

## Course Syllabus

### COMM 1311 – Survey of Oral and Technology-Based Communication

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#### Online Class

The University of Texas at Dallas

*“As a Comet, I pledge honesty, integrity, and service in all that I do.” This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same.*

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#### Course Information

Course Section Number	COMM 1311.0W6
Course Title	<b>Survey of Oral and Technology-Based Communication</b>
Term and Dates	Fall 2016

#### Professor Contact Information

Professor	Karen Baynham
Office Phone	972-883-2978
Email Address	Karen.baynham@utdallas.edu
Office Location	JO 4.914
Online Office Hours	Email every day from 7AM until 9PM. I will respond to email within 24-48 hours.
In-Person Office Hours	Tuesdays 12:00 – 2:00 pm and by appointment anytime, phone, Skype, options.

#### About the Instructor:

**Watch my Welcome video and read my Welcome Letter in eLearning!**

**IMPORTANT: For this state-mandated core course, students must complete and pass all speech assignments by the due dates. Failure to post 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 are permitted.**

#### Course Pre-requisites, Co-requisites, and/or Other Restrictions

COMM 1311 is an introductory course that doesn't require prerequisites. It is assumed that students who enroll in the course have the grammatical, logical, and rhetorical skills necessary for university-level writing.

#### Catalog Course Description

**COMM 1311 Course Description:** The purpose of COMM 1311 is to introduce students to the study of communication via a broad survey-based course. The course will facilitate the acquisition of knowledge about communication research and theories and will provide students with skills to enhance their interpersonal, small group, public, and mediated/technology-based communication. COMM 1311 is primarily a “hands-on”

application course which means that students must be consistently present online to engage in discussions, participate in role-play demonstrations, work in teams, and present and evaluate speeches.

**General Education Core Objectives:** Students will learn:

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

**COMM 1311. Course Objectives:** Students will learn:

- **Communication skills;** to engage processes and use skills to enhance communication competence in interpersonal, small group, public speaking, and technology-based contexts (assessed via the Small Talk activity, the Team Project, 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, research-oriented informative speech, and chapter quizzes).
- **Teamwork;** to integrate interpersonal skills with theories and concepts associated with successful small group communication in a team-based project (assessed via the semester team project)
- **Personal responsibility;** to identify ethical principles involved in communication situations and to apply these principles to daily life (assessed via participation in the “Case Study in Ethics”, “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 2014 and 2015 Survey results:

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

### **Required Textbook and Materials**

**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 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>

- You need access to high quality webcam or video camera and an understanding of how to upload video in specified formats. You may use an iPhone, etc, but it must be handled as professionally as possible\* (no “selfie” videos) and positioned on a stationary object. The Research-Oriented Informative Speech must be videotaped in front of a **live audience of at least five adults**. You will need an appropriate setting to record your speeches. Lastly, Power Point (or a similar presentation program) is required as a visual aid.
- High speed internet and access to eLearning.
- A high degree of self-motivation; more than a traditional face-to-face class – this online class is rigorous and fast paced.
- *We will be using Box to house your speech videos for this course – click on these instructions for accessing your existing UTD Box account, uploading your videos into Box, and posting your video into the eLearning assignment. <https://utdallas.box.com/comm1311>*
- *All UTD students already have an existing Box account.*

## COURSE POLICIES

### No Late Work

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

Technical difficulties with eLearning or Box are not an excuse – submit videos and take quizzes early to avoid any last-minute technical problems.

### **Class Participation and Attendance**

Students should login **daily** to the online class. I use the tracking feature in eLearning to monitor how often students enter the course and monitor student activity. Just like you should be, I will be logging in every day as well. Students are also required to participate in all class activities such as discussion boards, group projects and virtual group meetings, etc.

### **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 posts. 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 sometimes be a difficult learning process, please take extra effort in class to be supportive. That does not mean that we can't be thoughtful responders; it means there are civil 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 others' points of view and civilly engage in a dialogue.

The textbook, *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**" (Lane 3). 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 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 designed using 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. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

## Student Resources for Technical Help

1. **For Box technical issues, email Nick McCormick at [nxm067000@utdallas.edu](mailto:nxm067000@utdallas.edu)**
2. **For eLearning issues, [eLearning Help Desk](#), [UTD eLearning Blog](#)**
3. **Alert me about any issues as well!**

## ***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.

## **Communication Tools**

I will communicate with you using the Announcements and Discussions tools as well as email your UTD email address and via My Grades. **The best way to reach me is by emailing me at [karen.baynham@utdallas.edu](mailto:karen.baynham@utdallas.edu).** I will reply to student emails as quickly as possible (within 24-48 hours). [Top](#)

## **Student Resources**

The following university resources are available to students:

UTD Distance Learning:

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

McDermott Library:

Distance Learners 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 more information on library resources go to <http://www.utdallas.edu/library/distance.html>. [Top](#)

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

Complete descriptions of all assignments are in the eLearning Weekly Learning Modules as well as the Major Assignments folder on the Course Homepage.

0 pts	– Syllabus quiz (required for access to the course)
50pts (5 %)	– Speech of Introduction* (see below)
100pts (10 %)	– Virtual Team Project
50pts (5%)	– Interpersonal Theory Reflection Speech Outline
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%)	– Informative Speech Readiness Quiz
100pts (10 %)	– Research-oriented Informative Speech Outline
200pts (20 %)	– Research-oriented Informative Speech * (see below)
1000 possible points	

***\*IMPORTANT:*** *For this state-mandated core course, students must complete and pass all assignments requiring a speech component by the due dates. Failure to post 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 are permitted.*

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

### **Accessing Grades**

Students can check their grades by clicking “My Grades” on the left-hand menu of eLearning after the grade for each assignment is entered. [Top](#)

### **Additional Guidelines for Success in this Class:**

1. This course is rigorous and multiple deadlines each week for the next 16 weeks. Do not get behind in your assignments. Expect to do large amounts of reading to be successful.
2. If you need help or have questions – I’m happy to assist! I won’t know you need help or are having difficulty unless you contact me.
3. Most assignments in this class require research and citations, both written and oral. Please follow the MLA format for outlines as shown in in the MLA Handbook, 7<sup>th</sup> 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/> Sources are to be “cited” orally in the speech and written in the speech outline as well as listed on the speech outline’s Works Cited page. Research will be discussed in class.
4. 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.
5. Disrespectful language and lack of civility will not be tolerated (to me or others, over any medium used in this class.)

## 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.

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.

<http://www.utdallas.edu/library/plagiarism/> [Top](#)

## 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 Calendar

Please note that the schedule on the following page is tentative and changes will be announced if necessary. [Top](#)

Modules	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY
<b>Module 1</b>  8/22-8/28	Course Access and Self-Orientation  A First Look at Civil Communication	Read Chapter 1 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 1 quiz</li> </ul> Access Learning Module 1 in eLearning for this week's activities.  Review the document, "Presenting Online: Overcoming Common Mistakes."	<ol style="list-style-type: none"> <li><b>Take the Syllabus quiz in the Start Here! folder on the Course Homepage</b> <ul style="list-style-type: none"> <li>You must complete <b>and</b> score a 100 on this quiz before you gain access to the course. <u>Take it as many times as you need to score 100.</u></li> </ul> </li> <li><b>Chapter 1 Quiz due by Sunday 11:59 PM</b></li> <li><b>Speech of Introduction due Sunday, 11:59 PM</b> <ul style="list-style-type: none"> <li>Upload Speech from your Box account into the Speech of Introduction link in eLearning on the left-hand side menu. Refer to instructions in the Major Assignments folder.</li> </ul> </li> </ol>
<b>Module 2</b>  8/29-9/4	Perceiving the Self and Others	Read Chapter 2 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 2 quiz</li> </ul> Access the Learning Module 2 in eLearning for activities  Read/Participate in Discussion 1	<ol style="list-style-type: none"> <li><b>Chapter 2 Quiz due by Sunday, 11:59 PM</b></li> <li>View and post welcoming comments on all of your colleagues' Speech of Introduction videos by clicking "reply", by <b>Sunday, 11:59PM</b>. See Module 2 in eLearning for specific details.</li> </ol>
<b>Module 3</b>  9/5-9/11	Civil Verbal Communication	Read Chapter 3 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 3 quiz</li> </ul> Access the Learning Module 3 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Chapter 3 Quiz due by Sunday, 11:59 PM</b></li> <li><b>Discussion 1 begins (see eLearning Module 2 for instruction):</b> <ul style="list-style-type: none"> <li>Your post due Sun., 11:59 PM</li> <li>Peer Responses to four classmates' posts, due Sun., 11:59 PM</li> </ul> </li> </ol>



<b>Module 4</b>  9/12-9/18	Non Verbal Communication	Read Chapter 4 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 4 quiz</li> </ul> Access the Learning Module 4 in eLearning for activities Participate in Discussion 2 Review the document again, "Presenting Online: Overcoming Common Mistakes."	<ol style="list-style-type: none"> <li><b>Chapter 4 Quiz due by Sunday, 11:59 PM</b></li> <li><b>Discussion 2 begins. This is your second speech of the semester!</b> <ul style="list-style-type: none"> <li>Upload your speech from your Box account into the Discussion link in eLearning on the left-hand side menu, due Sunday, 11:59 PM</li> <li>Peer responses to classmates' speeches due next Sunday (in Module 5), 11:59PM</li> </ul> </li> </ol>
<b>Module 5</b>  9/19-9/25	Interpersonal Relationships and Civil Communication	Read Chapter 6 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 6 quiz</li> </ul> Access the Learning Module in eLearning for activities Read the Theory Reflection Speech Assignment	<ol style="list-style-type: none"> <li><b>Chapter 6 Quiz due by 11:59 PM</b></li> <li>Peer responses to four classmates' speeches in Discussion 2 due Sunday, 11:59 PM</li> <li>Read/understand Theory Reflection Speech Assignment to begin preparing.               <ul style="list-style-type: none"> <li>Email me your Speech Proposal Form in Module 6</li> </ul> </li> </ol>
<b>Module 6</b>  9/26-10/2	Intimate/Romantic Relationships and Civil Communication	Read Chapter 7 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 7 quiz</li> </ul> Access Learning Module 6 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Chapter 7 Quiz due by Sunday, 11:59 PM</b></li> <li><b>Email me your Theory Reflection Speech Proposal Form by Sunday, 11:59 PM</b> I will give guidance and feedback and email it back to you</li> </ol>

<b>Module 7</b>  10/3-10/9	Civil Communication in Conflicts	Read Chapter 8 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 8 quiz</li> </ul> Access Learning Module 7 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Chapter 8 Quiz due by Sunday, 11:59 PM</b></li> <li>Work on Theory Reflection Speech assignment – <b>formal speech outline due via the Turnitin link found in the Theory Reflection Speech Folder by Sunday, 11:59PM</b></li> </ol>
		Midterm grades viewable in eLearning  We're halfway there! ☺	
<b>Module 8</b>  10/10-10/16	Civil Listening & Responding with Confirmation	Read Chapter 5 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 5 quiz</li> </ul> Access Learning Module 8 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Chapter 5 Quiz due by Sunday, 11:59 PM</b></li> <li><b>Theory Reflection Speech due</b> Upload Speech from your Box account into the Theory Reflection Speech link in eLearning on the left-hand side menu by <b>Sunday 11:59 PM</b></li> <li>Team Project Assignment Folder is now open. <ul style="list-style-type: none"> <li>Find your team members by clicking on the Team Project Area link on the left-hand menu. Meet-and-greet with your team members. Decide the channels you'll use to communicate - Box? GoogleDocs? GroupMe? You'll decide as a team.</li> <li>Read your team's assigned chapter</li> <li>Access the Rough Draft</li> </ul> </li> </ol>

			Proposal form to see what decisions you'll be making as a team
<b>Module 9</b>  10/17-10/23	Civil Communication in Groups  "Rethink PowerPoint" Lecture	Read Chapter 9 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 9 quiz</li> </ul> Access Learning Module 9 for this week's activities  Monitor, address, and resolve conflict in teams	<ol style="list-style-type: none"> <li><b>Chapter 9 Quiz Due by Sunday, 11:59</b></li> <li>Use the Peer Critique rubric to evaluate <b>FOUR</b> of your colleagues' Theory Reflection speeches by clicking "reply", due by <b>Sunday, 11:59 PM</b></li> <li>View the Rethink PowerPoint voice-over</li> <li>As a team, conduct research for 3 outside sources for the team paper</li> <li>As a team, complete the Rough Draft Proposal Form and email it to me by <b>Sunday, 11:59 PM</b></li> <li>As a team, decide which member emails me a weekly progress update this week (see the eLearning Module for specifics)</li> </ol>
<b>Module 10</b>  10/24-10/30	Group Processes and Civil Communication	Read Chapter 10 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 10 quiz</li> </ul> Access the Learning Module 10 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Chapter 10 Quiz due by Sunday, 11:59 PM</b></li> <li><b>Discussion 3:</b> <ul style="list-style-type: none"> <li>Your post by <b>Sunday, 11:59PM</b></li> <li>Peer responses by <b>Sunday, 11:59PM</b></li> </ul> </li> <li><b>As a team, email me a rough draft of the paper and PowerPoint slides by Sunday, 11:59 PM</b></li> <li>As a team, choose a different member to email me a weekly progress update this week (see the eLearning Module for</li> </ol>

			specifics)
<b>Module 11</b>  10/31-11/6	Preparing Civil Public Speeches	Read Chapter 11 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 11 quiz</li> </ul> Access Learning Module 11 in eLearning for activities  Informative Speech Folder is Now Open	<ol style="list-style-type: none"> <li><b>Chapter 11 Quiz due by Sunday, 11:59 PM</b></li> <li>Research-oriented Informative Speech Assignment folder is now open.</li> <li>After you receive my feedback, begin finalizing the paper and PowerPoint slides, due in Module 12</li> <li>As a team, choose a different member to email me a weekly progress update this week (see the eLearning Module for specifics) This is the last one!</li> </ol>
<b>Module 12</b>  11/7-11/13	Delivering Public Speeches with Civility	Read Chapter 12 <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 12 quiz</li> </ul> Access Learning Module 12 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Chapter 12 Quiz due by Sunday, 11:59 PM</b></li> <li><b>Informative Speech “Readiness Quiz due, Sunday 11:59 PM</b></li> <li><b>Team Project due Sunday, 11:59 PM.</b> <ul style="list-style-type: none"> <li>Upload Team Paper in File Exchange folder in eLearning</li> <li>Upload Final PowerPoint presentation in same File Exchange folder</li> </ul> </li> <li><b>Discussion 4 begins:</b> <ul style="list-style-type: none"> <li>Your post due Sunday, 11:59</li> <li>Peer responses due by Sunday, 11:59 PM</li> </ul> </li> </ol>

<b>Module 13</b>  11/14-11/20	Giving Civil and Informative Speeches	<p>Reach Chapter 13</p> <ul style="list-style-type: none"> <li>Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 13 quiz</li> </ul> <p>Access the Learning Module 13 in eLearning for activities</p>	<ol style="list-style-type: none"> <li><b>Chapter 13 Quiz due by Sunday, 11:59 PM. Last Quiz!</b></li> <li><b>Complete the Speech Proposal Form and email it to me by Sunday 11:59 PM</b></li> <li>I will email it back to you with feedback and input early next week so you can develop it into a formal speech outline</li> </ol>
<b>Fall Break!</b>  11/21-11/27	Fall Break – Enjoy!	Fall Break – Enjoy!	Fall Break – Enjoy!
<b>Module 14</b>  11/28-12/04	Informative Speeches	Access Learning Module 14 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Upload formal speech outline</b> via the Turnitin link found in the Research-oriented Informative Speech Folder by <b>Sunday, 11:59PM</b></li> </ol>
<b>Module 15</b>  12/05-12/11	Peer Evaluations of Informative Speeches	Access Learning Module 15 in eLearning for activities	<ol style="list-style-type: none"> <li><b>Informative Speech due</b> Upload Speech from your Box account into the Research-oriented Informative Speech link in eLearning on the left-hand side menu by <b>Sunday 11:59 PM</b></li> <li>Discussion 5, peer evaluations of <b>ALL</b> speeches due by <b>Sunday, 11:59 PM</b></li> </ol>

## Overview of Assignments

Assignments are located in eLearning in the Weekly Learning Modules and/or the Major Assignments folder. Each week you'll find a new Learning Module open containing chapter assignments for the week. Refer to the syllabus and each Weekly Learning Module in eLearning for due dates.

Read below for brief descriptions of assignments:

### **I. Speech of Introduction:**

You will be introducing yourself to your classmates and creating an online community by preparing a 2 to 2 ½ minute (maximum) speech and uploading it from your UTD Box account into the Speech of Introduction link in eLearning. You will be doing this during week 1. Specific instructions are located in the Major Assignments folder on the Course Homepage.

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 posting presentations during this week, you should drop the course. Follow the assignment guidelines in the Major Assignments folder on the Course Homepage.

### **II. Chapter Quizzes:**

Reading is an essential component of any college course, particularly in an online context. In addition to watching my mini lectures, voice-over PowerPoint presentations, and videos from public speaking experts, you will want to devote a large part of your study time to reading the text. For each chapter, I recommend that you complete the chapter activities at the end of each chapter prior to taking the Chapter Quiz. There are 13 chapter quizzes, each worth 20 points. The quizzes are found in the Chapter folders in the eLearning Weekly Learning Modules.

Each quiz has a maximum of 25 multiple choice and/or true false questions. You must complete each quiz by the due date as specified in the course calendar. You can access the quiz by clicking the quiz link in the Chapter Folder within each Learning Module. Each quiz is timed, and you only have one attempt within the 35-minute 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. Research-oriented Informative Speech and Outline:**

You will be preparing a formal speech outline and presenting an extemporaneous research-oriented informative speech on the topic of "What do you want to do with your degree/major?" with PowerPoint slides as the visual aid. The assignment details are in the Major Assignments folder on the Course Homepage. You'll be uploading your speech from your UTD Box account into the Research-oriented Informative Speech link on the left-hand side menu in eLearning. This assignment is worth 200 points. **I grade informative speeches rigorously.** Prepare yourself early by reading ahead—chapters 11, 12, and 13. This is a research-oriented project – three source citations will be cited orally in the speech and cited within the outline.

Guidance on outlining will be discussed throughout the course.

- **The Research-Oriented Informative Speech must be videotaped in front of a live audience of at least five adults. You will need an appropriate setting to record your speeches. Lastly, PowerPoint (or a similar presentation program) is required as a visual aid.**

**Informative Speech Peer Critiques:** You will also critique your classmate's informative speech presentations (all of them, as you would in a face-to-face class). This will be the final (5<sup>th</sup>) Discussion during the unit on public speaking.

#### **IV. Virtual Team Project**

It is very common in the workplace to have your team members living/working in Canada, California, and Florida, while you work locally in Richardson and have to conduct virtual team meetings to complete a project by the deadline.

So for this project, you will be placed in a virtual group to create a research paper with corresponding PowerPoint slides. The work you do as a team from start to finish is all conducted online. This project is all about learning how to interact and adapt to each other while gaining new experiences in the world of communication, interpersonal skills and civility.

Follow the assignment guidelines in the Major Assignments folder on the Course Homepage.

#### **V. Discussion Posts:**

There are 5 formal discussions during the semester, each worth 20 points, totaling 100 points.

- You will be responsible for posting one original post using the "Discussions" link on the left-hand side of eLearning. Due dates will be posted in the Weekly Learning Modules folders found in eLearning as well as in the syllabus.
- After you post your original post, you will respond to any four of your colleague's posts, following the assignment guidelines, to promote civil discourse online as we would in the face-to-face course.
- 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, adding depth and breadth to the topic. I'm able to see how much time you're spending writing, reading, and responding in discussion areas.

#### **VI. Interpersonal Theory Reflection Speech**

The Theory Reflection Speech is an assignment encouraging you to reflect upon an interpersonal communication theory or concept more in depth by sharing a personal example or experience and how it may or may not be relevant in your own life experience. Choose a theory or concept from the interpersonal chapters 6, 7, or 8 in our textbook.

You will be preparing a speech outline and presenting an extemporaneous research-oriented informative speech on your chosen theory. Follow the assignment guidelines in the Major Assignments folder on the Course Homepage.