

**THE UNIVERSITY OF TEXAS AT DALLAS**  
**COMM 1311, SURVEY OF ORAL AND TECHNOLOGY-BASED COMMUNICATION**  
**TRADITIONAL COURSE SYLLABUS, FALL 2016**

**Course Information**

Instructor: Barbara L. Baker, Ph.D.

Course Section #: 1311.001 or 1311.002--please put this information in the subject line of any e-mail you send to me.

Course location: ATC 3.205 - 3<sup>rd</sup> floor in the Arts & Technology Building.

Course day & times: M & W 1:00 p.m. to 2:15 p.m. OR M & W 2:30 p.m. to 3:45 p.m.

Office Address: JO 5.207

Office Hours: MW 10:30 a.m.-11:30 a.m., and by appointment

Office Phone: 972-883-5103

E-mail address: barbara.baker@utdallas.edu

**IMPORTANT:** You must complete a Syllabus Quiz to gain access to e-Learning. The use of e-Learning is required in this course. You will be taking all your exams on line as well. **You also will be uploading your second speech to e-Learning using your existing UTD Box account by the end of the fourth or fifth week of class.**

***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.***

**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, providing 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 tests; 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 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>

### ***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.**

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**

As noted above, even in the face-to-face sections of COMM 1311, a portion of the course occurs on-line in ELearning. 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**

Much of the course content and course materials are accessible through eLearning. Some assignments also will be submitted on-line. Students will use their UTD NetID account to login at: <http://eLearning.utdallas.edu>.

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](mailto: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.

### **Assignments Overview:**

All exams 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.*

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.**

#### Assignments:

|                    |                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------|
| 50 pts (5%)        | Introductory Speech                                                                          |
| 100 pts (10%)      | Virtual Speech, uploaded to eLearning                                                        |
| 125 pts. (12.5)    | Research-oriented Informative Speech (100 pts.) plus Speaking Notes (25 pts)                 |
| 100 pts. (10%)     | Research-oriented Informative Speech Outline                                                 |
| 250 pts (25%)      | 12 Short Tests (two will be dropped at the end, leaving 10 that count) @ worth up to 25 pts. |
| 100 pts (10%)      | In class activities and/or on-line discussions (pts. varied)*                                |
| 75 pts (7.5%)      | Analytical Paper (either a self-assessment or theory application paper)**                    |
| 150pts (15%)       | Team Project (Presentation, Slides, & Report)                                                |
| <u>50 pts (5%)</u> | <u>Individual Team Assessment Paper</u>                                                      |

1000 possible points

\*Participation points may be adjusted up or down, depending on the progress of the semester.

\*\*Depending on course progress, this written assignment may be dropped or altered, or reduced in point value

Since the total points may be adjusted during the semester, **percentages will be used to determine final grades instead of point totals.**

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

### **Assignment summaries**

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

#### ***1. Individual Oral Presentations (35% of the final grade)***

##### **a. The Introductory Speech**

A short 2-3 min. presentation given during the second week of class. It 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 your speaking ability. You will be given some guidelines on what to speak about. This assignment is worth 50 pts., basically credit/no credit as long as **you follow the directions and speak for at least 2 minutes (partial credit will be assigned for shorter speeches and/or that don't fully meet the assignment guidelines)**

b. The Communication Problem Speech

**This is a virtual speech that must be uploaded online between the 4<sup>th</sup> and 5<sup>th</sup> week of class (you will have approximately one week to upload the assignment). This speech must be successfully completed by the deadline or you will automatically fail the course.** This assignment is worth up to 100 points.

Increasingly, you need to be able to present yourself on-line to prospective employers, grad schools, or others, either through a videoed presentation or a Skype interview. Thus for this assignment you will prepare and deliver a two-four minute (maximum) speech, focusing on a communication problem you had and how you resolved it. **Referencing specific course concepts by name is required to be successful in the speech at a C level (specific citations to the text and/or lecture also are required for any grade about a C).**

You will be given further instructions and guidelines for doing this speech, so as to make it the best, most professional speech you can with the equipment you might possess. For many of you, this is a lot of technology to navigate and I want everyone to iron out potential problems and pitfalls early. If you are unable or not equipped to follow the guidelines for uploading presentations during the time allotted, you should drop the course.

In addition, you are required to make comments on-line to at least five of the other speeches by your classmates (as part of your participation grade). You will be given another two weeks to complete this part of the assignment.

c. The Research-Oriented Informative Speech and Outlines:

**This is one of the major assignments in the course. This speech must be successfully completed with a passing score or you will automatically fail the course. Generally, make-up speeches will not be scheduled except in rare emergencies.** If a student doesn't show up to class on her or his presentation day, a zero will be recorded for that presentation grade. ***Because it is not possible to pass this course without doing the presentations, if you miss your speaking day for whatever reason, you will still have to present a satisfactory speech before an audience, but you may not receive any credit for it (in other words, the zero may still remain but at least you can pass the class).***

For this assignment, **you will be preparing and presenting a 4-6 minute extemporaneous informative speech with visual aids.** You will be given a range of topics choices by the instructor, which may include talking about your major or career choice, or some other acceptable informative topic. Topics from prior semesters may be restricted (to help prevent plagiarism). The assignment details will be given to you in class and also posted in eLearning in the Research-Oriented Informative Speech folder. This assignment is worth up to 125 points for the speech itself (including the visuals and the speaking notes, which will constitute 25 of those points), and another 100 points for the formal outline which you will upload prior to presenting the speech. **Informative speeches are graded rigorously.** Prepare yourself early by reading ahead in chapters 11, 12, and 13.

**Your Informative Speech will require library research. At least three (3) 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](http://utdallas.edu/library/distance.html)

Keep in mind that primary sources always are preferred to secondary sources. **For this speech, NO on-line sources (esp. those from .com or similar domains) are acceptable without permission** (the UTD library databases, while accessed on-line, do not count as on-line sources for the purposes of this assignment).

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 given guidelines covering aspects of speech organization, verbal and nonverbal delivery, and the oral citation of sources. You also will need to use an acceptable visual aid. We'll be discussing those guidelines over several weeks prior to when the speeches are due.

Your presentation will be timed, between 4 – 6 minutes long. At the 4:00 minute mark a timekeeper will provide an alert, with subsequent alerts provided until the time expires. Once you see the Time Over alert you need to wrap up your presentation. Time limits for the speeches will be strictly kept. In any professional setting, for example, at work 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 5 pts. off the top with standard deductions taken off from this starting place. Speeches that go more than 30 seconds under or over will lose 10 pts. off the top, with increasing 10 pts. penalties for each additional 10 seconds** (I am likely to stop the speech if you are significantly over time). Sufficient practice will prevent you from going under or over the time.

**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 Turnitin.com on e-Learning), with a copy provided to the instructor on the day you speak.** After you speak you also will submit your Speaking Notes, which must follow the guidelines given in the assignment (Basically one-two note cards).

You also must critique several of your classmate's informative speech presentations, using forms supplied by the instructor. This will be part of your participation grade.

## ***2. Content Tests (25% of the final grade):***

Although much of the class time during the semester will be spent on in-class discussions and activities, I will be providing some content through lectures. To aid retention, or in case you miss class, notes for these lectures will be on e-Learning (they will not be identical to what I say in class, but close. Still some information may be given in class not in the notes or in the text, so it is to your advantage to attend class). In addition, you are expected to read through the assigned chapters in the text (any 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 the text and reviewing your lecture notes.

**From this content, there will be 12 short tests, each covering selected readings (from the text plus any supplemental readings) and selected lectures (generally there will be more than one unit or module). Each test will be taken on-line and is worth up to 25 points. Generally each test will consist of objective test items (true-false and multiple choice), 25 items per test (each item is worth 1 pt.), although I reserve the right to include other test formats (such as short answer). The lowest two quizzes will be dropped at the end of the semester (the total points possible is 300, but only 250 count).**

You can access the tests by clicking the test link in the relevant module (in the assignment folder). 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

**You must complete each test by the due date as specified in the Weekly Course Overviews. Expect one every week or so. Pay attention to the deadlines--although I will do my best to have**

**any tests in a module due on a Sunday night, deadlines may change for any week (especially the week prior to the Fall Break, if a quiz occurs then). Generally, if you miss the deadline you will receive zero points. Since each will be available for a week, there are NO makeups for the tests.**

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

### ***3. In-class Activities and/or Discussions (approximately 10% of the final grade).***

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, as well as demonstrating a professional and positive attitude.

The points for this section will be accrued through observation of your participation and involvement in ice-breakers, conversations, possible role-playing, experiential in-class activities, possible mini-projects, peer responses to other student's speeches or presentations, development assignments for the informative and team presentations (including possible homework), various skill assessments, and/or discussions both in-class and possibly on-line in e-Learning. I may call on students at random during class because any chance to practice speaking in front of an audience will aid us in getting more comfortable in all public settings.

Generally due to their in-the-moment quality, these types of activities cannot be made up. Students will lose points off their final score if they are absent or not prepared with a thoughtful contribution to any discussion or activity. **You also can lose points for observed use of unauthorized technology** (such as your phone)—see policies below on such technology. These points are subject to adjustment as the semester progresses, depending on how the course develops. This means the activities may count for more or less than 10% of the final score (especially if I change or delete the next assignment).

### ***4. Analytical Paper (7.5% of the final score).***

Two possible options exist for this paper, depending on the course progress (the instructor will make the determination of the type of paper, or even if this assignment will be included).

- a) Option #1- A 2-3 page typed paper that 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) Option #2—A 2-3 page typed paper that analyzes an interpersonal theory (or theories) taken from the text and lectures, applying it to a personal relationship. Specific theories will be provided for your choice, if this is the selected option

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 100 pts. for a satisfactory analysis,

**NOTE:** As noted elsewhere, this assignment may be altered or cut, depending on our progress in the semester. If it is altered, it may count for less points (if it is deleted, those points may be made up elsewhere or the final score will be adjusted.)

### ***5. Team Project (20% of the final grade):***

**The presentation part of this project must be successfully completed with a passing score on the day your team is scheduled to speak or you will automatically fail the course.** Worth up to 200 pts. for a satisfactory team project.

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). You will work together both in and out of class (including on-line) to craft an oral presentation **which will include a limited (10-12 slides) PowerPoint show and a**

**typed document (a 4-5 page typed report), both of which must be submitted in advance of the presentation. Research is required, using at least three-five appropriate sources.**

More specifically, team projects will be on a topic area to be chosen by the instructor (probably 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, although the instructor reserves the right to alter this assignment as the semester progresses). In addition to the limited Power Point slide presentation which will accompany the oral presentation, a separate 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). There also is 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. Non-participating members of a team may also be removed from a team at instructor discretion. Further details on this project will be handed out in class and/or posted to eLearning.

**The oral presentation, making use of the slide show, must be given on the day assigned as no makeups will be provided (no exceptions). The team will receive one overall grade, as a team effort. However, if a team member doesn't show up on the day of the presentation, that member will receive a zero for a grade (and thus fail the class, as there is no makeup of this assignment).**

This part of the project is worth up to 150 pts divided between the presentation and the written document.

**In addition, after the team presentation, individuals will submit 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 (during the last week of class). 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:**

| <b>Grade</b> | <b>Percentage</b> | <b>Points*</b> |
|--------------|-------------------|----------------|
| A+           | 97% to 100%       | 970-1000       |
| A            | 93% to 96.9%      | 930-969        |
| A-           | 90% to 92.9%      | 900-929        |
| B+           | 87% to 89.9%      | 870-899        |
| B            | 83% to 86.9%      | 830-869        |
| B-           | 80% to 82.9%      | 800-829        |
| C+           | 77% to 79.9%      | 770-799        |
| C            | 73% to 76.9%      | 730-769        |
| C-           | 70% to 72.9%      | 700-729        |
| D+           | 67% to 69.9%      | 670-699        |
| D            | 63% to 66.9%      | 630-669        |

|    |               |               |
|----|---------------|---------------|
| D- | 60% to 62.9%  | 600-629       |
| F  | Less than 60% | less than 599 |

**\*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**

a. Attendance is essential in this core-required course in order for to gain the skills as described in the learning objectives. Each class period consists of a mixture of lecture, class discussion, team work and/or activities, thus your thoughtful, attentive, and active participation is essential (and will be factored into your final score). To be thoughtful requires that you engage with the course materials prior to coming to the face-to-face class sessions. If you sleep, engage in non-class-related activities (e.g. texting), or interfere with your classmates' ability to learn you may be counted absent for that day, and thus receive an absence penalty.

b. More specifically, **absences are detrimental to your final score**. Roll will be taken daily (sometimes with a sign in sheet). You must make sure I note that you are present if you are late (see policy on tardies, below). Given that things sometime occur during a semester, each student will be permitted two **"free absences"** in the semester, where no penalty and no questions will be asked, as long as the free absence does NOT occur on a Mandatory Attendance day.

c. **Each unexcused absence past the two allowed will subtract 10 points (1%) from your final semester grade, except on days speaking days, where attendance is mandatory; any absence on a Mandatory Attendance day will result in a loss of 50 pts. per absence (5%).** Even if you are not presenting, you are required to attend on days where we present speeches. Generally, given the importance of being present for your classmates' speeches, the only exception is a legitimate excused absence, as noted below.

d. **Basically, you are responsible for your attendance.** If you have four or more absences (thus losing at least 20 pts. off the top, maybe more), it is recommended that you meet with me before continuing on in the class. Absences past eight (4 weeks of class) may lead to course failure. If a medical condition warrants you to miss class for more than a couple of weeks, I suggest withdrawing from the course, and taking it when your health permits.

## **2. Appropriate Documentation for Excused Absences**

a. Generally, the only absences that are considered to be excused are university-excused absences. **University-excused absences** are handled differently from other absences. These absences include, but are not limited to the following: **verified personal illness requiring a physician's assistance or hospitalization; special curriculum requirements (e.g. field trips); participation in official university activities; observances of religious holy day; or military duty (as noted in the Catalog).** Any other significant emergency event will be taken on a case-by-case basis. When not clear, determination whether an absence is a university-excused absence is at my discretion.

b. Elective surgery or doctor visits, vacations, arrests, honeymoons, club meetings, tutoring sessions, meetings with your advisor or other professors, car trouble, funerals, etc., are NOT considered "excused absences" (still, it is best if you let me know in advance of any such absences, to prevent potential problems). Please do your best to schedule all non-emergency events and meetings for times other than this class period.

c. **If you believe an absence is a university-excused absence, you, or someone acting on your behalf, must contact me by email within 24 hours of the absence.** For school-sponsored events and religious holidays, it is better if you contact me in advance of the absence, so we can have makeup plans in place. Note that "in advance" usually does NOT mean the day of the absence!

d. **To get the absence excused, acceptable written documentation must be presented to me upon your return to class. Documentation for any excused absence normally will NOT be accepted after the day you return.** Failure to provide acceptable documentation within the specified time period will result in an unexcused absence. Appropriate documentation includes but is not limited to a physician's return to school/work form, hospital discharge paperwork, a field trip memo to me from the sponsoring agent (NOT a general announcement or e-mail), deployment papers with specific dates, or similar written verification from an authority, preferably with that authority's contact information, the specific dates you were (or will be) absent, and a signature.

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 for an excused absence. Please do not give me these or similar items.

f. **Note that an excused absence does NOT absolve you from completing the coursework for the days missed.** If an individual presentation is missed due to an approved excused absence, you must be prepared to complete that presentation as soon as you return to class (the exact procedure will be worked out by you and the instructor). Team projects generally are not included—if you have a legitimate excused absence that affects your attendance on the day your team presents, you may wind up with an incomplete in the class.

## **3. Policy on Tardies/Early Departures**

a. Punctuality is important. You should be on time for class, as it will start promptly. If tardy for any reason, it is your responsibility to inform me of your presence so that additional points will not be lost. Keep in mind that any absence recorded because you were tardy—even if it is just a few minutes—will remain if I don't see you were there and you did not tell me you were present

b. While sometimes being late is unavoidable, persistent tardiness to class is disrespectful to both your instructor and your peers. **Significant tardies (more than 10 or 15 min. late to class) likely will result in a half absence, and the loss of at least 5 pts.** Being late past 30 min. will result in a full absence (10 pts. penalty). If you know you will be late, please let me know--in some cases advance notice can prevent the loss of points.

c. Students also are expected to remain in class for the entire period; points will be deducted from the final score at my discretion for early departures. If an early departure is unavoidable, please let me know in advance so we can work together to minimize any potential class disruption and possible loss of points. Leaving 15 to 30 min. prior to the end of the class will result in a half absence without such notification (thus resulting in a 5 pts penalty). **Leaving class immediately after attendance has been taken without advance notice will result in a full absence for that day** (if you come to class and realize you are too sick to stay, please try to let me know before you walk out)

#### **4. 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, whether in-person or on-line, your work is likely to not be accepted, resulting in a zero for the assignment. If I do decide to accept it, it is likely to be docked 10% of the top.

b. **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).

d. Each test is given on-line, and will be available for several days. Because of this the tests cannot be made up (remember, two will be dropped at the end of the semester).

e. Speeches generally can only be given on the days set aside for the speech performances, due to the necessity of recording speeches (and the tight schedule). *Thus, NO make-up speeches are permitted for unexcused absences. The only exception to this policy is for 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 on the day you are scheduled to speak, be sure to let me know in advance so you can be moved to a different day during the speaking period.** If you just miss your speaking day, you will be assigned a zero score (thus risking course failure). Do NOT assume you will be allowed to makeup the speech for a grade—you will have to present it to keep from an automatic fail, but the score may remain zero.

f. Given its nature and the due dates, the Team Project is NOT included--you MUST speak with your team on the assigned day or risk course failure.

g. Speeches that earn less than 60% will require a redo of the speech (all failed speeches must be redone to a satisfactory level). Speech re-dos will be scheduled near the end of the semester, and may be presented to a different audience. Re-done speeches must earn at least 70%. The scores may or may not be averaged with the original score. Any permitted makeup speeches may be scheduled at the same time.

## **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 other 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. Similarly, 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 providing specific ways someone can improve, but it does mean that you 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 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 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 a discussion and/or critique (we may then discuss why those types of comments are considered problematic).

e. Further, any student who engages in other non-civil behavior that disrupts the teaching-learning process and/or speech presentations (e.g., ignoring the classroom electronic policy; reading non-course related materials; whispering and talking to others; or otherwise engaging in behaviors not related to discussion, etc.) may be asked to leave the class and/or will have points deducted from their final grades. 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). 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.

### **3. Electronic Policy**

a. As part of this civility policy, **electronic devices can only be used in the course with express permission of the instructor and for a specific pedagogical reason** (e.g. looking up research sources on-line or working on the team project). **More specifically, all cell phones, smart phones, laptops and other electronic devices must be out of sight and turned off during class, unless one (or more) of the following conditions is met:**

- 1. I've given specific, limited permission to use such devices for a class project or similar pedagogical use. There will be at least a couple of times when this will occur in the semester (possibly more).**
- 2. You have cleared it with me in advance in order to meet verified OAS requirements.**
- 3. Or when you know you will have an emergency call or text during class time. In that case, to get any penalty waived, please tell me in advance, set your phone to pulse, and when you get the call or text, leave the room with minimal disruption. If you don't tell me in advance, you are likely to receive a penalty (it is very distracting to see someone frequently checking his/her phone).**

b. Unless you meet the above conditions, you are NOT permitted to use electronic devices for any reason during class--the "ease of taking notes" or "I want to check the e-book" usually are NOT acceptable excuses. Indeed, recent research suggests that students better retain course material through handwritten notes, not typed ones. Other studies note the negative impact of multi-tasking on our attention. In class discussion also is hampered when phones, laptops, or other electronic devices are easily available to you. Finally, based on their input, it seems many students find it distracting when others around them are using technology for non-pedagogical reasons. Therefore, let's work together to minimize distractions and ensure a profitable class period.

c. **If I see electronic devices being used without advance permission, individual students may have points deducted from their final grade (assume at least 10 to 20 pts. per observed incidence, depending on when or how often it occurs). Such students may or may not be warned in advance (the whole class may be warned vs. an individual warning, so as to not single you out). However, in lieu of such a warning, you can consider this notification your warning.** Persistent use without permission may lead to you being asked to leave the class. Do not think I will not see you using your phone, tablet, or laptop inappropriately, whether I point out your use or not. Any penalties assigned to you for using electronic devices without permission generally are non-negotiable.

**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/studentssuccess>), 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](mailto: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. 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.

**I request that you 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).

4. As computers tend to fail when we need them the most, you should save your work to multiple devices (i.e. USB device, back up hard drive of your home computer). Keep in mind that **computer failure is NOT a legitimate excuse for your work being late**

5. 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 in the MLA Handbook, 7<sup>th</sup> edition, which you can find at bookstores and libraries. Or click on this link for more MLA information <https://owl.english.purdue.edu/owl/resource/747/01/>

6. 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).

7. Limited extra credit opportunities may be available outside of class; such opportunities include but are not limited to answering a 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 7<sup>th</sup> (the last day of class).

8. 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.

9. 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).

10. 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 possible course topics & assignments for the Fall 2016 semester. The instructor reserves the right to alter it as becomes necessary (esp. for due dates). All changes will be announced in advance, if possible.

| <b><i>Week #</i></b>                  | <b><i>Topics; To Do</i></b>                                                 | <b><i>Assignments</i></b>                                                                                                                     |
|---------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Week #1</u><br><br>8/22            | Introduction to COMM 1311<br><br>Possible icebreaker activity               | <b>Speech of Introduction Assigned</b><br><br><b>Syllabus quiz – you MUST complete this quiz 1st to gain access to the rest of the course</b> |
| 8/24                                  | Chapter 1, A First Look at Civil Communication<br>Icebreaker if not earlier | <b>Chapter 1 Test in eLearning due by 11:59 PM by 8/28</b>                                                                                    |
| <u>Week #2</u><br><br>8/29            | <b>Introductory Speeches</b>                                                |                                                                                                                                               |
| 8/30                                  | Continue chapter 1<br>Begin Chapter 2, Perceiving the Self & Others         | <b>Chapter 2 Test in eLearning due by 11:59 PM on 9/4</b>                                                                                     |
| 9/5                                   | <b>HOLIDAY—LABOR DAY</b>                                                    |                                                                                                                                               |
| <u>Week #3</u><br><br>9/7 (Wed. only) | Chapter 2, con't<br>Chapter 3, Civil Verbal Communication                   | <b>Virtual Speech assigned</b><br><br><b>Chapter 3 Test in eLearning due by 11:59 p.m. on 9/11</b>                                            |

|                                           |                                                                                                                             |                                                                                                                                                                                   |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Week #4</u><br>9/12                    | Chapter 3, con't.<br>Chapter 4, Civil Nonverbal Communication                                                               | Continue working on Virtual Speech & uploading it to Box, then to the on-line Virtual Speech Forum                                                                                |
| 9/14                                      | Continue Chapter 4, if necessary<br>Chapter 5, Civil Listening & Responding with Confirmation                               | Chapter 4 Test in eLearning due by 11:59 PM on 9/18<br><br><b>BE SURE VIRTUAL SPEECH IS UPLOADED BEFORE 11:59 P.M. SUNDAY 9/18</b>                                                |
| <u>Week #5</u><br>9/19                    | Chapter 5 con't; possible listening activity                                                                                | Start making welcoming comments on Virtual Speeches as uploaded during the week                                                                                                   |
| 9/21                                      | Finish Listening, if necessary<br><br>If time permits, begin Informative Speech Preparation, chapters 11-13                 | Research-Oriented Informative Speech Assigned<br>Finish making comments on Virtual Speeches by 9/25<br>Chapter 5 Test in eLearning due by 11:59 PM on 9/25                        |
| <u>Week #6</u><br>9/26                    | Informative Speech Preparation, con't.                                                                                      | Speech Topics Due                                                                                                                                                                 |
| 9/28                                      | Continue with Chapter 11 activities supporting your topic with research (bring laptops today for in-class library research) | Preliminary Source Bibliography due<br><br>Chapter 11 Test in eLearning due by 11:59 PM on 10/2                                                                                   |
| <u>Week #7</u><br>10/3                    | Activities related to Chapter 12, including controlling anxiety & preparing presentation aids<br>Begin chapter 13           | Rough draft of Informative Speech Outline due<br><br>Key Word note cards may also need to be ready for me to review                                                               |
| 10/5                                      | Chapter 13 content & activities related to informative & special occasion speaking                                          | Possible Speech Analysis Practice AND/OR visual aids review in class<br><br>Chapter 12 Test in eLearning due by 11:59 PM on 10/9                                                  |
| <u>Midterm</u><br><u>Week #8</u><br>10/10 | Presenting Research Oriented Speeches ( <b>everyone must be ready to present on 2/29</b> )                                  | Informative Speech final formal outline in eLearning due no later than NOON on 10/10<br><br><b>Mandatory Attendance! Everyone must be present &amp; complete peer assessments</b> |
| 10/12                                     | Presenting Research Oriented Speeches, con't.                                                                               | <b>Mandatory Attendance! Everyone must be present &amp; complete peer assessments</b>                                                                                             |

|                          |                                                                                                                                |                                                                                                                                                  |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                          |                                                                                                                                | Chapter 13 Test in e-Learning due by 11:59 PM on 10/16<br>No test for Chapter 14                                                                 |
| <u>Week #9</u><br>10/17  | Presenting Research Oriented Speeches, con't.                                                                                  | <b>Mandatory Attendance &amp; peer assessments!</b>                                                                                              |
| 10/19                    | Complete presentations of the Research Oriented Speeches.<br>Possibly begin Group Processes, if time permits (chapters 9 & 10) | <b>Mandatory Attendance &amp; peer assessments!</b>                                                                                              |
| <u>Week #10</u><br>10/24 | Civil Communication in Groups, con't (chapters 9 & 10--activities related to the team projects)                                | <b>Team project assigned--5 or 6 teams selected--teams will meet both in &amp; out of class</b>                                                  |
| 10/26                    | Con't. with Group/Team Communication<br><br><b><i>Last day to drop with approval is 10/27</i></b>                              | <b>Chapter 9 Test in eLearning due by 11:59 PM on 10/30</b><br><b>Chapter 10 will have no test</b>                                               |
| <u>Week #11</u><br>10/31 | Possible in-class work on teams<br>Begin Chapter 6, Interpersonal Relationships<br>Small talk & conversations                  | <b>Continue in class group activities</b><br><br><b>Analytical Paper assigned</b>                                                                |
| 11/2                     | Continue chapter 6; possibly start chapter 7, Romantic Relationships                                                           | <b>Chapter 6 Test due by 11:59 PM by 11/6</b>                                                                                                    |
| <u>Week #12</u><br>11/7  | Continue in-class work on teams<br><br>Continue interpersonal communication                                                    | <b>Possible in-class activities related to IPC</b>                                                                                               |
| 11/9                     | Continue interpersonal communication<br>Possible in-class work on teams                                                        | <b>Chapter 7 Test due by 11:59 PM on 11/13</b>                                                                                                   |
| <u>Week #13</u><br>11/14 | Begin conflict & conflict management (chapter 8)<br>Possible in-class work on teams                                            | <b>Analytical paper due by 11:59 p.m. on 11/14 (if assigned)</b>                                                                                 |
| 11/16                    | Conflict, con't.<br>Possible Social Media<br>In class work on teams                                                            | <b>Chapter 8 Test due by 11:59 PM on</b><br><b>Team Report &amp; Slides due for teams presenting next week (review in class by Monday 11/28)</b> |
| 11/20-11/27              | <b>FALL BREAK</b>                                                                                                              | <b>If possible, continue to work on teams virtually</b>                                                                                          |
| <u>Week #14</u><br>11/28 | In class work in teams—review slides, etc.                                                                                     | <b>Rough Draft Team Report &amp; Slides due today</b>                                                                                            |
| 11/30                    | Team Presentations begin                                                                                                       | <b>Mandatory Attendance!</b>                                                                                                                     |

|                                    |                                                                                                                                                                      |                                                                                                                                                  |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |                                                                                                                                                                      | <p>By observing the other teams you will gain more exposure to public speaking skills</p> <p><b>ALL TEAM REPORTS DUE by 11/30 11:59 p.m.</b></p> |
| <p><u>Week #15</u></p> <p>12/5</p> | Team Presentations continue                                                                                                                                          | <p><b>Mandatory Attendance!</b></p> <p>By observing the other teams you will gain more exposure to public speaking skills</p>                    |
| 12/7                               | <p>Team Presentations, con't. if necessary OR possible speech redos</p> <p>Summarize, reflect on COMM 1311 skills gained</p> <p>Class is now over at this point.</p> | <p><b>Mandatory Attendance!</b></p> <p><b>Individual Team Assessment due by 11:59 P.M. Friday 12/9</b></p>                                       |

**NOTE: NO FINALS WILL BE SCHEDULED FOR THIS COURSE. HOWEVER, ANY SPEECH REDOS LIKELY WILL BE SCHEDULED FOR SOME TIME DURING THE LAST WEEK OR FINALS WEEK, IF NOT BEFORE (FINALS WEEK IS DECEMBER 9-15)**