

The University of Texas at Dallas
COMM 1311 – Survey of Oral and Technology-Based Communication
Online Class Course Syllabus
Fall 2016

NOTE: This course will be taught entirely on line via eLearning and its use is required. If you are not familiar with eLearning, you will need to acquaint yourself with it now

IMPORTANT: Your first speech is due by the end of the second week! You will post it via Box on e-Learning. To access this (and all of) your assignments for Module 1 (week 1) you must follow the instructions in the Start Here! Folder on your Course Home Page in eLearning.

Late adds are not recommended, as there are assignments due in the first week of class. The course is rigorous and not self-paced (it has regular weekly deadlines). Late enrollees thus start the course with a disadvantage.

Course Information

Instructor: Barbara L. Baker, Ph.D.
Course Section #: COMM 1311.0W1 OR COMM 1311.0W2; please use the course section number when e-mailing me.]
Office Address JO 5.207
Online Office Hours: TBA (I will be on campus MW 10:30 a.m.-11:30 a.m., and am available by appointment)
Office Phone: 972-883-5103
E-mail address: barbara.baker@utdallas.edu

IMPORTANT: You must complete a Syllabus Review Quiz to gain access to e-Learning. The use of e-Learning is required in this course.

For this state-mandated core required course, you will NOT pass COMM 1311 if you fail to successfully deliver and pass all the required speech presentations by all due dates, regardless of your standing in this course. Makeup speeches generally are not allowed. See the assignment policies below.

About Your Professor:

I obtained my Ph.D. in 1990 from the University of Southern California, emphasizing Rhetoric and Film; my dissertation was on the first three *Star Wars* films and the first two *Indiana Jones* films (it won a national award). My research areas are in film studies, media, gender communication, interpersonal communication, and graduate pedagogy. For 24 years I taught a wide variety of courses in the Communication Department at the University of Central Missouri, moving up the ranks to full professor before retiring in 2011. I taught on-line for UCM as Emeriti Adjunct faculty, and also at Collin College, before being hired to teach at UTD. We moved to the Dallas area in 2013 so I could be closer to family (I went to high school in Dallas, and got two degrees from the University of North Texas). More information about me is available on e-Learning as well as on-line for the School of Arts & Humanities.

Course Description & Objectives

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. (3-0) R

COMM 1311 Course Goals: 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 experiential activities, work in teams, and present and evaluate speeches.

General Education Core Objectives: In this course, 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: In this course, 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 in-class activities, three speeches--including one presented virtually, and one requiring substantial research--and the team presentation*).

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 quizzes; in-class activities, possible on-line discussion posts, the virtual speech, the team project, analytical papers, and the research-oriented informative speech*).

Teamwork - to integrate interpersonal skills with theories and concepts associated with successful small team communication in a team-based presentation (*assessed via in-class group work and the teamwork project, including an oral 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 various in-class, and possibly on-line, activities and discussions*).

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:

Ability to verbally communicate with persons inside and outside the organization

Ability to work in a team structure

Ability to make decisions and solve problem

Ability to plan, organize, and prioritize work

Ability to obtain and process information

The Text & Other Required Materials

The textbook is required for success in COMM 1311. In fact, we use the textbook the very first week for chapter readings and information from the text will be on the tests. Here is the textbook information:

Lane, Shelley D., Abigail, Ruth Anna., & 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 from the UTD Bookstore) or buy the eBook format 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: One half mile east of the University's Main entrance on Campbell (turn left from campus). On the South side of Campbell between Nantucket and Custer.

OR

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

NOTE: THIS IS A CHANGE FROM PRIOR SEMESTERS—THE TEXT IS NO LONGER PAID FOR VIA A FEE AT ENROLLMENT, AND YOU NO LONGER NEED AN ACCESS CODE.

Other Required Materials:

1. **A high degree of self-motivation, more than a traditional face-to-face class.** This course is rigorous and often more difficult than students expect.
2. **Access to a high quality webcam or digital video camera coupled with an understanding of how to upload video in specified formats**
3. High speed internet and access to eLearning
4. A UTD Box account

You can access your Box account by clicking on this link and following the instructions for uploading your video and then posting the video in the eLearning assignment on the left-hand side menu.

<https://utdallas.box.com/comm1311>. **All UTD students already have an existing Box account.**

NOTE: There are resources on the START HERE page that will walk you through this process, including how to upload speeches to Box.

You also will need to add a photo of yourself to your eLearning profile (use your UTD ID card photo). This is so we can get to know each other in the online forums. You can find instructions for adding and updating your eLearning/Blackboard/MyEdu profile on e-Learning (a pdf file called Creating a Social Learning Profile is on eLearning). **IMPORTANT: You need to use your UT Dallas email address when creating your profile.**

Technical Requirements

This course is taught entirely on e-Learning. Thus, 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. All assignments also will be submitted on-line. Students will use their UTD NetID account to login at: <http://eLearning.utdallas.edu>. To help you navigate this particular course, refer to the Course Map included with the Welcome video.

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**
2. **For eLearning issues, eLearning Help Desk, UTD eLearning Blog**
3. **Alert me about any issues as well and I will do my best to help you.**

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 at our end which prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. **However, difficulties at your end that are not server or UTD based, but are due to the student's equipment or actions, are NOT an excuse for late work** (such problems will be taken on a case-by-case basis). Students should immediately report any technical problems to the instructor and also contact the UTD eLearning Help Desk (<http://www.utdallas.edu/eLearninghelp>).

In addition, remember that UTD passwords expire each 6 months and you will receive three warnings before they do—pay attention to these warnings! If you have other difficulties in submitting coursework, you need to contact the appropriate person noted above and copy me so we can try to resolve it before the deadline for that assignment.

Interaction with Instructor

I will communicate with you using the Announcements and Discussions tools as well as emailing your UTD email address. The best way to reach me is by emailing me at Barbara.Baker@utddallas.edu and include your name and section number in the subject line (keep in mind I have other students and classes, so make it easy for me to recognize who you are). **Please use Professor Baker or Dr. Baker as the preferred mode of address in any correspondence to me.** I will reply to student emails or discussion board messages as quickly as possible, but generally within 2 working days (48 hours) at the latest (I will inform the whole class if I will be unavailable for longer periods). I will be keeping a record of all e-mail transactions over the course of the semester to aid in any questions or concerns.

Committing to a 3 credit hour On-line Course:

It is important that the amount of student engagement or work in the course's intended learning outcomes is appropriate for the credit hours awarded. Basically, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in (1) above of this definition for other

activities as established by an institution, including on-line coursework, laboratory work, internships, studio work, and other academic work leading toward the award of credit hours.

To complete the bare minimum necessary for a 3 credit course, you need to spend a minimum of 135 hours over the 15 weeks (approximately 9-10 hours per week) on course related tasks, including at least 2 - 2 ½ hours on line per week, as an average. This is a bare minimum. Students spending less than this amount of time are NOT likely to succeed in this course (I am able to assess your time spent on-line via e-Learning statistics, plus I usually can tell who is committed to the course via your performance in assignments and discussions). On the other hand, if you find yourself spending more than 20 hours a week on this course, you may have attempted this course before you were ready for it. In terms of what you should be doing each week, you should be reading the relevant chapters (and any required additional materials) and reviewing the Power Point slides for each week (one or two sets per week). You also will need to view any videos included for each week. In addition, each week you will have from two-three assignments to complete (weekly tests for most weeks, plus discussions, activities, papers, and speech presentations).

While all this seems like a lot, based on my experiences in teaching classes on-line, this time commitment is a manageable load, as long as you keep up each week and don't fall behind. **On-line courses require a lot of self-discipline** and some students find them harder than traditional classes. This is especially the case if you have not taken an on-line course before (or one that requires extensive participation). You must be highly motivated in order to succeed with independent learning that does not consist of lecture periods in the classroom. **Keep in mind that this course is not self-paced—it has regular deadlines that you must meet in order to succeed.** If you are unable to spend the necessary time online, and submit the coursework by the deadlines for each assignment, you should reconsider your enrollment in this course at this time. If you decide to remain in class, you are strongly encouraged to stay on top of the work and to seek instructor help with the concepts and assignments

Assignments and Tests Overview:

All tests and assignments are based upon a cumulative point system. Complete descriptions of all assignments are posted in eLearning as well as general assignment descriptions included below in the syllabus. *1000 points are estimated, but the instructor reserves the right to alter that total depending on the progress of the class during the semester.*

Basic Assignment Overview:

50 pts. (5%)	Speech of Introduction, uploaded to eLearning
100 pts. (10%)	Career Information Speech, uploaded to eLearning
100 pts. (10%)	Research-oriented Informative Speech uploaded to e-Learning
50 pts. (5%)	Research-oriented Informative Speech Outline uploaded to e-Learning (maybe via Turnitin.com)
250 pts (25%)	12 Short Tests (two will be dropped at the end, leaving only 10 that count); @ worth up to 25 pts., covering both the text and lecture content
150 pts (15%)	On-line discussions (five projected at 30 pts. each)*
50 pts. (5%)	Various activities (pts. varied)*
50 pts.(5%)	Self-Analysis Paper for Informative Speech OR Interpersonal Theory Application Paper**
150 pts (15%)	Teamwork and Team Project
<u>50 pts (5%)</u>	<u>Individual Team Assessment Paper</u>
1000 possible points***	

*Discussion and participation points may be adjusted up or down, depending on the progress of the semester.

**The choice of paper will depend on our progress; the written assignment also may be dropped, altering the point total.

***Since the total points may be adjusted up or down during the semester, percentages will be used to determine final grades.

There is no final exam for this course. Final grades will be assigned according to the UTD Undergraduate Catalog scale using "+" and "-".

Assignment Descriptions

More details for all assignments will be given to you in eLearning in the Weekly Learning Modules and/or on the Course Homepage, as they come due. You are expected to review the weekly requirements on e-Learning. Ignorance of an assignment or its due date is not an acceptable excuse.

Basically, for this state-mandated core required course, students are expected to deliver their oral presentations on the days that they are assigned. **Generally late speeches are NOT accepted without a verified excused absence (see below for policy on excuses). No other exceptions will be made.**

Because it is not possible to pass this course without doing the presentations, if you miss uploading any presentation, you will still have to present the speech, but without receiving any credit for it.

1. Speech Presentations

Time limits for the speeches will be strictly kept. In any professional setting, such as the workplace, it is disrespectful to your audience for a speaker to violate time expectations. Thus, any speech more than 15 seconds under or over the minimum or maximum will lose 10 pts. off the top with standard deductions taken off from this starting place. Speeches that go more than 30 seconds but under 60 seconds over or under the time requirements will lose 30-50 pts. off the top and any speech that goes more than a minute past the deadline will fail the assignment. Sufficient practice will prevent you from going under or over the time.

Speech of Introduction

This is a virtual speech that must be uploaded online to Box and then to the Speech of Introduction Forum in Discussions by the end of 2nd week of class (September 4) This speech must be successfully completed by the deadline or you will automatically fail the course.

Increasingly, you need to be able to present yourself on-line to prospective employers, grad schools, or others. Thus for this assignment you will prepare and deliver a two-three minute (maximum) speech, introducing yourself, and focusing on a particular interest you have and why you like it.

This short presentation is meant to introduce you to your classmates, get you started with speaking before an audience, and provide your instructor with a base-line assessment of both your speaking ability (specific citations to the text or other outside materials is a plus for those seeking higher scores).

You will be given further instructions and guidelines for doing this speech, so as to make it the best speech you can. 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 couple of weeks of class. If you are unable or not equipped to follow the guidelines for uploading presentations during the time allotted, you should drop the course.

As part of the on-line process, you also will need to make welcoming comments on a minimum of five of your classmates speeches, as they are uploaded. Worth up to 50 pts.

Career Information Speech.

This is another short presentation (3-4 min.) which will be focused on either your major area of study or a particular career field you intend to pursue. While more casual than the research-oriented informative speech, you still should use at least the text and other materials for support. Further instructions and guidelines will be provided for you in e-Learning.

This is a virtual speech that must be uploaded online to Box and then to the Speech of Introduction Forum in Discussions the deadline. This speech must be successfully completed by the deadline or you will automatically fail the course.

You also will need to make critical comments on a minimum of five of your classmates speeches, as they are uploaded. Worth up to 100 pts.

The Research-oriented Informative Speech and Outlines:

As with the other presentations, this speech must be successfully completed with a passing score or you will automatically fail the course.

You will be preparing and uploading a 4-6 minute extemporaneous informative speech with visual aids, using a modified slide show (you will be given a range of topics chosen by the instructor). The assignment details will be posted in eLearning in the Research-Oriented Informative Speech folder on the course homepage. This assignment is worth up to 100 points for the speech itself (including the visuals and any speaking notes), and another 100 for the formal outline which you will upload prior to presenting the speech.

As with the other speeches, you must video your performance and upload. For this particular speech, you will be required to use a camera person, and that person must be visible at the start and end of the speech (further instructions are forthcoming). **A small audience of five adults also is required, as is the use of a small number of slides as a visual aid.** It is essential that you aim for as professional a performance as possible for this presentation. Although more information will be provided, the audience can be any other adult such as co-workers, classmates, teammates, friends, etc. Try to avoid family members (you must record this speech in as professional a setting you can manage, such as a classroom, the CommLab, or other such space (as opposed to your residence hall room or a family living room). No babies, children, pets, are allowed. You will be given plenty of time to locate this audience. **Speeches without a visible audience are likely to lose points and may not pass this assignment.**

Your Informative Speech will require library research (accessible online). **At least three acceptable, reliable, and varied sources from the UTD library are required for this speech in order to pass the assignment with a C or better** (additional appropriate sources are encouraged as long as they don't dominate the speech). For this speech, these three sources must be from the McDermott library (either from the stacks or from an on-line database available through the library. Sources must be submitted in advance, along with the rough draft of the formal outline (which will be part of your participation grade). Sources also must be properly cited within the speech itself. Contact the UTD library for more resources utdallas.edu/library/distance.html Keep in mind that primary sources always are preferred to secondary sources.

Although the bulk of the score for this speech will be based on adequate research of the topic, delivery also is important. You'll be guidelines covering aspects of speech organization, verbal and nonverbal delivery, and the oral citation of sources. We'll be discussing those guidelines over several weeks prior to when the speeches are due. As a major assignment in this course, these **informative speeches are graded rigorously.** Prepare yourself early by reading ahead in chapters 11, 12, and 13.

In addition to the presentation, you also will be turning in a formal outline that accompanies your Informative Speech, and which includes all your research, correctly cited both within the outline and on a "Works Cited" page at the end. Guidelines for outlining will be discussed in the course. Additional instructions for this outline will be given to you in class as well as posted to e-Learning. **This outline will be uploaded to e-Learning prior to your speaking due date (possibly through Turn-it-in.com on e-Learning).** After you speak you may also be asked to submit your Speaking Notes, which must follow the guidelines given in the assignment (Basically one note card or piece of paper).

As part of the participation grade, you will also critique at least five of your classmate's informative speech presentations, using forms supplied by the instructor (which will be placed on-line).

2. Content Tests:

You are expected to keep up with the reading in the e-text and to review the lectures for each module. Although much of the time you spend on line will be spent on in-class discussions/activities, I also am providing content through lectures that supplement the text (lectures will NOT repeat the text, but supplement it). Reading is an essential component of any college course and you will want to devote a large part of your study time reading these materials. **Overall, there are 12 short tests on the readings and lectures, each worth 25 points, all of which are taken on-line. These tests consist of objective test items (true-false and multiple choice), 25 per test (each item is worth 1 pt.). The items chosen will include some information from the various course lectures as well as from the relevant chapters for each module. The lowest two tests will be dropped at the end of the semester.**

You must complete each quiz by the due date as specified in the Weekly Course Overviews. Pay attention to the deadlines--although I will do my best to have tests due on Sunday night, deadlines may change for any week (especially the week prior to Fall Break, if a test occurs then). Generally, if you miss the deadline you will receive zero points. There are NO makeups.

You can access each test by clicking the test link on chapter page in each module. Each test 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 test is graded and released, you may go to My Grades page and click the test and the score link of the test to view your graded submission.

There are no other exams for this class. **Thus you want to make sure you complete them, as in total they constitute 25% of the final grade.** Any missed tests will count toward those dropped.

3. On-line Activities and Discussions.

Because this class involves not only learning about communication, but gaining practice in improving your personal and professional communication, participation is crucial. For the on-line section, that participation will occur through structured discussions and activities that will focus on chapter and lecture content, as well as other issues as they arise.

Discussion Posts:

There will be a minimum of 5 separate discussions during the semester worth 30 points each, totaling 150 points overall. Details on each discussion will be posted in the Discussions feature of eLearning on the left-hand side. Each discussion is timed, and will be available for one or two weeks (specific due dates will be in the Weekly Module Overviews as well as the Syllabus). If you miss a discussion generally you will receive zero (see makeup policies for a legitimate absence over the time period of a particular discussion).

To receive the full credit (30 points) **you will need to post a substantial original post before the original post deadline (usually a couple of days prior to when the responses deadline occurs), and then post a minimum of four (4) meaningful responses to other student posts. The original post is worth up to 10 pts. Each of the other posts is worth up to 5 pts. for a satisfactory response.**

Points will be earned per response depending on the quality as a meaningful post that sufficiently addresses the discussion prompt. A meaningful original post should address all the questions in the prompt in a thoughtful way, specifically referencing course concepts (and correctly citing the text and/or lecture notes). A meaningful response to your classmates is NOT just a quick "I agree" or other short remark. It should be at least several sentences long. Keep in mind that merely posting responses does not earn you all points; your posts must also be thoughtful, reflective, and somewhat detailed. Personal opinion is okay (it will not detract from the grade) as long as that opinion is focused on the course material, and can be justified. If you wish to include some off-topic replies, be sure you have met the minimal requirements first! In addition, please respond to your classmate's posts by addressing them by their first name in the post.

A guide I will use in grading discussion posts:

100-85% of points--posts go beyond the minimum expectations, either in content or amount (or both); original responses are well organized with depth and breadth; they refer to specific course concepts and/or relevant theories by name (and source reference). Follow up responses also are thoughtful and make connections between peer comments to theories, etc. Adherence to netiquette and cognitive complexity (the ability to perspective take; keeping an open mind) is evident.

75-84%: Your posts (original or peer responses), are satisfactory, meeting the minimum requirements, as discussed above. This is NOT a bad score!

65-79%: Responses may meet the minimum requirement in number of posts, but your discussions need to be further developed, ideas need to be more closely tied to the text and/or your personal examples to illustrate ideas is lacking in depth/clarity. Alternatively, you did not fully meet the minimum requirements, perhaps by only making skimpy responses or missing one.

Below 65%: You did not meet the minimum requirements in some significant way, perhaps because you did not post at least four peer responses, regardless of how well your original post was developed. It may also be that the peer responses are not developed in any way (e.g. your response consisted of a short remark, such as "I agree"); you may also have failed to meet other minimum requirements as noted above.

Discussion in any class, online or face-to-face, takes time. The original post should be posted as early as you can, so that others can respond to it; it should demonstrate that you are engaged with the topic and the course material. Then, 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. Generally, you should open and read a minimum of 15 responses total (you can keep track of this using eLearning's tracking tool). *Note that I'm not asking you to respond to all these posts, but to read them.* **Because of the need to be interactive with the discussions, you will lose points if your original post is made after the specified deadline for original posts and if all your responses are made on the last day of the discussion (especially if they are all made in the last hour before the discussion deadline, as there is no time left for others to respond to your posts in time).**

Activities & Participation

In addition, there will be some short homework assignments, related to course material as we progress in the course. These assignments are the equivalent of the in-class activities completed by the more traditional and hybrid courses. You also will earn some points for making responses to other student speeches. Further information on these will be forthcoming,

NOTE: It is likely that points will be adjusted in this assignment, possibly upwards. If that is the case, the total point values might change but generally not the percentages (if those change, I'll let you all know). Therefore, look to the percentages to get a sense of the final grade (It also is possible that another assignment will be cut or lose points to even out the point total to 1000).

4. Self-Assessment or Interpersonal Theories Paper.

If assigned this assignment will consist of a 2-3 page typed paper with one of the following foci:

- a. It analyzes and assesses your informative speaking performance, based on the feedback you receive from the instructor and your classmates, as well as your own impressions, applying course concepts from the lectures and text.
- b. It analyzes a personal communication situation (such as a relationship or a conflict) using a particular interpersonal theory from chapters 6-8, using course concepts and outside sources.

You will be given further guidelines for this paper. All written work should be typed, double spaced, in black ink, using a 12 pt. font with standard margins, and uploaded to the appropriate spot on e-Learning (which may or may not use Turn-it-in.com). Worth up to 50 pts. for a satisfactory analysis,

NOTE: This assignment may be altered (e.g. points adjusted) or deleted, depending on our progress in the semester.

5. Team Project:

The presentation part of this project must be successfully completed with a passing score by the day it is due or you will automatically fail the course. Worth up to 150 pts. for a satisfactory team project.

During the semester, you will be assigned to a team of classmates (anywhere from 3-5 other persons, depending on the class makeup by the time we do this assignment). Your team will discuss and create some type of project on a topic area chosen by the instructor. **You will work together on-line to craft a limited 10-12 slide PowerPoint show and a typed document, both of which must be submitted by the deadline.** A rough draft may be required of either the slides or the document.

More specifically, topic areas may consist of some type of training in a communication area, such as intercultural differences in the use of gestures, gender differences in listening, handling a job interview, constructive ways to handle conflict in relationships, or other similar type of topic (I reserve the right to select other topics, these are just for illustration purposes). **In addition to the limited Power Point slide presentation which will accompany the oral presentation, a separate 4-5 page team report will be part of the team presentation and submitted to the instructor, covering the areas discussed in the presentation and including all the research done for the project** (both in the document and on a "Works Cited" page). Further details on this project will be posted to eLearning. This part of the assignment is worth up to 150 pts.

To meet the outcomes for this particular assignment, you are NOT supposed to meet face-to-face on campus. Instead, you are expected to "meet" virtually. Each team will be required to use the available group tools under its own group area in the course to communicate and collaborate within the group. You are required to upload materials to your team page on e-Learning. I know that it can be frustrating, so you may also wish to work out some other options for meeting, such as using your UTD Box account to share information with your team. In addition a web conference system is available for use. Teams can schedule a live web conference for team work. Please see the Web Conferencing page for instructions on making a reservation and other web conference information.

NOTE: These are the preferred modes for interacting with your team in this class. However, if your team decides to use a different method, such as Dropbox, GroupMe, or other group technology to share materials, **be sure you include the instructor**, so I can evaluate your process and project (I need to be able to observe your process so I can grade you)

There is a "Slacker" Clause as part of this team project: 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. Non-participating members of a team may also be removed from a team at instructor discretion.

Included in the Team Project will be an Individual Team Assessment paper, worth up to 50 pts. where you will evaluate yourself and your team members on the team project, using the concepts and theories discussed in Chapters 9 and 10, and also completing a short survey/ranking of each person on the team (including yourself). **This paper will be uploaded to e-learning after the team presentation. This assessment can affect the individual scores for the team projects.** This is because each team member's presentation score is an individual score, assessed through this Individual Team Assessment paper as well as the presentation performance of the team as a whole.

Grading

1. Preliminary 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

***REMEMBER, POINTS MAY BE ADJUSTED AS THE SEMESTER PROGRESSES!**

Note that the scale above, taken from the UTD Undergraduate Catalog, is NOT identical to how e-Learning MyGrades computes scores, so the e-Learning grades may not be reflective of your final grade in class. If I get time prior when the grades are due, I will fix the grade scale to match the above.

Grades are earned in this course for acceptable work at a university level (see below for specific criteria). **FINAL GRADES WILL NOT BE RAISED (OR ROUNDED UP) AT THE END OF THE SEMESTER FOR ANY REASON, even if you are just a few points away from the next level. Also be sure you do not confuse points with percentages. Based on 1000 points, each one percent equals 10 pts.**

2. Grade Privacy

Due to Federal privacy laws, I cannot discuss any grade in class (or in the hallway after class). Nor can I discuss your grade over unprotected e-mail or via telephone. Nor can I post any grade. To discuss any

concern you have over the grades or grading criteria you should make an appointment to see me during my office hours (or arrange a special meeting). **Please do NOT wait until the last week in the semester to raise concerns about your course performance.** Keep in mind that I also cannot discuss your grades or anything about your progress in class with your parent, spouse, roommate, etc. unless you provide a signed release form giving a specific individual permission (such forms are available from your advisor; I need to be provided a copy, please). Basically, you are adults, and your grades are your responsibility.

3. Additional Grading Policies

a. All assignments and tests must be fully completed and submitted when due to receive full credit. **Any student who fails to complete and submit an acceptable virtual, informative, and team presentation normally WILL FAIL THE COURSE** regardless of grades on other coursework; usually incomplete grades are NOT given, except in rare cases of **legitimate, verifiable emergency** (see university policy).

b. In no case will any grade be given for mere completion of an assignment or your personal effort in completing the assignment; **quality is the criterion for grade assessment, not effort.**

c. **The normal score for a competent (satisfactory) performance generally ranges between C to B- (approx. 75%-83%);** competency is determined by objective standards as they apply to individual performance; **students who want to earn higher grades must satisfy higher expectations.**

d. Major assignments will earn numeric scores, using the following criteria:

A+/A/A-=Superior to Excellent work that goes well beyond minimum requirements, showing innovation, creativity, research, and polish (e.g. 5 pts. on a 5 pt. scale, 9 to 10 pts. on a 10 pt. scale)

B+/B=Good work that meets or exceeds all requirements with a strong understanding of objectives and material (e.g. 4.5 pts. on a 5 pt. scale; 8.5 to 9 pts. on a 10 pt. scale)

B-/C+/C=Competent, satisfactory work that satisfactorily meets the minimum requirements (e.g. 4 pts. on a 5 pts. scale; 7.5 to 8 pts. on a 10 pt. scale)

C/C-/D+=Fair, not fully satisfactory work that is missing some requirements, and/or does not fully satisfy the requirements in some way (e.g. 3 to 3.5 pts. on a 5 pt. scale; 6.5 to 7 pts. on a 10 pt. scale)

D/D-=Unsatisfactory work that misses most requirements or otherwise does not fully satisfy the requirements (e.g. 2.5 to 3 pts. on a 5 pt. scale; 6 pts. on a 10 pt. scale).

F= Unacceptable, failing work that meets almost no requirements; little or no effort evident or work not submitted (thus receiving zero points); below 2.5 pts. on a 5 pt. scale; below 6 pts. on a 10 pt. scale

d. Assessment is based on individual performance (criterion-referenced grading, using rubrics wherever possible), on a cumulative point scale; **grades are NOT curved** (norm-referenced grading), as that would put you in competition with other students; however, points may be adjusted for a particular assignment (thus the total noted may be altered up or down). Rubrics for specific assignments will be available on-line (some may also be given out in class).

e. Course assignments are carefully constructed so as to assess student comprehension of course concepts; every attempt is made to be fair and objective in the assessment of student performance; students are always welcome to contact the instructor to discuss the grading criteria for a presentation, paper, etc.

f. Students who do not follow the instructions for each assignment may be penalized by losing points; **if you do not understand a particular assignment, ask!** Rough drafts also are required for the speech outline and expected for the team presentation (and are part of the participation/activity grade)

g. **All formal outlines and papers MUST BE TYPED, double-spaced using a 12 pt. or equivalent font, in black ink, and submitted via a doc or docx attachment in e-Learning** (some may be submitted in class but I may be using Turn-it-in.com on eLearning for some or all written assignments). No other submission process will be accepted without obtaining permission in advance (e.g. as a pdf file or handwritten). No cover sheet is necessary.

Other Course Policies

1. Attendance & Participation

a. Clearly in an on-line course, attendance is flexible, but you need to “attend” to the class regularly, so you do not get behind. To meet the demands of this online course, students should login daily or at least 3 times per week as a minimum. It is important that the amount of student engagement or work in the course’s intended learning outcomes is appropriate for the credit hours awarded, and the stated course objectives (as noted earlier). I have tracking statistics set, and will be able to see from the discussions and submissions who is checking in daily, who is keeping up with the course, and who is falling behind. Just like you should be, I will be logging in regularly as well (usually every day, although there may be some exceptions to this). Overall, there is a lot of material that you could engage with, and it is easy to become overwhelmed. In addition, the semester moves quickly, and will be over before you know it.

b. Because this class involves discussion and activities, as well as speaking assignments, regular participation is a vital part of the learning process, and essential in gaining the skills as described in the learning objectives for this core-required course. Participation includes engaging in class discussion, activities, peer evaluations, and team work, as well demonstrating a professional attitude. Although there are no traditional face to face meetings, you still must participate in the course consistently to succeed. Put it on your calendar like you would any other course. Students are required to participate in all class activities such as discussion boards, peer evaluations, other activities, group projects and on-line group meetings, etc.

c. **Basically, you are responsible for your attendance to and participation in this course.** Since participation is fully on-line and assignments in the online course will be available for at least a week or longer (with information available longer), there are no “excused absences” in the traditional sense of that word. You should be able to work ahead for any approved religious holy day or school sponsored event. However, if you find yourself with a significant personal illness requiring a physician's care or hospitalization, or you suddenly have been called to military duty, and such illnesses or duty hamper your ability to get online, you should contact me promptly so we can work together to determine the best course of action, which may be for you to withdraw from the course. This is especially the case if some type of medical condition (for yourself or other) or other situation warrants you to miss participating in class for more than one week. It is always better if you contact me in advance of the absence, so we can have alternative plans in place. Note that “in advance” usually does NOT mean the day of the absence. *Please note that any such “excused absence” does NOT absolve you from completing the course assignments or other requirements, although it may be sufficient for a waiver of late penalties.*

d. **Acceptable documentation MUST be provided for any medical (or other) delay in getting online and/or completing work on time, especially if an emergency prevents you from uploading a speech on time** (one of the reasons you should complete your work early). Appropriate documentation includes a physician’s return to school/work form (or letter on official letterhead), hospital discharge paperwork with dates of treatment, a university-related field trip memo to me from the sponsoring agent (e.g. the faculty sponsor), deployment papers with specific dates, or similar written verification from an authority, preferably with that authority's contact information, provided to me the day you return to active participation in the course (you will need to scan it, and send it to me as an e-mail attachment). Make

sure this documentation is submitted promptly (ideally within 24 hours of your return to class). After one week, such documentation will not suffice to waive a late penalty.

e. What is NOT appropriate documentation? 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. Please do not give me these or similar items,

f. If you find you are having consistent difficulties attending to the class for reasons that are not generally consider “excused” (e.g. outside job requirements, other classes, family issues, etc.), you should contact me early in the semester to discuss possible alternatives (so as to prevent you getting too far behind). **If outside commitments prevent you from giving this course at least the minimum time it deserves (9-10 hrs. per week, including 2-3 hours spent on-line per week), the best alternative may be for you to drop this course and try it some other time.**

g. In addition to time spent on the course, students are expected to come to the assignments and discussions **prepared** (at a minimum, having read the chapters, reviewed the Power Point lectures, and viewed any other required information in the module). This is especially crucial when answering discussion questions, so you can actively participate in such discussions. Adequate preparation shows in the types of responses made to such assignments (including appropriate citation of the text or other resources); **failure to be sufficiently prepared is likely to penalize your final grade.**

h. If at the time I submit Midterm Grades you are NOT passing this class, you should contact me immediately to see how you can improve or go ahead and drop the course. Don't just assume it will get better, esp. if you have already gotten behind in submitting work. Remember that not completing the three presentations and the team project leads to an automatic course failure. **Keep in mind that you must be the one to initiate withdrawing from the class (I cannot do it for you).** Do not risk receiving an administrative F grade at the end because you did not drop!

2. Policy on Make-up or Late Assignments

a. One of the state-mandated core objectives for this course is to gain Personal Responsibility skills; therefore, because of this plus requirement plus the need to stay compliant with the other sections, **makeup or late speeches, papers, or other assignments generally will NOT be accepted. Generally, there are NO exceptions to this policy.** If you miss a deadline, your work is likely to not be accepted, resulting in a zero for the assignment (if it is accepted then it is subject to a late penalty of 10% or more).

b. As noted earlier, any technical difficulties at your end with eLearning are NOT an excuse – submit videos and assignments early to avoid any last-minute technical problems (if you have such difficulties, you need to contact me immediately so we can try to resolve it before the deadline).

c. Although generally no late assignments, speeches, or assignments are accepted, you *can* work ahead and turn in an assignment early (with the exception of your assigned speech performance days), especially if you know of circumstances that will take you away from the course during the semester. Each assignment will be available for at least a week (or longer).

d. Because they are available for a week or more, and due to their nature, tests and discussions CANNOT be made up. Remember, two tests will be dropped at the end of the semester. For discussions missed due to a legitimate excuse (noted above), an alternative assignment of some sort may be possible, to be determined at the time.

e. Speeches can only be uploaded during a set time period (usually at least 2 weeks, which is plenty of time to get the assignment completed). Any technical difficulties at your end with eLearning is not an excuse – submit you videos early to avoid any last-minute technical problems. *The only exception to this*

policy is an unavoidable excused absence due to an unforeseen emergency--that will require that you or someone acting on your behalf contacts me immediately. If you know you will be absent for a non-emergency reason during the times speeches or other projects are due, be sure to let me know in advance so we can make other arrangements.

Please note, that it is not possible to pass this course without doing the presentations! Thus, if you miss a deadline, you will still have to present the speech, but generally you will receive no credit for it. In addition, speeches that earn less than 60% likely will require a redo of the speech. Speech re-dos will be scheduled as needed. Re-done speeches must earn at least 60% to count as passing the assignment. The scores may be averaged with the original score.

Course Citizenship

1. The Comet Creed

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: "As a Comet, I pledge honesty, integrity, and service in all that I do." You are expected to live up to this pledge in this course.

2. Civil Communication Requirement.

a. Communicating with civility is a requirement for this course. Your text, *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" (p. 3). We will practice civil communication throughout the semester. 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. In this class, I will be respectful to you and expect the same from you, not just to me, but to your classmates.

b. Keep in mind that this course can be difficult 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 at some point (since we are not completing a persuasive speech, this is less likely, but it could still happen through examples). You also must present to others, and you may have anxiety about that. As a face-to-face class we'll get to know each through in-class interactions. Thus students may also comment about emotional issues during class discussions and disclose sensitive, personal information (which should remain confidential to the class).

c. While the First Amendment is protected in this class, hate speech is not. While debate is acceptable, negative personal comments about individuals or teams are not acceptable. Attacks against people, their beliefs, values, culture, race, sex, gender, sexual orientation, religion, or political affiliation will not be tolerated. Because of the need to be civil, and the fact our presentations are informative evidence-based speeches, you will be restricted in terms of topic choices. I will provide a list of acceptable topics, which will not include any persuasive topics, as we will not be covering that material. More specifically, most topics related to religion and politics will NOT be permitted (any exceptions must be approved). Certainly religious proselytizing of any kind is not permitted, nor is promoting a particular political candidate or viewpoint. In addition, because the topics of abortion and gun-use are value-oriented topics (and therefore, tend to be persuasive by nature), both are off limits for the informative speech and the team project assignments. I also am likely to limit topic choices popular in other semesters (to reduce the risk of plagiarism). More detailed limitations will be noted with the assignment instructions

d. On-line “netiquette” also is an important course requirement. Thus in any on-line interactions, you are expected to maintain civil behavior (see the section on Netiquette on the e-learning site). More specifically, criticism that is not constructive about a student’s performance will not be tolerated. 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, just give the kind of feedback that you would want for yourself. You may know how easy it is to give a wrong impression, whether in person or 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 or sarcastic comment can easily get misinterpreted as nasty, biting criticism. Or if an emotionally-gut level topic does come up in either speech comments or in a discussion, or someone has a stance that you do not agree with, do not be combative (and keep all personal information confidential in this class).

f. Part of the goal of this class (and in higher education more broadly) is to learn how to civilly engage in a dialogue. If I perceive that a student’s communication is prejudicial, disrespectful, or “over-the-top” in any way I will stop or delete a discussion and/or critique. Further, any student who engages in any other non-civil behavior that disrupts the teaching-learning process and/or speech presentations may have points deducted from their final grades.

g. Finally, all written work submitted for this class should aim for inclusive language. The use of sexist or other problematic expressions, labels, etc. (such as “mankind”) may be detrimental to your assignment score. This is not a move to political correctness, but an attempt to honor diversity and provide a welcoming community to all persons.

University Policies and Procedures: See <http://go.utdallas.edu/syllabus-policies>

1. Academic Integrity

a. 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. As your instructor, I will abide by the University policies and regulations regarding academic honesty. Thus **students are expected to do original, independent work in this class; cheating and plagiarism are NOT tolerated, and CAN LEAD TO COURSE FAILURE** (or even dismissal from the university). 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.

b. Briefly, **cheating** is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else’s work for the assignments as if it were one’s own, having someone else submit an assignment or take an exam for you, or any other dishonest means of attempting to fulfill the requirements of a course.

c. Briefly, **plagiarism** is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation, copying of papers, and/or insufficient documentation of sources; it includes turning in someone else’s paper as your own, submitting a paper for this class you wrote for another class (including one submitted during high school), copying information from the Internet or other source without sufficient attribution, and not citing by name the sources you used in a speech or paper, both within the written document AND any oral presentation.

d. Briefly, **collusion** is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; completing work for another student to submit as his/her own; providing an inappropriate level of assistance; working together when

told to work alone; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers or other work.

e. To discourage potential plagiarism, written work (outlines & reports) for this class may be submitted through Turn-it-in.com via eLearning (you will be provided instructions for doing so if I use this option). This is an integrated plagiarism detection tool which searches the web for possible plagiarism. It is over 90% effective. Plagiarism, especially from the web, from portions of papers for other classes (even your own), and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). Students suspected of academic dishonesty in papers or speeches are subject to disciplinary proceedings via referrals to the Dean of Students.

f. As you can see, proper citation is essential--if you have any questions about how to properly cite the research that you use as sources, please see me for help. We will also be spending time in class discussing proper citations for both papers and oral presentations. In addition, you can consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AcademicIntegrity.html>

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

g. Scholarly dishonesty is a serious matter, because basically you are stealing from yourself and the other students who have done original work. Think about it--would you go to a physician whom you knew cheated her/his way through medical school? I prefer to trust students to be ethical and honest, but nearly every semester I catch someone cheating or plagiarizing, which makes it difficult to maintain that trust. Further, students caught cheating wind up with a negative record which may follow them around throughout life (there are numerous real-life examples where cheating in college hampered a person's future success). Tempting as it may be, please don't cheat in this class.

2. Office of Student AccessAbility--<http://www.utdallas.edu/studentaccess/>

a. 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.

b. 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 his or her needs. I will do my best to make the recommended accommodations for such students, within the constraints of the course format and the goals of the class. Special arrangements made to accommodate students do NOT absolve such students from completing the requirements of the course. As with any student, if you fall into this category, and find that the course material is proving difficult for you, or creating absence problems, please contact me for help (as soon as possible).

3. Sharing Confidential Information (Title IX)

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 any student revealing such information must be identified 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>.

4. Campus Carry

The University's concealed handgun policy is posted on the campus carry website: <https://www.utdallas.edu/campuscarry/>

5. Other Resources to Support Students

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services. The two most relevant for this course are the following:

1. The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.
2. The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

In addition, **Success Coaches** are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Miscellaneous

1. Despite my attempts to be comprehensive, it is impossible to cover every aspect of this course in the syllabus; additional important information will be provided to you as the class progresses. I also reserve the right to add or delete assignments and modify the syllabus. Any major changes to the syllabus or calendar will be announced as early as possible.

2. **Students are often surprised at the difficulty of both general education and college-level communication courses. 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, writing, and talking to be successful.**

3. 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**

4. All assignments (including speaking outlines) *must be typed and double-spaced using an acceptable 12 point font*. Please follow the MLA format for papers as shown in the MLA Handbook, 7th edition, which you can find at bookstores and libraries. Or click on this link for more MLA information <https://owl.english.purdue.edu/owl/resource/747/01/>

5. Pay attention to your grade in My Grades on e-Learning so you are not taken by surprise at the end of the semester. In addition, you will be able to catch any grading errors (those do sometimes occur) and we can fix them. Normally grades will NOT be changed once they are submitted to the Registrar (the only exception is instructor error in computing the scores).

6. If you are having problems with the coursework, want to improve your performance, have questions, or just want to talk, please contact me by e-mail to set up an appointment--I'll be more than happy to help as long as you contact me before small problems turn into big ones. I encourage you to seek me out to provide assistance with the coursework, or to direct you toward additional campus resources, such as the writing lab, or a study skills course, etc. **Before you ask a question, however, please check to see if it is not answered already in the text, the lecture notes, the syllabus, or on e-Learning.**

Remember, also that the earlier we deal with any problem, the better the possible outcomes--don't wait until the last week of the semester! At that point everyone is swamped, and it is nearly impossible to succeed, especially if you haven't been participating in the class or turning your work in on time.

7. I will be happy to meet with you regarding any concern in the class. **Please set up appointments, even for my office hours, so you are guaranteed a time.** To set appointments outside those times, please talk to me or send an e-mail so we can arrange a meeting (keep in mind I commute to campus and also have on-line courses for days I'm not in a face-to-face class or otherwise on campus).

8. Limited extra credit opportunities may be available outside of class; such opportunities include but are not limited to answering an extra Discussion prompt on-line; attending a campus speech (or listening to a speech or debate from TV—especially pertinent in an election year); participating in the CommLab to get help in creating visual aids or other elements of a speech (including feedback); providing an audience for speech redos; or other similar activity. To get the points may require completing a short written assignment. Such opportunities may also be used as makeups for missed work for those with excused absences. Please keep in mind that any extra credit will be worth NO MORE than 1-2% of the final grade (10-20 pts.). No extra credit will be offered or accepted after December 7th (the last day of class).

9. With the exception of the final Individual Team Assessment (which will be due on December 9), **no course work will be accepted after class ends on December 7th.** Nor will any new work opportunities be provided (including any extra credit). **The course is over at that point and you will have had plenty of time to do the work before that date, and also chances to improve your grade during the semester.** In addition, there is limited time to finish grading your coursework, compute final grades and enter those grades by the deadline set by the university.

10. During that final week, please do not come to me claiming that you need a certain grade for your scholarship, or that you didn't know you were doing poorly, etc., as those arguments will not be persuasive (especially if you have missed numerous assignments, did not check into e-Learning regularly, and/or did not try to contact me earlier in the semester to improve your performance). The time to improve a grade is earlier in the semester. Basically, ***pleas for special consideration that occur during the last week of class and finals week are liable to be counterproductive and thus will not be considered*** (such requests also demonstrate that you have not satisfactorily comprehended the course material, since they tend to violate the norms for successful communication).

11. If you find you are having consistent difficulties attending to the class (e.g. outside job requirements, another class, family or health issues, etc.), you should contact me early in the semester to discuss possible alternatives (so as to prevent you getting too far behind). **If outside commitments prevent you from giving this course at least the minimum time it deserves, it is likely that the best alternative is for you to drop the course and try it some other time.** If you decide this course is not for you, then YOU must be the one to drop the course before the stated final drop date for a W. **If you do not drop, but stop coming to class, you will receive an administrative F grade.**

10. Continuance in the course will be interpreted as acceptance of the conditions and requirements outlined in this syllabus and agree with its policies. If you are not willing to abide by these conditions and requirements, then this is not the appropriate course for you at this time.

ACADEMIC CALENDAR

NOTE: This calendar is a **TENTATIVE** listing of the course topics & assignments for the Fall 2016 semester. The instructor reserves the right to alter it as becomes necessary. All changes will be announced in advance, if possible.

<i>Week #</i>	<i>Topics; To Do</i>	<i>Assignments</i>
<u>Week #1</u> 8/22-8/28	Introduction to COMM 1311 Chapter 1, A First Look at Civil Communication	Syllabus Review quiz – you MUST complete this quiz 1st to gain access to the rest of the course Digital Speech of Introduction Assigned; begin working on it Test 1 in eLearning due by 8/28 at 11:59 PM Begin Discussion #1 in e-Learning; original posts due by 9/2
<u>Week #2</u> 8/29- 9/4	Chapter 2, Perceiving the Self & Others	Be sure to upload your Digital Speech of Introduction to Box & then post into e-Learning by 11:59 p.m. on 9/4 Start making welcoming comments on at least five speeches as uploaded during the week Chapter 2 Exam in eLearning due by 11:59 PM on 9/4 Complete Discussion #1 in e-Learning; original posts due by 9/2, with responses by 9/4 at 11:59 p.m.
<u>Week #3</u> 9/5-9/11	MONDAY 9/5 IS LABOR DAY—HOLIDAY, NO CLASS Chapter 3, Civil Verbal Communication	Finish responding to at least five introductory speeches (by 9/11) Discussion #2 in e-Learning; make sure you upload your original response by 9/16, with responses by 11:59 p/m. on 9/18 Possible homework assignment related to self-concept Chapter 3 exam in eLearning due by 11:59 p.m. on 9/11
<u>Week #4</u> 9/11-9/18	Chapter 4, Civil Nonverbal Communication	Career Informative Speech assigned (if not earlier); begin working on it (due by 9/25)

		<p>Discussion #2 in e-Learning continues; make sure you upload your original response by 9/16, with responses by 11:59 p.m. on 9/18</p> <p>Chapter 4 Exam in eLearning due by 11:59 PM on 9/18</p>
<p><u>Week #5</u> 9/19-9/25</p>	<p>Chapter 5, Civil Listening & Responding with Confirmation</p>	<p>BE SURE YOUR CAREER INFORMATIVE SPEECH IS UPLOADED BEFORE 11:59 P.M. SUNDAY 9/25</p> <p>Start making comments on speeches as uploaded on e-Learning</p> <p>Chapter 5 Exam in eLearning due by 11:59 PM on 9/25</p>
<p><u>Week #6</u> 9/26-10/2</p>	<p>Begin Informative Speech Preparation Chapters 11 & 13-- purposes, organization & outlining, supporting your topic with research, etc.</p>	<p>Research-Oriented Informative Speech Assigned; speech topics due by FRIDAY 9/30</p> <p>Begin Discussion #3 with an original post due by 10/7 at 11:59 p.m., and responses by 10/9 at 11:59 p.m</p> <p>Chapter 11 Exam in eLearning due by 11:59 PM on 10/2</p>
<p><u>Week #7</u> 10/3-10/9</p>	<p>Chapter 12, Delivering Public Speeches with Civility including controlling anxiety & preparing presentation aids</p>	<p>Preliminary Source Bibliography due by FRIDAY 10/7, plus other poss. speech activities</p> <p>Complete Discussion #3 with an original post due by 10/7 at 11:59 p.m., and responses by 10/9 at 11:59 p.m</p> <p>Chapter 12 Exam in eLearning due by 11:59 PM on 10/9</p>
<p><u>Week #8</u> 10/10-10/16</p> <p>MIDTERM</p>	<p>Chapter 13, Informative & special occasion speaking</p>	<p>Rough drafts of Informative Speech Outline due by FRIDAY 10/14 at the latest A copy of the visual aids slide show is due via e-mail to instructor no later than 10/16</p> <p>Chapter 13 Exam in e-Learning due by 11:59 PM on 10/16 No test for Chapter 14</p>
<p><u>Week #9</u> 10/17-10/23</p>	<p>Presenting the Research-Oriented Informative Speech</p>	<p>Informative Speech final formal outline in eLearning due by 11:59 PM on 10/23</p> <p>Begin uploading Informative Speeches on 10/17</p>

<u>Week #10</u> 10/23-10/30	Civil Communication in Groups (chapters 9 & 10)—possible activities related to the team projects <i>Last day to drop with approval is October 27</i>	Make sure you have completed uploading Research Oriented Informative Speech no later than 11:59 PM, 10/30 As speeches are uploaded begin Peer Critiques for speeches--respond to at least 5 classmates by 11/6 Discussion #4 starts; be sure to upload an original post by 11/4, with responses by 11:59 p.m. on 11/6 Team project assigned (if not earlier)-- teams will meet online Chapter 9 Exam in eLearning due by 11:59 PM on 10/30 Chapter 10 will have no test
<u>Week #11</u> 10/31-11/6	Chapter 6, Interpersonal Relationships	Be sure you complete your peer critiques for the Research Oriented informative speech by 11/6 Complete Discussion #4; be sure to upload an original post by 11/4, with responses by 11:59 p.m. on 11/6 A Team Proposal is due by FRIDAY 11/4 Chapter 6 Exam due by 11:59 PM by 4/3
<u>Week #12</u> 11/7-11/13	chapter 7, Romantic Relationships	If assigned, the Analysis Paper is due by 11/13 Continue to work on teams—a progress report will be due by FRIDAY 11/11 Chapter 7 Exam due by 11:59 PM on 11/13
<u>Week #13</u> 11/14-11/20	Chapter 8, Conflict & conflict management	Continue to work on teams--rough drafts for Team Reports & Slides due by FRIDAY 11/20 (BEFORE you head off for Fall Break) Begin Discussion #5-- be sure to upload an original post by 12/2 with responses by 12/4 Chapter 8 Exam due by 11:59 PM on FRIDAY 11/18 [NOTE: THIS IS A CHANGE DUE TO FALL BREAK]
<u>11/18-11/27</u>	FALL BREAK—ENJOY!	

<u>Week #14</u> 11/28-12/4	Team Projects Course Summary & Reflection	<p>Begin Discussion #5-- be sure to upload an original post by 12/2 with responses by 12/4</p> <p>Start uploading your team project with slides & report to e-Learning due by 11:59 p.m. no later than 12/4</p>
<u>Week #15</u> 12/5-12/9	LAST WEEK OF CLASS; SEMESTER ENDS 12/7	<p>Individual Team Assessments are due by 11:59 p.m. on 12/9</p>

NOTE: NO FINALS ARE SCHEDULED FOR THIS COURSE. ANY SPEECH REDOS LIKELY WILL BE SCHEDULED FOR SOME TIME DURING THE LAST WEEK OR FINALS WEEK, IF NOT BEFORE FINALS WEEK IS DECEMBER 9-14. REMEMBER, ASSIGNMENTS AND DUE DATES MAY BE CHANGED AT ANY TIME—PAY ATTENTION TO E-LEARNING ANNOUNCEMENTS