speech Forms due in class today!</p>	<p>1. Chapter 5 Quiz in eLearning due by next Thursday 11:59 PM prior to our next class</p> <p>2. DQ #1 part 2-Post responses to four of your colleagues' posts in eLearning using the Discussions link on the left-hand side of eLearning due by Thursday 11:59 PM prior to our next class</p>

Module 6 Dates	Topics	In Class	Online after 6 th class
09/30-10/06	<p>Sample Informative Speech Analysis</p> <p>Chapter 9: Civil Communication in Groups</p>	<ul style="list-style-type: none"> • How to Evaluate and analyze a sample informative speech (video) – fill out rubric and discuss as it relates to your speeches • Create/review Key Word note cards • Practice Verbal Transitions 	<p>1. Everyone by next week submit your Informative Speech Final Formal Outline in eLearning in Turnitin by next Thursday 11:59 PM prior to our next class</p> <p>2. Chapter 9 Quiz in eLearning due by next Thursday 11:59 PM prior to our next class</p> <p>3. Practice your Informative Speech 5</p>

			or 6 times if not more!
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Module 7 Dates	Topics	In Class	Online after 7 th class
10/07- 10/13	<p>Eight Research-Oriented Informative Speeches due</p> <p>Chapter 10: Group Processes & Civil Communication</p>	<ul style="list-style-type: none"> Form Teams – “First Team Meeting” agenda – small talk! Go over Team Project and Team Presentation details and deadlines <p>Mandatory Attendance!</p> <p>Listening Assessment- Peer Critiques: Speaker 9-16 review speakers 1-8</p>	<p>1. Chapter 10 Quiz in eLearning due by next Sunday 11:59 PM prior to our next class</p> <p>2. Meet with your team to go over team outline form.</p>

Module 8 Dates	Topic	In Class	Online (you get the idea)
10/14- 10/20	<p>Eight Research-Oriented Informative Speeches due</p> <p>Team Processes and Civil Communication</p> <p>Chapter 2: Perceiving the Self and Others</p>	<p>Perceiving Self and Others Intro</p> <p>Work in teams - monitor communication and participation</p> <p>Hand out Team Speech Form</p> <p>Mandatory Attendance!</p> <p>Listening Assessments – Peer Critiques: Speaker 17-24 review Speakers 9-16</p>	<p>1. Work on Team Speech Form</p> <p>2. Chapter 2 Quiz in eLearning due by next Thursday 11:59 PM prior to our next class</p> <p><u>3. Next week, bring Team Speech Form to class completed!!</u></p>

Module 9 Dates	Topic	In Class	Online
10/21- 10/27	<p>Eight Research-Oriented Informative Speeches due</p> <p>Chapter 3: Civil Verbal Communication</p> <p>How to talk to one another in teams</p>	<ul style="list-style-type: none"> Forming, Storming, Norming.... and “If You...Then I” statement Get in teams and monitor progress and address communication dynamics Team Building exercise (if time) <p>Review each team’s Speech Form in class today</p> <p>Mandatory Attendance!</p> <p>Listening Assessments Peer Critiques: Speakers 1-8 review Speakers 17-24</p>	<p>1. Discussion #2 Part 1 begins –Post your original post in eLearning using the Discussions link on the left-hand side of eLearning due in two weeks <u>Thursday Mar. 24th</u> 11:59 PM before our next class</p> <p>2. Chapter 3 Quiz in eLearning due in 2 weeks on <u>Thursday Mar. 24th</u> by 11:59 PM before our next Class</p>

Module 10 Dates	Topic	In Class	Online
10/28- 11/03	Chapter 8: Civil Communication in Conflicts	<ul style="list-style-type: none"> Go over Team Presentation Rubric Abstract and Concrete Words Work in teams on the Group Project Formal Outline using Ch. 11 & 12 and Sample Outline as a guideline. Decide 	<p>1. Chapter 8 quiz in eLearning by next Thursday 11:59 PM prior to our next class</p> <p>2. Post a response to at least 4 of your classmates in eLearning in the</p>

		& Practice Attention Getter delivery	Discussion links at the left hand side of eLearning by Thursday 11:59 PM before next class.
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Module 11 Dates	Topic	In Class	Online
11/04-11/10	Chapter 6: Interpersonal Relationships and Civil Communication	<ul style="list-style-type: none"> Impersonal vs. Personal Communication PowerPoint slides presentation preparation Get in teams, discuss and make progress on Delivery, Attention Getter, and Activity – prepare for Dress Rehearsal next week Work on PowerPoint slides 	<p>1. Rough Draft of Formal Team Outline and PowerPoint due in class next week</p> <p>2. Chapter 6 Quiz in eLearning due by next Thursday 11:59 PM prior to our next class</p> <p>3. Teams practice your presentation 5 or 6 times! by next Thursday 11:59 pm before our next class.</p>
Module 12 Dates	Topic	In Class	Online
11/11-11/17	<p>1. Field Trip! Presentation skills coaching session and team communication activities</p> <p>MANDATORY ATTENDANCE</p>	<ul style="list-style-type: none"> Get coached on effective presentation skills, practice your “attention getter,” and practice with the technology Bring drafts of your Team formal outlines & PowerPoint and be ready to practice your presentation – Each team gets 10 minutes to work w/ our guest. <p>Mandatory Attendance!!</p>	<p>1. ALL teams final Formal Outline and PP Slides due next week emailed to me by Thursday 11:59 PM prior to our next class</p> <p>2. Teams practice presentation again based on coaching feedback 5 or 6 times!</p>
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Module 13 Dates	Topic	In Class	Online
11/18-12/01	<p>1. Team Project Presentations – Teams 1, 2, and 3 present</p>	<ul style="list-style-type: none"> Team Presentations <p>Mandatory Attendance! By observing the other teams you will gain more exposure to public speaking skills</p>	<p>1. Teams 1,2, 3-Individual Team Reflection Papers due – upload it in eLearning in turnitin.com by Thursday 11:59 PM prior to our next class</p> <p>Even though Fall Break Begins, Keep the Reflection Paper will be due on Dec. 1st Thursday at 11:59 pm. Before our next class.</p>
11/19-12/01	<p>FALL</p> <p>Even though it's a break -</p>	<p>BREAK</p> <p>-Make sure to finish up all -</p>	<p>HAVE FUN!!!!</p> <p>-Assignments due by Friday 12/02!</p>
Module 14 Dates	Topic	In Class	Online

12/02-12/08	1. Team Project Presentations – Teams 4, 5, and 6 present	<ul style="list-style-type: none"> Teams Presentations <p>Mandatory Attendance! By observing the other teams you will gain more exposure to public speaking skills</p>	1. Teams 4, 5, 6-Individual Team Response Papers due – upload it in eLearning in turnitin.com by Thursday 11:59 PM prior to our next class
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Module 15 12/ 09	Topic	In Class	Online
In Class	1. Course Wrap-up	<ul style="list-style-type: none"> Apply Conflict Resolution skills Impromptu Speech #2 - 25 pts. Team Reflection Activity Course Wrap-up <p>Mandatory Attendance! We will be addressing the conflict experienced in our teams.</p>	<p>All Done! Good luck and have a great summer!</p>

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. If you don't meet the deadline, you will receive zero credit for the assignment, but you will still have to upload your Speech of Introduction video in order to continue on with the class. This is a speech class and you have to complete the speeches to meet the Core Learning Objectives set by the State. You will be introducing yourself to your classmates by preparing a two-and-a-half (maximum) speech and uploading it to Box.com, accessed through eLearning, housed in the **Speech of Introduction Folder**. You will be doing this during week 2!

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

II. Chapter Quizzes:

Reading is an essential component of any college course, particularly in a hybrid 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 the Student Resources section of MyCommLab prior to taking the Chapter Quiz found in the eLearning Weekly Learning Modules. **There are 10 chapter quizzes, each worth 20 points, that 200 points possible, DO NOT MISS any of your quizzes!**

You will take the online chapter quiz in eLearning after you finish each chapter. The Chapter folder is housed within each module folder. Each quiz has 25 or 20 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 Quiz by clicking the Quiz link in the Chapter folder within the Weekly 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 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 by the deadline. If you don’t meet the deadline, you will receive zero credit for the assignment, but you will still have to present the speech to the class. This is a speech class and you have to complete the speeches to meet the Core Learning Objectives set by the State. No make-up speeches will be scheduled unless the request falls under the University-approved Excused Absences and appropriate documentation is submitted.**

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 200 points.** Prepare yourself early by reading ahead—chapters 11 and 12.

DELIVERY: Your speech will be timed! Your speech can be between 4 – 5 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. 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 create a PowerPoint presentation and a formal outline (turned in to me via email) on one of the chapters in the textbook, assigned by me. Included in the Team Project will be your own Individual Team Reflection Paper: you will evaluate your team members on the team project, using the concepts and theories discussed in Chapters 8, 9 and 10. The entire team project is worth 300 points. **The Presentation is worth 100 points. The Outline is worth 100 points and the Individual Team Reflection Paper and Team participation make up the final 100 points (50 points for each).**

V. Impromptu Speeches: These will be one-minute speeches worth 25 points each. Topics and types of speech will vary and you or your team will speak on or debate the topic for at least one minute. If you cannot speak for at least one minute the points significantly go down.

VI. 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 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 all of your classmates' responses (you can keep track of this using eLearning's tracking tool).
- *I'm not asking you to respond to all of the posts, but to read all of the posts.*
- 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.