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

"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.

Michael Saenz
Office location: MC 1.302
Email address: michael.saenz@utdallas.edu
Course location: ATC 3.205

Fall 2016
Office Hours: by appointment anytime
Course time: Mondays at 10:00am
Phone: 972-883-6844

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, 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.

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 Small Talk activities, the team project/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, the team project/presentation, the research-oriented informative speech, and chapter quizzes).
- **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 through Digital Discussion posts 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 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

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.* Pearson Education, Inc., 2014.
ISBN-10: 0-205-77021-5
ISBN-13: 978-0-205-77021-2

You can purchase a hard copy at the bookstores or buy the eBook format through the Pearson website below. Either format will work for this course.

https://registration.mypearson.com/#account

Other Required Materials:

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

- *We will be using Box to house your speech video for this course – click on these instructions for accessing your existing UTD Box account, uploading your video into Box, and posting your video into the Speech of Introduction assignment in eLearning.* https://utdallas.box.com/comm1311

- ***All UTD students already have an existing Box account.***
- 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

1. **For Box technical issues, email Nick McCormick at nxm067000@utdallas.edu or Lari Tanner larij.tanner@gmail.com.**
2. **Or book an appointment with Lari Tanner at** http://www.signupgenius.com/go/30e0f45adad2ea4f58-office limited days/times available.
3. **For eLearning issues, eLearning Help Desk, UTD eLearning Blog**
4. **Alert me about any issues 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.

0 pts		– Syllabus quiz (required for access to the course)
100pts	(10%)	– Speech of Introduction uploaded to MediaShare
200pts	(20%)	– Research-oriented Informative Speech
100pts	(10%)	– Informative Speech Outline
100pts	(10%)	– Team Presentation (group grade)
100pts	(10%)	– Team Presentation Outline (individual grade)
50pts	(5%)	– Team Participation (group grade)

50pts (5%) – Individual Team Reflection Paper (individual grade)
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

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 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 MediaShare 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, 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.

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 eBook, *Communication in a Civil Society*, states that "civil communication allows you to speak your mind in a way that is respectful, demonstrates restraint, and is responsible". Communicating with civility is a requirement for this course. 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. 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.

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.

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. 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:

www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AcademicIntegrity.html

www.utdallas.edu/library/plagiarism

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.

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.

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 three university-approved 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!
4. The Student Success Center is on the first floor of the library and can assist you with improving your outlines and speeches for this class. Visit their website for more information: http://www.utdallas.edu/studentsuccess/
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 timed and recorded.

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 8/22-8/28	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	Introduction to course	• Ice breaker introductions • Demo eLearning • NACE Top 10 Skills • Public Speaking as a transferable skill • Chapter 1 Introduction	
Online, after our first class	A First Look at Civil Communication	Read Chapter 1 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 1 quiz	**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** **2. Chapter 1 Quiz in eLearning due by next week 10:00 AM prior to our next class**

Module 2 8/29-9/4	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In class	**NO CLASS**	**NO CLASS**	**NO CLASS**
Online, after our second class	1. Preparing Civil Public Speeches	Read Chapter 11 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 11 quiz	**1. Chapter 11 Quiz in eLearning due by next week 10:00 AM prior to our next class**

Module 3 9/5-9/11	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	1. A First Look at Civil Communication 2. What's your	• Go over Box, the video upload tool, and Skype tips • Watch Small Talk videos, discuss • Get in teams and practice small	• Go over Speech of Introduction video upload assignment • Show Speech of Intro video as an example

	perception of small talk? Apply it to the Transactional Model 3. Speech Preparation	talking according to "Sustaining a Conversation" box on pg. 190 in the supplemental chapter in eLearning • Cover the 4 main parts of speech preparation in Chapter 11 • How to Cite in-text using MLA • MLA exercise • View video – "The Fear of Public Speaking" • Tips for overcoming nervousness	• Go over Research-Oriented Informative Speech assignment • Hand out the Speech Form in class
Online, same pattern each week, after we meet in class	1. Delivering Public Speeches with Civility	Read Chapter 12 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 12 quiz	**1. Upload Speech from your Box account into the Speech of Introduction link in eLearning on the left-hand side menu due by next week 10:00 AM prior to our next class date** **2. Chapter 12 Quiz in eLearning due by next week 10:00 AM prior to our next class**

Module 4 9/12-9/18	**Topics**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	1. Speech Organization and the fundamentals of outlining	• Amy Cuddy's Power Pose video • Go over outlining and show examples of strong outlines • Analyze and brainstorm Attention Getters	• Apply chapters 11 & 12 towards your individual Informative Speech outline • Work on Speech Form
Online	1. Discussion Assignment #1 begins in eLearning	• Discussion Assignment #1 begins in eLearning	1. **Speech Form is due via email to me by 10:00 AM prior to our next class** **2. Part 2 due by next week - View and post welcoming comments on each of your classmates' Speech of Introduction videos due by 10:00 AM prior to our next class**

Module 5 9/19-9/25	**Topics**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	1. Speech Delivery - Presentation Skills and Creating PPT Slides	• Chapter 5 Introduction • View "What to do with your hands" video • Practice "the attention getter" in class • "Death by PowerPoint" presentation • Review Transition Statements	**Speech Form is due today – via email to me**

Online	1. Civil Listening & Responding with Confirmation 2. Discussion Assignment #1 continues in eLearning	Read Chapter 5 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 5 quiz	**1. Chapter 5 Quiz in eLearning due by next week 10:00 AM prior to our next class** **2. Discussion #1 starts - Post your original post in eLearning using the Discussions link on the left-hand side of eLearning due by 10:00 AM prior to our next class**

Module 6 9/26-10/2	**Topics**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	1. Sample Informative Speech Analysis 2. Civil Listening & Responding with Confirmation	• Listening - Chapter Reflection • Evaluate and analyze a sample informative speech – fill out rubric and discuss as it relates to your speeches • View "Effective Nonverbal Skills for Presentations" video • Create/review Key Word note cards • Practice Verbal Transitions	Create key word note cards in class today for me to review.
Online	1. Civil Communication in Teams	Read Chapter 9 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 9 quiz	1. **Everyone submit your Informative Speech final formal outline in eLearning in turnitin by 10:00 AM prior to our next class** 2. **Chapter 9 Quiz in eLearning due by next week 10:00 AM prior to our next class** 3. **Practice your Informative Speech 5 or 6 times!** 4. **Post responses to four of your colleagues' posts in eLearning using the Discussions link on the left-hand side of eLearning due by 10:00 AM prior to our next class**

Module 7 10/3-10/9	**Topics**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	**1. Five** Research-Oriented Informative Speeches due	• Ethics and Social Media • Form Teams – "First Team Meeting" agenda – small talk! • Go over Team Project and Team	**1. Formal Outlines are due today** **2. Listening Assessments – Peer Critiques** **3. Mandatory Attendance!**

	2. Ethics and Social Media **3.** Civil Communication in Teams	Presentation details and deadlines • Hand out Team Speech Form	**By observing your classmates you will gain more exposure to public speaking skills**
Online	1. Team Processes and Civil Communication	Read Chapter 10 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 10 quiz	**1. Chapter 10 Quiz in eLearning due by next week 10:00 AM prior to our next class**

Module 8 10/10-10/16	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	**1. Five** Research-Oriented Informative Speeches due **2.** Team Processes and Civil Communication	• Chapter 2 Introduction • The Art of Networking • Work in teams - monitor communication and participation • Work on Team Speech Form	**1. Listening Assessments – Peer Critiques** **2. Mandatory Attendance!** **By observing your classmates you will gain more exposure to public speaking skills** **3. Work on Team Speech Form**
Online	2. Perceiving the Self and Others	Read Chapter 2 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 2 quiz	**1. Chapter 2 Quiz in eLearning due by next week 10:00 AM prior to our next class** **2. Team member emails me weekly progress** **3. Team Speech form due via email to me by next week 10:00 AM prior to our next class**

Module 9 10/17-10/23	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	**1. Five** Research-Oriented Informative Speeches due **2.** Perceiving the Self and Others	• Twitter – "If you…then I…." • Get in teams and monitor progress and address communication dynamics • I will review each team's Speech Form and provide feedback • Review Discussion Assignment #2	**1. Listening Assessments – Peer Critiques** **2. Mandatory Attendance!** **By observing your classmates you will gain more exposure to public speaking skills** **3. Team Speech form due via email to me today**
Online	1. Discussion Assignment #2 begins in eLearning 2. Civil Verbal Communication	Read Chapter 3 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the	**1. Discussion #2 begins – by 2 weeks, post your original post in eLearning using the Discussions link on the left-hand side of eLearning due by 10:00 AM prior to our next class**

		Chapter 3 quiz	**2. Chapter 3 Quiz in eLearning due in 2 weeks 10:00 AM prior to our next class** 3. **Team member emails me weekly progress**

Module 10 10/24-10/30	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	**1. Five** Research-Oriented Informative Speeches due **2.** Civil Verbal Communication	• Chapter Reflections and activity – Abstract vs. Concrete Words • Work in teams on the group project formal outline, using Ch. 11 & 12 and the sample outlines as a guide • Decide/practice Attention Getter and Delivery • View team presentation rubric	**1. Listening Assessments – Peer Critiques** **2. Mandatory Attendance! By observing your classmates you will gain more exposure to public speaking skills**
Online	1. Discussion Assignment #2 continues in eLearning		**1. Post responses to four of your colleagues' posts in eLearning using the Discussions link on the left-hand side of eLearning due by 10:00 AM prior to our next class** **2. Team member emails me weekly progress**

Module 11 10/31-11-6	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	1. **Four** Research-Oriented Informative Speeches due 2. Public Speaking - how to handle the dreaded Q&A part of a speech	• Chapter 6 Intro - Impersonal vs. Personal Communication • Q&A PowerPoint presentation • Get in teams, discuss and make progress on Delivery, Attention Getter, and Activity – prepare for Dress Rehearsal next week	**1. Listening Assessments – Peer Critiques** **2. Mandatory Attendance! By observing your classmates you will gain more exposure to public speaking skills**
Online	1. Practice! 2. Interpersonal Relationships and Civil Communication	Read Chapter 6 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 6 quiz	**1. Draft of Team Formal Outline due in class next week** **2. Chapter 6 Quiz in eLearning due by next week 10:00 AM prior to our next class** **3. Teams practice your presentation 5 or 6 times!** **4. Team member emails me weekly progress**
Module 12	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**

11/7-11/13			
In Class	1. Special guests! Presentation skills coaching session and team communication activities	• Get coached on effective presentation skills, practice your "attention getter", and practice with the technology	**Mandatory Attendance! Bring drafts of your Team formal outlines** and be ready to practice your presentation – you'll receive feedback and input on ways to improve your presentation and PowerPoint skills. Each team gets 10 minutes.
Online			**1. ALL teams final Formal Outline due next week emailed to me by 10:00 AM prior to our next class** **2. Teams practice presentation again based on coaching feedback 5 or 6 times!** 3. **Team member emails me weekly progress – last one!**

Module 13 11/14-11/20	**Topic**	**Weekly To Do's**	**Assignment/Assessments Due**
In Class	**1. Team Project Presentations – Teams 1, 2, and 3 present**	• Chapter 8 introduction • Team Presentations	**Mandatory Attendance! By observing the other teams you will gain more exposure to public speaking skills**
Online	1. Civil Communication in Conflicts	Read Chapter 8 • Read the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 8 quiz	**1. Teams 1, 2, 3 Individual Team Reflection Papers due – upload it in eLearning in turnitin.com by 10:00 AM prior to our next class** **2. Chapter 8 Quiz in eLearning due by next week 10:00 AM prior to our next class**

11/21-11/27	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	Fall Break – Enjoy!	Fall Break	Fall Break
Online	Fall Break – Enjoy!	Fall Break	Fall Break

Module 14 11/28-12/4	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	**1. Team Project Presentations – Teams 4, 5, and 6 present** 2. Civil Communication in Conflicts	• Teams Presentations • Course Reflection, Skills gained	**Mandatory Attendance! By observing the other teams you will gain more exposure to public speaking skills**
Online			**1. Teams 4, 5, 6 Individual Team Response Papers due – upload it in eLearning in turnitin.com by 10:00 AM prior to our next class**

Module 15 12/5-12/11	Topic	Weekly To Do's	Assignment/Assessments Due
In Class	1. Conflict Resolution	• "I Statements" • Apply Conflict Resolution skills via Rahim's Five Styles • NACE Wrap-up – Survival Skills	**Mandatory Attendance! We will be addressing the conflict experienced in our teams.**

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: <u>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.</u> You will be introducing yourself to your classmates by preparing a two-and-a-half (maximum) speech and posting it in eLearning, in the assignment link on the left-hand side menu. 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 and posting presentations during this week, you should drop the course and take it when time permits – this is a rigorous course. Follow the assignment guidelines in the Weekly Learning Modules, Module 2.

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 at the end of each chapter prior to taking the Chapter Quiz. The quizzes are in the eLearning Weekly Learning Modules. **There are 10 chapter quizzes, each worth 20 points.**

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 eLearning Weekly Learning Modules and the syllabus.

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: <u>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.</u> 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. **I grade informative speeches rigorously**. Prepare yourself early by reading ahead—chapters 11 and12.

DELIVERY: Your speech will be timed and recorded. 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 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.

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 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.