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

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Course Information

Course

Course Number Section	**COMM1311.0W4– Please include this section number when emailing me.**
Course Title	**Comm 1311 – Survey of Oral and Technology-Based Communication**
Term and Dates	Fall 2016

Contact Information

Professor	Allison Templeton
Office Phone	972.883.6053 (email is preferred)
Email Address	Allison.templeton@utdallas.edu
Office Location	JO 5.608G
Online Office Hours	Email: I will respond to emails within 24-48 hours.
In-Person Office Hours	Wednesdays 1:00 – 3:00 (please email me to set up an appointment)

IMPORTANT: I am teaching multiple sections of this course, please include the course section number in subject line when emailing me in order to help identify your records quickly.

About the Instructor

Please refer to the Welcome Letter posted in eLearning.

IMPORTANT: For this state-mandated core required course, you will not pass COMM 1311 if you fail to successfully deliver and pass ALL of your speech presentations by the assigned due dates, regardless of your standing in this course. To stay compliant with the face-to-face classes, no make-up speeches or other assignments are permitted.

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

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

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

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

COMM 1311. Course Objectives: Students will learn:
- **Communication skills -** to engage processes and use skills to enhance communication competence in interpersonal, small team, public speaking, and technology-based contexts (assessed via small talk activities, the team presentation, the research-oriented informative speech, and the virtual Speech of Introduction).
- **Critical thinking skills -** to engage processes and use skills to enhance communication competence in interpersonal, small team, public speaking, and technology-based contexts (assessed via quizzes, the digital discussion posts, the research-oriented informative speech, and the team project).
- **Teamwork -** to integrate interpersonal skills with theories and concepts associated with successful small team communication in a team-based presentation (assessed via the teamwork project, which includes team meetings, a team presentation, and team evaluations).
- **Personal responsibility -** to identify ethical principles involved in communication situations and to apply these principles to daily life (assessed via participation in the "Case Study in Ethics" and "Ask the Ethicist" discussions and digital discussion posts).

The course objectives are in line with the top 5 skills and qualities employers are seeking in college graduates, according to the National Association of College and Employers (NACE) Job Outlook 2013 and 2014 Survey results:
1. Ability to verbally communicate with persons inside and outside the organization
2. Ability to work in a team structure
3. Ability to make decisions and solve problem
4. Ability to plan, organize, and prioritize work
5. Ability to obtain and process information

Required Materials

- Textbook: **The textbook is required for success in COMM 1311. In fact, we use the textbook the very first week for chapter readings and a quiz!**
    Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society.* Routledge, Inc., 2014.
    ISBN-10: 0-205-77021-5
    ISBN-13: 978-0-205-77021-2
    You can purchase a hard copy at the Off Campus bookstore for $121. 50 or buy the eBook format through the Routledge website below. Either format will work for this course.
    https://www.routledge.com/Communication-in-a-Civil-Society/Lane-Abigail-Gooch/p/book/9780205770212

- Access to high quality webcam or video camera and an understanding of how to upload video in specified formats
- High speed internet and access to eLearning
- You will be uploading all speech assignments into your existing UTD Box account, then posting your video into the Discussion Link in eLearning found on the left-hand side menu of our eLearning course. 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.**
- A high degree of self-motivation, more than a traditional face-to-face class – this online class is rigorous and you must be logging in regularly to keep up with assignments and updates.

Course Policies

No Make Up or Late Work
To stay compliant with the face-to-face classes, no late or makeup speeches, assignments, or quizzes are permitted. You must complete any assignment requiring a speech by the due date to pass this course, regardless of your standing in the course. ***Technical difficulties with eLearning or your own equipment are not an excuse – submit your videos and assignments early to avoid any last-minute technical problems.***

Class Participation and Attendance
Students should login daily to the online class. Just like you should be, I will be logging in every day as well. Students are also required to participate in all class activities such as discussion boards, activities, group projects and group meetings, etc.

NOTE: Due dates and assignments may shift for a variety of reasons. I will announce any changes. It is your responsibility so stay on top of it!

Team Work – Individual Scores
Each team member's score is an individual score, assessed through peer evaluations and an Individual Response paper. There is also a "Slacker" Clause: If one or more members of a group contact(s) me about a group member not doing her or his "part" in terms of attendance at group 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.

Civility Clause -Virtual Classroom Citizenship
The First Amendment is protected in this class, but **hate speech** is not. Attacks against people, their beliefs, values, culture, race, sex, gender, sexual orientation, religion, or political affiliation will not be tolerated. Practice civility. Religious proselytizing of any kind is not permitted.

Because this is an online course, we will likely only know one another through typed conversation and video uploads. You may know how tricky this can be, and how easy it is to give a wrong impression in writing, to say something that you did not mean to say, or to infer a tone that the writer did not mean. A funny comment can easily get misinterpreted as nasty, biting criticism. Because we are working on our communication skills in this course, and that can be a sometimes-difficult learning process, please take extra effort in class to be supportive. That does not mean that we can't be thoughtful responders, there are must more pleasant ways of getting to a point. Give the kind of positive feedback that you would want for yourself. If, say, an emotionally –gut level topic comes up and someone has a stance that you do not agree

with, do not be combative. Part of the goal of this class is to see points on contact and how to civilly engage in a dialogue.

The text, *Communication in a Civil Society*, states, "Civil communication allows you to speak your mind in a way that is respectful, demonstrates restraint, and is responsible". Communicating with civility is a requirement for this course. For example, students may comment about emotional issues during class discussions and disclose sensitive, personal opinions about wide ranging topics related to interpersonal communication. While passionate debate is acceptable, negative comments about individuals or groups are not acceptable. Similarly, criticism that is not constructive about a student's performance will not be tolerated. I will stop a discussion and/or critique and ask a student to leave the virtual classroom if I perceive that her/his communication is prejudicial, disrespectful, and/or "over-the-top."

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

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Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage.

Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: http://elearning.utdallas.edu. Please see more details on course access and navigation information.

To get familiar with the eLearning tool, please see the Student eLearning Tutorials.

UTD provides eLearning technical support 24 hours a day/7 days a week. 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

eLearning
- **eLearning Help Desk** or **call 866-588-3192**
- **UTD Digital Library**
- **UTD eLearning Blog**

Box
- For directions on how to use box go to: https://utdallas.box.com/comm1311
- For Box technical issues, email Nick McCormick at nxm067000@utdallas.edu

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, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: http://www.utdallas.edu/eLearninghelp, 1-866-588-3192.

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Communication Tools

This eLearning course has built-in communication tools that will be used for interaction and communication. Some external communication tools such as regular email will also be used during the semester. For more details, please visit the eLearning Tutorials webpage for video demonstrations on numerous tools in eLearning.

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Student Resources

UTD Distance Learning:
http://www.utdallas.edu/elearning/students/cstudents.htm

McDermott Library:
Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, eBooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to http://www.utdallas.edu/library/distance.html.

COMM LAB:
The Student Success Center will provide assistance with students' speeches, outlines and research citations. You can even record your speeches in the lab. Get a virtual appointment through their website: www.utdallas.edu/studentsuccess/. You'll see the COMM LAB listed on the left-hand side. You can email them a draft of your outline. You can get assistance with your Informative Speech and Outline. They have Skype options and email options.

WRITING LAB:
The Student Success Center will provide assistance with students' essays or papers. Get a virtual appointment through their website: www.utdallas.edu/studentsuccess/. You will see the WRITING LAB listed on the left-hand side. You can email them your paper. They have Skype options and email options.

Assignments and Assessments

Grading Information – Assignments will be graded and posted in eLearning within 7 – 10 <u>business</u> days.
Grading policy: All assignments and quizzes are based upon a 1000-point system. Complete descriptions of all assignments are posted in eLearning as well as general assignment descriptions included at the end of the syllabus.

IMPORTANT: Because this is a speech class, all assignments requiring an oral delivery of a speech/presentation must be completed successfully by the due date in order to pass this course. Assignments marked with an (*) are speech assignments.

100 pts. (10%)   –Speech of Introduction *
100 pts. (10%)   – Interpersonal Theory Reflection Speech*
100 pts.(10%)   – Virtual Team Project
280 pts. (28%)   – Quizzes: 14 at 20 pts each (13 chapter quizzes, 1 speech readiness quiz)
100 pts. (10%)   – 5 Discussion Post Assignments in eLearning - 20 pts each (1 requires a video upload*)
200 pts.(20%)   – Research-Oriented Informative Speech *
20 pts. (2%)   – Informative Speech Proposal
<u>100 pts.(10%)   – Informative Speech Outline</u>
1000 possible points

Grading Scale
Final grades will be assigned according to the UTD Undergraduate Catalog scale with "+" and "-".

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

Grade Negotiation: Please refrain from asking to redo an assignment, do an additional assignment to earn **more points or to change your grade (either on an assignment or your final grade). I understand there is pressure for students to earn an A in order to get into a particular program of study. The A must be earned. In this core, required state-mandated course, we are unable to bump grades up. In the academic world it's called "grade inflation" and it's a highly controversial topic, so COMM 1311 as a program steers**

clear of it.

If you have a legitimate reason to question a grade, by all means contact me. However, please kindly refrain from asking me to change a grade for any reason. I will forward repeated requests for grade changes to the Dean of Students.

Accessing Grades

Students can check their grades by clicking "My Grades" on the course menu after the grade for each assessment task is released.

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Additional Guidelines for Success in this Class:

1. This course is rigorous and demands your time. Do not get behind in your assignments. Expect to do large amounts of reading to be successful.
2. I will not accept late assignments (papers, speeches, quizzes other assignments). There are no exceptions to this policy. One of the state-mandated core objectives for this course is to gain Personal Responsibility skills. So although no late assignments, speeches, or quizzes are accepted, you *can* work ahead and turn in an assignment early.
3. If you need help or have questions – I'm happy to assist you. The best way to reach me is via email. I will usually get back to your emails within 48 hours. If you email me late in the evening, I may not be able to get back to you that day so please take that into consideration when emailing your questions and when deciding to do your assignments. **For example, if you wait until the last few hours to submit your work before the deadline and you have a question, I will not able to respond before the deadline.** So please contact me with any questions or concerns early on!
4. All assignments (including speaking outlines) must be typed and double-spaced using a 12-point font. Please follow the MLA format for papers as shown in 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. 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.
6. Disrespectful language and lack of civility will not be tolerated (to me or others, over any medium used in this class.)
7. Your Informative Speech will require library research (accessible online). At least 3 reliable, distinct and varied sources must be used to add depth and breadth to your own knowledge (in other words, you'll be engaging in research). You are expected to use the library and/or databases.
8. You are expected to adhere to the required time limits. In the real world, for example, at work, it is disrespectful to your audience for a speaker to violate time expectations. There will be a 15 second grace period. However, any speech under or over the required time limit will be reduced immediately to a C (70%) with standard deductions taken off from this starting place.

Course Evaluation

An online instructional assessment form will be made available for your confidential use. Please watch for the email notification at your UTD email inbox with course evaluation access information towards the end of semester. Top

University Policies and AccessAbility

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

Office of Student AccessAbility http://www.utdallas.edu/studentaccess/
UT Dallas is committed to providing equal educational opportunities for students with documented disabilities to all University courses and programs. Any student with a documented physical, psychological, or learning disability, which affects his/her academic performance, is eligible for services. If you need accommodations, please make an appointment with the Office of Student AccessAbility at: SSB 3.200 (3rd Floor in SSB), 972-883-2098. Office hours are Monday – Thursday, 8:30 a.m. - 6:00 p.m., Friday 8:00 a.m. – 5:00 p.m. Evening appointments are available by request. OSA provides registered students with an accommodation letter to present to faculty members. The letter verifies that the student is qualified to receive certain accommodations. The accommodation letter should be presented to instructors of each course at the beginning of the semester. The approved accommodations should be discussed at that time. It is the student's responsibility to notify his/her professor of their needs.

Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the UTD Judicial Affairs web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For information regarding the University's policy on plagiarism go to: http://www.utdallas.edu/library/plagiarism/
Plagiarism in COMM 1311: Your speeches are expected to be of your own creation. Plagiarism is when a student copies part of or the entire speech of another individual (online or from another student). Students who copy someone else's speech will receive a zero for that assignment and ultimately fail the course. *"As a Comet, I pledge honesty, integrity, and service in all that I do."*

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Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, the faculty has been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-

campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at http://www.utdallas.edu/oiec/title-ix/resources.

Academic Calendar

The following schedule is <u>tentative.</u> These descriptions and timelines are subject to change at the discretion of the Professor.

Drop Dates:
Last day to drop without a W - Sept. 7
Time period to drop with a W - Sept. 8 – Oct. 27
Final drop date – Oct. 27

Note: The weekly dates are arranged to begin on Monday and end on Sunday. All quizzes must be completed by 11:59 pm on Sundays. All quizzes can be found in the weekly module folder.

Modules	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY

Module 1
 	
8/22-8/28
	Course Access and Self-Orientation
	
	A First Look at Civil Communication
		eLearning Module 1 - Access the weekly folder in eLearning for this week's activities.
		
		Review Syllabus & Reminders Document
		
		Chapter 1 – Textbook
		
		Read/Participate in Discussion 1
			1. Take Syllabus quiz (You must complete and score a 100 on this quiz before you gain access to this course. Take as many times as you need to score 100%.
			2. Read: Chapter 1, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 1 Quiz.
			3. Take **Chapter 1 Quiz** in eLearning by Sunday 11:59 pm.
			4. **Discussion 1** (see Learning Module for instruction).
			    • Part 1: 1st post due Sunday (module 1), 11:59 pm.
			    • Part 2: Peer responses due Wednesday 11:59 pm (module 2).
			5. Complete your eLearning profile by adding a picture of yourself so we can get to know each other in the online forums. Instructions are in this week's module folder.

Module 2 8/29-9/4	Perceiving the Self and Others	eLearning Module 2 - Access the weekly folder in eLearning for this week's activities. Read Chapter 2	1. Read: Chapter 2, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 2 Quiz. 2. Take **Chapter 2 Quiz** in eLearning by Sunday 11:59 pm. 3. Discussion 1 Part 2 due Wednesday, 11:59 pm.

			4. **Speech of Introduction Part 1:** Post your speech in the discussion area by Sunday, 11:59 pm. Refer to assignment details in eLearning.
Module 3 9/5-9/11	Civil Verbal Communication	eLearning Module 3 - Access the weekly folder in eLearning for this week's activities. Read Chapter 3	1. Read: Chapter 3, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 3 Quiz. 2. Take **Chapter 3** Quiz in eLearning by Sunday 11:59 pm. 3. **Speech of Introduction Part 2:** Watch classmate's speech of introduction and welcome all of your peers to the class. Responses are due by <u>**Sunday, 11:59 pm**</u>.
Module 4 9/12-9/18	Nonverbal Communication	eLearning Module 4 - Access the weekly folder in eLearning for this week's activities. Read Chapter 4 Read/Participate in Discussion 2	1. Read: Chapter 4, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 4 Quiz. 2. Take **Chapter 4 Quiz** in eLearning by Sunday, 11:59 pm. 3. **Discussion 2** • Part 1: Requires Video Upload, due Sunday, 11:59 pm. (Module 4) • Part 2: Peer responses due Wednesday 11:59 pm. (Module 5)
Module 5 9/19-9/25	Civil Listening & Responding with Confirmation	eLearning Module 5 - Access the weekly folder in eLearning for this week's activities. Read Chapter 5 Read all documents in the Theory Reflection Speech Folder	1. Read: Chapter 5, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 5 Quiz. 2. Take **Chapter 5 Quiz** in eLearning by Sunday, 11:59 pm. 3. Discussion 2 Part 2 due by Wed., 11:59 pm. 4. **Theory Reflection Speech Folder is open.** Begin reading about this speech assignment and start narrowing down which theory you want to speak about. You will need to email me by next Wed. (module 6) which theory you will do.
Module 6 9/26-10/2	Interpersonal Relationships and Civil Communication	eLearning Module 6 - Access the weekly folder in eLearning for this week's activities.	1. Read: Chapter 6, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare

		Read Chapter 6 Read/Participate Discussion 3	for the Chapter 6 Quiz. 2. Take **Chapter 6 Quiz** in eLearning folder by Sunday, 11:59 pm. 3. **Discussion 3** • Part 1: Initial post due Wednesday, 11:59 pm • Part 2: Peer responses due Sunday, 11:59 pm 4. Email me the theory you will be speaking about by Wed. 11:59 pm.
Module 7 10/3-10/9	Intimate/Romantic Relationships and Civil Communication	eLearning Module 7 - Access the weekly folder in eLearning for this week's activities. Read Chapter 7	1. Read: Chapter 7, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 7 Quiz. 2. Take **Chapter 7 Quiz** in eLearning folder by Sunday, 11:59 pm. 3. <u>**THEORY REFLECTION SPEECH DUE**</u> by Sunday, 11:59 pm.
Module 8 10/10-10/16	Civil Communication in Conflicts	eLearning Module 8 - Access the weekly folder in eLearning for this week's activities. Read Chapter 8 Documents in Virtual Team Assignment Folder In order to access the Group Discussion Board for the Virtual Team Project, click on the **'Team Areas'** link on the left hand side of the toolbar in eLearning. From there, you will click on your team link and you will see a link called **'Group Discussion Board.'** This will allow me to access your board and see that you all are collaborating together as a team. For more specifics on the assignment, refer to the detailed handout that is found in the '**Virtual Team Project'** folder.	1. Read: Chapter 8, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 8 Quiz. 2. Take **Chapter 8 Quiz** in eLearning by Sunday, 11:59 pm. 3. **Virtual Team Project Folder** is open. • Become familiar with the team assignment and do everything under "week one" heading. • Begin communicating about your team project in the *'Group Discussion Board'* tool (located in the *'Team Areas'* link). 4. **Virtual Team Assignment Week 1** A) Teams should select and email me the trend in technology they plan to do by Wed. 11:59 pm. B) Team members must individually post their response to the questions relating to the trend in technology the team has agreed to do in the **'Group Discussion Board'** by Wed., 11:59 pm. C) Team members must respond to <u>every</u> group members' thread in the **'Group Discussion Board'** by Sunday 11:59 pm.

Module 9 10/17-10/23	Civil Communication in Groups Monitor, address, and resolve conflict in teams	eLearning Module 9 - Access the weekly folder in eLearning for this week's activities. Read Chapter 9 Read your research article along with the articles of your peers for week 2 of the Virtual Team Assignment.	1. Read: Chapter 9, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 9 Quiz. 2. Take **Chapter 9** Quiz in eLearning folder by Sunday, 11:59 pm. 3. **Virtual Team Assignment Week 2** A) Each group member is to upload/attach 1 additional outside credible article in the **'Group Discussion Board'** (use library database) relating to the trend in technology topic you all have selected. You must include a written observation of the article in the post. This is due by Wednesday, 11:59 pm. B) Team members must respond to every group members' thread in the **'Group Discussion Board'** by Sunday, 11:59 pm.
Module 10 10/24-10/30	Group Processes and Civil Communication	eLearning Module 10 - Access the weekly folder in eLearning for this week's activities. Read Chapter 10 Begin reading all documents in the Informative Speech folder. In order to access the 'File Exchange' folder, click on **'Team Areas'** on the left hand side of the toolbar in eLearning. From there, click on your team link and you will see a folder called **'File Exchange'**. Only one person in the team needs to upload the final paper and PowerPoint.	1. Read: Chapter 10, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 10 Quiz. 2. Take **Chapter 10 Quiz** in eLearning by Sunday, 11:59 pm. 3. **Virtual Team Assignment Week 3** A) Upload Final Outline in the File Exchange folder. B) Upload Final PowerPoint presentation in File Exchange. **Everything is due by Sunday, 11:59 pm!**
Module 11 10/31-11/6	Preparing Civil Public Speeches	eLearning Module 11 - Access the weekly folder in eLearning for this week's activities. Read Chapter 11	1. Read: Chapter 11, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 11 Quiz. 2. Take **Chapter 11 Quiz** in eLearning folder by Sunday, 11:59 pm. 3. Upload your **Individual Response Survey** via the Turnitin link found in the Virtual Team Project Folder. **Due Wednesday, 11:59 pm.** 4. **Informative Speech Folder** is now open. Read and become familiar

			with this assignment.
Module 12 11/7-11/13	Delivering Public Speeches with Civility	eLearning Module 12 - Access the weekly folder in eLearning for this week's activities. Read Chapter 12	1. Read: Chapter 12, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 12 Quiz. 2. Take **Chapter 12 Quiz** in eLearning by Sunday, 11:59 pm. 3. **Informative Speech Proposal** Form is due via TurnItIn by **Sunday, 11:59 pm.** 4. Take the Speech Readiness Quiz by **Sunday, 11:59 pm**. To prepare for this quiz, review the information found in the Informative Speech folder, Chapter 11 and Chapter 13.
Module 13 11/14-11/20	Giving Civil Informative & Special Occasion Speeches	eLearning Module 13 - Access the weekly folder in eLearning for this week's activities. Read/Participate in Discussion 4	1. Read: Chapter 13, the Chapter Summary, Civility Summary, and Complete the Review Questions at the end of the chapter to prepare for the Chapter 13 Quiz. 2. Take **Chapter 13 Quiz** in eLearning folder by Sunday, 11:59 pm. 5. **Discussion 4** • Part I: First post due Wed. 11:59 pm. • Part II: Peer responses due Sun. 11:59 pm. 3. Informative Speech Outline due Wed., 11/30. 4. Informative Speech due Sun., 12/4.
Module 14 11/28-12/4 Fall Break 11/21-11/27	Informative Speeches	eLearning Module 14	1. **Informative Speech Due** • Upload formal outline via Turnitin link found in the Informative Speech Folder by Wed., 11:59 pm. • Upload Speech in Box by Sun., 11:59 pm
Module 15 12/5-12/7	Informative Speeches Listening and Responding to Public Speeches	Informative Speeches Critiquing Public Speeches Read/Participate in Discussion 5	1. **Discussion 5** • Informative speech peer critiques. Information about assignment can be found in this week's learning module folder. • Peer critiques will be due by Wed., 11:59 pm.

Assignment Descriptions

Assignments are located in Learning Modules**.** Each week you'll find a new Learning Module on the Course Homepage containing chapter assignments for the week. <mark>Refer to the Course Calendar and each Weekly Learning Module in eLearning for due dates</mark>.

I. Speech of Introduction: You will be introducing yourself to your classmates by preparing a two-minute (maximum) speech and uploading it into Box, accessed through eLearning. You will be doing this during week two.

For many of you, this is a lot of technology to navigate and I want everyone to iron out potential problems and pitfalls early, by the first week of class. If you are unable or not equipped to follow the guidelines for uploading presentations, you should drop the course. This assignment is worth 100 points. Follow the assignment guidelines posted on the course homepage in eLearning and in the Module 2 folder.

II. Chapter Quizzes: Reading is an essential component of any college course; particularly in an online context .You will need to devote a large part of your study time reading the text. **There are 13 Chapter quizzes, each worth 20 points. The quizzes are found in the eLearning Chapter folders.**

Each exam has a maximum of 25 multiple choice and/or true false questions. You must complete each exam by the due date as specified in the course calendar. You can access the exam by clicking the exam link in the Chapter Folder within each Learning Module. Each quiz is timed, and you only have one attempt within a scheduled time window. Please read the on-screen instructions carefully before you click "Begin". After each quiz is graded and released, you may go to My Grades to view your score.

III. Informative Speech and Outline: This speech must be successfully completed with a passing score on the day you are scheduled to speak or you will automatically fail the course. No make-up speeches will be scheduled.

You will be preparing and presenting an extemporaneous research-oriented informative speech with visual aids. The assignment details will be posted in eLearning. The assignment requires you to upload your video into the Speaker's Discussion area successfully. This assignment is worth 200 points. I grade informative speeches rigorously. Note, unlike an exam, there is a high degree of subjectivity when grading speeches. My experience, education, and years of teaching Communication Studies grant me the opportunity to evaluate you through a trained eye and will "trump" any attempt at negotiating a higher score. Prepare yourself early by reading ahead—Chapters 11, 12, and 13.

Requirements
- You will be turning in a formal outline that accompanies your Informative Speech. Guidelines for outlining will be discussed in the course.
- This is a research-oriented project. 3 source citations must be cited in the speech, noted in the formal outline, and on the works cited page. Please re-read this!
- **Mandatory Audience**: You will be required to have an audience of at least 5 adults. One person will also be responsible for starting and stopping the camera, in addition to recording you. All of your

audience members must appear on camera at the beginning and end of your speech (including our camera operator). You should begin to line up audience members for your speech early. Audience members can be colleagues, students from this class, other students, teammates, roommates, friends, family members, members of your organization, etc. Audience members CANNOT BE children, pets, babies, etc.

- You will be required to utilize PowerPoint, on a screen large enough for your audience (both live and online) to see. You should begin working on how you will make accommodations for this technology immediately. The easiest ways: 1) Use a USB from a laptop to large screen, 2) Reserve a room on campus equipped with technology, such as the Comm Lab. https://elearning.utdallas.edu/webapps/blackboard/content/%20http:/www.utdallas.edu/studentsuccess/commlab/index.html.
- Delivery, as well as content, is critical. You may not read directly from speaking notes, as this will reduce your score considerably. Your speech will be timed.
- Time Frame: Your speech can be between 4 – 5 minutes with a 15 second grace period. It is important to adhere to time limits, as it's always disrespectful to audience to violate their time.
- You will be uploading your Informative speeches in Box as indicated on the syllabus/course calendar. You will also be engaging in peer evaluations. Instructions will be forthcoming.

*NOTE: Not adhering to any of the following items below can result in a 60 point deduction (automatic 70%) with standards deductions taken off from there.
1. Speaker did not meet the 4-5 minute time frame with a 15 second grace period.
2. Speaker did not have 5 adult audience members shown on camera (including the camera operator).
3. Speaker did not properly display his/her PowerPoint to be easily viewed for a web-based audience.

Informative Speech Peer Critiques: You will critique your classmate's informative speech presentations (as you would in a face-to-face class). This will be one of your discussion assignments.

Informative Speech Proposal: You will fill out a form with a plan for your Informative Speech outline. I will read over it, give you advice and tell you if your topic is approved or declined.

IV. Virtual Teamwork/Group Project: This is a project that will be done strictly online (meaning you do not meet face-to-face). Groups will be assigned early in the semester. The instructor can easily see who is participating and who is not, and your grade on the group project depends upon your level of participation. Each group should use the requested group tools under its own team area (group discussion board) in the course to communicate and collaborate within the group. A web conference system is available for use. Teams can schedule a live web conference for teamwork. Please see the Web Conferencing page for instructions on making a reservation and other web conference information.

V. Discussion Posts: There are 5 formal discussions during the semester, each worth 20 points, totaling 100 points**.** Details on these assignments and grading can be found in the Discussions feature of eLearning and in the Learning Modules, as the semester unfolds.

VI.   Interpersonal Theory Reflection Speech: The Theory Reflection Speech is a presentation encouraging you to reflect upon an interpersonal communication theory or construct in more depth by sharing a personal example. You will choose from a list of theories referenced in chapters 6-8 in the text. This speech is worth 100 points and is graded rigorously.

Learning Outcomes:

4. Interpersonal Communication Comprehension: Students will explore an interpersonal communication concept in more depth by relating it to a personal example.
5. Presentation Practice: Students will create an introduction, body, and conclusion and will improve upon their previous extemporaneous speaking style.
6. Research Skills for Speech: Students will need to find an additional piece of research about the theory, outside of the textbook, to incorporate into the speech.

Format: Your Theory Reflection Speech will be between 2 and 3 minutes in length. Your reflection should be thoughtful and intellectual and should reflect your comprehension of a theory by illustrating that theory through personal example (do not just repeat the theory back to me in your speech; use a personal example to illustrate the theory).

Guidelines
- Format: Your speech should have an introduction, body and conclusion. Follow the proper speech format Guides to help you with this can be found by accessing the handout in the Theory Reflection folder and reading Chapter 11.
- Content: Due to time restraints your speech can be set up with two main points.
    1. Brief Overview of Theory: When describing the theory, do not "parrot" the theory back to me word for word. Rather, do a brief overview touching on the main aspects and highlights of the theory.
    2. Your Reflection: Here your thoughts should be thoughtful and intellectual. It should reflect your comprehension of the theory through your experiences and knowledge. Here are some approaches you can take.
        a. Illustrate the concepts of the theory through personal example showing how you can relate to the theory or parts of the theory.
        b. Illustrate the concepts of the theory through personal example showing how you do not relate to the theory or parts of the theory.
        c. Illustrate the concepts of the theory through personal example showing how you can relate and how you do not relate to the theory.
    3. MANDATORY: No matter which route you choose, your reasoning and analysis must be backed by credible researched based information that is cited correctly in your speech. Whether you can personally relate to the theory or not, if you do not back your ideas with research, you are merely stating an opinion and will not receive full credit on the assignment.
        a. Side Note: To achieve excellence when tying yourself into the theory make sure to give a thorough and thoughtful reflection. This may take some time and deep thought. Ask yourself, "How does my life experiences relate to the theory?" or "How does my life experiences not fit this theory?" You can also incorporate other concepts, ideas and theories from your textbook to back your analysis.
    4. Credible Research: Please refer to the UTD databases when retrieving research. Information on how to use the databases can be found in the Helpful Documents folder on the course homepage in eLearning. Also refer to the document called "Using Research for Speeches" found in the Theory Reflection Speech Folder regarding information on what constitutes good research.
    5. Source Citation: All sources used (including the textbook) must be cited in the presentation (orally) where appropriate and on the works cited page.
    6. Time Frame: Your Theory Reflection Speech should be between 2 and 3 minutes in length with a 15 second grace period going over or under the requested time frame. Any speech

that goes outside the time frame will result in a grade deduction of a 70 (C) with standard deductions starting from that place.

7. <u>Deadline</u>: The due date will be found in the Weekly Assignments Folder and your syllabus. <u>You will NOT be able to upload speeches late, no exceptions, including technology issues</u>.
8. <u>Submission</u>: The due date will be found in the Weekly Assignments Folder. You will NOT be able to upload speeches late, no exceptions, including technology issues.)
9. You must submit this speech through the tab on the left-hand side of the toolbar titled, "Theory Reflection Speech," using your box account. Your works cited page needs to be uploaded in the same thread you share your speech link. Do NOT send email attachments of videos or Works Cited pages.

Again, you are focusing on a combination of personal experience and researched literature as the foundation of your speech. Remember all sources used (including the text) must be cited in the presentation where appropriate and on the works cited page.

A Note about Turnitin eLearning Assignment Submissions

Some assignments will be submitted and examined through the integrated plagiarism detection tool called Turnitin. You will find the Turnitin assignment submission links for three assignments: <u>The Theory Reflection Paper, the Individual Team Response Paper, and the Informative Speech Outline</u>. Please follow the on-screen instruction to view the assignment information and to submit your assignment. (Note: only one single file may be submitted. Some common file types accepted are: Word, HTML, PDF, TXT and RTF.) Once an assignment has been graded, you will see the grade in your Grade Book. To access instructor feedback; click back on the assignment link to "view" assignment. You will see my general comments in a text box along with "bubble" comments on your document itself (if any). Refer to the Start Here folder for step-by-step instructions if you have trouble accessing your graded paper.