

# SYLLABUS

## COMM1311, Survey of Oral and Technology-Based Communication Fall Term, August 21 – December 6, 2018, Face-to-Face Syllabus

**Instructor:** Prof. Bob Arnold

**Email:** [bob.arnold@utdallas.edu](mailto:bob.arnold@utdallas.edu)

**Contact In An Emergency:** You may call Beth Young in the School of Arts and Humanities at 972-883-2984

**Office Hours:** By Appointment T/R 9:00-10:30 a.m.

Available by email until 6 PM, M-F; random access on weekends

**Sections:** COMM1311.004 (ATC 3.205, T/Th, 11:30 AM -12:45 PM)  
COMM1311.005 (ATC 3.205, T/Th, 1:00- 2:15 PM)

**Important:** Speeches have a high priority in this course. You'll need to pass all of them with a score of at least 60% to pass the class. The good news is that the class is broken into simple steps that will prepare you for the speeches. Regardless of your initial skill level or how worried you are about speaking in front of others, *I think you'll be surprised at your progress by the end of the semester!*

### Course Pre-requisites

COMM1311 is an introductory course that does not require prerequisites. I'll expect you to have university-level writing and speaking skills.

### COMM1311 Course Description

The purpose of COMM1311 is to introduce you to the study of communication in a broad, survey-based course. The course introduces research, theories, and skills to enhance your interpersonal, small group, public speaking, and mediated/technology-based communication. COMM1311 is primarily a "hands-on" application course, which means that you must be present -- online and/or in person -- to engage in discussions, participate in exercises, work in teams, and present and evaluate speeches.

### COMM1311 Course Objectives

- **Communication skills** - to enhance communication competence in interpersonal, small group, public speaking, and technology-based contexts (assessed via classroom discussion activity, the Team Presentation, the Informative and Persuasive Speeches, and the Two-Minute Virtual Speech).
- **Critical thinking skills** - to enhance communication competence in interpersonal, small group, public speaking, and technology-based contexts (assessed via the Digital Discussion Posts, the Informative Speech, the Persuasive Speech, the Team Presentation, and ten chapter quizzes).
- **Teamwork** - to integrate interpersonal skills with small group theories and concepts in a Team Presentation (assessed via the Team Presentation, which includes team meetings, problem solving, agenda creation, 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 classroom discussions and completing individual assignments).

## TEXTBOOK INFORMATION

The textbook is required for success in COMM 1311. In fact, we use the textbook the very first week for chapter readings and the first chapter quiz is in Week Two.

Lane, Shelley D., Abigail, Ruth Anna., and Gooch, John Casey. *Communication in a Civil Society*. Pearson Education, Inc., 2014. ISBN-10: 0-205-77021-5 OR ISBN-13: 978-0-205-77021-2

You can purchase a hard copy at Off Campus Books 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:(A half mile East of the University's Main entrance on Campbell. On the South side of Campbell between Nantucket and Custer.) You can also purchase the book at the on-campus bookstore at UTD.

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

### **Other Required Materials/Communication Activities**

- Check your UTD email account before each class for announcements and assignment feedback.
- At the start of the semester, you will be asked to sign up for the texting app **Remind.com**. You will be provided with instructions for joining this useful communication tool on our *eLearning* website.
- You will video record your *Two-Minute Virtual Speech*. You can video your speech using a cell phone or another recording device. You will upload your recorded speech to your **UTD Box account** and then post it on the *Discussion Board* in *eLearning*. Instructions for this procedure will be provided.
- High speed internet and access to UTD's *eLearning* system are absolutely essential for this course.

### **Student Technical Help for Box and eLearning**

- For **Box technical issues**, email **Nick McCormick** at [nxm067000@utdallas.edu](mailto:nxm067000@utdallas.edu)
- 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 Help Desk**:  
<http://www.utdallas.edu/eLearning/eLearningHelpdesk.html>

### **Assignments & Grading policy**

All quizzes and assignments are based on a 1,000 point system. Complete descriptions of all assignments are posted in *eLearning* and short reviews are given in this syllabus and in class prior to the assignment.

0 pts	Syllabus Quiz ( <b>Required for access to Course</b> )
200 pts	10 Quizzes covering the first 10 chapters in the textbook
100 pts	Two-Minute Virtual Speech (50 pts), Outline (30 pts), Self-Assessment (20 pts)
100 pts	Team Presentation (Individual Grade)
50 pts	Team Outline (Joint Grade)
50 pts	Team PowerPoint (Joint Grade)
100 pts	Informative Speech Presentation w/PowerPoint & Research
50 pts	Informative Speech Outline
25 pts	Informative Speech PowerPoint
25 pts	Informative Speech Video Critique Form
100 pts	Persuasive Speech Presentation w/PowerPoint & Research
50 pts	Persuasive Speech Outline
25 pts	Persuasive Speech PowerPoint
25 pts	Persuasive Speech Video Critique Form
100 pts	Class Attendance
<b>1,000 points</b>	<b>TOTAL</b>
0-25 pts	Extra Credit Points at Professor/Student's Discretion

Final grades will be assigned according to the *UTD Undergraduate Catalog* scale with “+” and “-“. Grades are based upon the total points earned.

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

### **Class Attendance**

**Absences:** I expect you to attend every class. But, knowing that “life happens,” you may miss up to two classes without explanation or penalty. Each additional absence will result in a deduction of 20 points from the final Total Points at the end of the semester. An absence on a ***Mandatory Attendance Day*** will result in a 50 point deduction.

If you miss class due to a disability, religious holy day, or university-affiliated program, please provide documentation for me. Failure to do so will result in an unexcused absence with no make-ups available. If possible, advance notification of a university-excused absence is appreciated. You’ll be able to keep track of your absences in “My Grades” on our ***eLearning*** course site.

**Tardiness:** Roll will be taken at the very beginning of almost every class. If you walk in after I’ve taken roll, it counts as a Tardy. Two Tardy arrivals equal one absence. Check with me after class to make sure you’ve been marked Tardy and not Absent.

### **Deliverables and Late Work**

All assignments and presentations are due **BEFORE** the beginning of class. ***No late work for quizzes, assignments, or speeches is permitted unless you have a university-excused, documented absence.*** No late work is available if you are using a free absence. Also, technical difficulty with ***eLearning*** is not a sufficient excuse for late work. Submit your video and assignments early and take your quizzes early to avoid any last-minute technical problems. *Even with a university-excused absence, it’s best to submit your assignments by the due date because it’s hard to catch up in this class if you fall behind.*

### **Personal Circumstances**

If unavoidable personal circumstances are going to affect your attendance or performance, *please talk with me as soon as possible*. If we deal with the circumstances early, we may be able to resolve or mitigate the issue. Delaying this conversation can limit or eliminate our alternatives.

### **Assignments and Academic Calendar**

Having been a student myself, I know you’ll want an idea of what’s going to take place and when things will occur this semester. But, even though I try to plan efficiently, please note that the following Calendar may change depending upon circumstances throughout the semester.

## CLASS CALENDAR

*Dates and assignments could change during the semester. Please refer to WEEKLY LEARNING MODULES on eLearning for the most up-to-date assignments.*

SEMESTER WEEK	LECTURE TOPICS	CLASS ACTIVITIES	ASSIGNMENTS: Due by <b><i>BEGINNING</i></b> of Class
<b>Week 1</b>			
<b>Tuesday 8/21</b>	<i>Introducing COMM1311</i>	<ul style="list-style-type: none"> <li>-Syllabus, Technology, and Strategy</li> <li>-Explain “REMIND.COM sign-ups?”</li> <li>-Syllabus as “Contract”</li> <li>-Getting Acquainted interviews</li> <li>-Review our next class</li> </ul>	<ul style="list-style-type: none"> <li>-Come to class <u>early</u>, because the classroom (ATC 3.205) is hard to locate.</li> <li>-Plan on finding a chair close to the <u>FRONT of the class</u> to show me you <u>care</u>, and to listen to one of my favorite songs/artists.</li> </ul>
<b>Thursday 8/23</b>	<i>A First Look at Civil Communication</i>	<ul style="list-style-type: none"> <li>-Someone’s favorite song/artist</li> <li>-Introducing your new friend to the class</li> <li>-Virtual Speech Briefing &amp; <u>Part I</u> Discussion</li> <li>-Chapter 1 Highlights</li> <li>-Review our next class</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Syllabus Quiz</b> (located in the link <i>Start Here!</i> in <b>eLearning</b>; multiple attempts allowed, 100% success <b><u>required</u></b> for access to rest of course)</li> <li>-<b>Read Chapter 1.</b> After reading the chapter, read the <b>Chapter Summary</b> and the <b>Civility Summary</b>. Then try to answer the <b>Review Questions</b> at the end of the chapter to prepare for the <b>Chapter 1 Quiz</b>. Follow these same steps when reading <u>each future chapter</u> in the text.</li> <li>-<b>Post a jpg self-image of yourself in eLearning</b></li> </ul>
<b>Week 2</b>			
<b>Tuesday 8/28</b>	<i>A Crash Course in Public Speaking</i>	<ul style="list-style-type: none"> <li>-Someone’s favorite song/artist</li> <li>-Evaluate a Virtual Speech</li> <li>-Chapter 1 highlights</li> <li>-<b>Virtual Speech <u>Part II</u></b> Discussion</li> <li>-Discuss Toastmasters Questionnaire for possible Extra Credit</li> <li>-Review our next class</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Chapter 1 Quiz</b> on <i>A First Look at Civil Communication</i></li> <li>-<b>Virtual Speech <u>Part I</u></b>: Post outline on eLearning on Class Discussion Board</li> <li>Watch Toastmasters video on eLearning and fill out questionnaire found on eLearning.</li> </ul>
<b>Thursday 8/30</b>	<i>Perceiving the Self and Others</i>	<ul style="list-style-type: none"> <li>-Someone’s favorite song/artist</li> <li>-Chapter 2 Highlights</li> <li>-Review our next class</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Virtual Speech - <u>Part II</u></b>: Post your <u>video recording</u> of Virtual Speech in <b>Class Discussion Board</b> via <b>BOX</b> eLearning tool</li> <li>-Read Chapter 2</li> </ul>

<b>Week 3</b>			
<b>Tuesday 9/4</b>	<i>Reflections on Your First Class Speech</i>	-Someone's favorite song/artist -Discussion Board Post #1 Briefing -Review our next class	- <b>Chapter 2 Quiz</b> on <i>Perceiving The Self &amp; Others</i>  - <b>Virtual Speech - Part III:</b> Post YOUR Self-Assessment in Week 3 <u>after</u> evaluating Virtual Speeches of 3 peers
<b>Wednesday 9/6</b>		<b>Last day to drop this class without a "W"</b>	
<b>Thursday 9/6</b>	<i>Civil Verbal Communication</i>	-Someone's favorite song/artist -Chapter 3 highlights -Review our next class	-Read Chapter 3
<b>Week 4</b>			
<b>Tuesday 9/11</b>	<i>Civil Nonverbal Communication</i>	-Someone's favorite song/artist -Chapter 4 Highlights -Review our next class	- <b>Chapter 3 Quiz</b> on <i>Civil Verbal Communication</i>  -Read Chapter 4
<b>Thursday 9/13</b>	<i>Civil Listening &amp; Responding with Confirmation</i>	-Someone's favorite song/artist -Chapter 5 Highlights -Review our next class	- <b>Chapter 4 Quiz</b> on <i>Civil Nonverbal Communication</i>  -Read Chapter 5
<b>Week 5</b>			
<b>Tuesday 9/18</b>	<i>Group Processes and Civil Communication</i> <i>Find out who your team members are and what your team assignment is!</i>	-Someone's favorite song/artist  -Team Time -Team Roles (leader, assistant leader, recorder) selected/formalized -Responsibilities Assigned (Final Outline, Final PPT) - <b>Team Minutes #1 taken (see template and example in Team Presentation folder)</b>	- <b>Chapter 5 Quiz</b> on <i>Civil Listening &amp; Responding with Confirmation</i>  Scan Chapters 9 & 10 on Civil Communication in Groups
<b>Thursday 9/20</b>	<i>Civil Communication in Groups</i>	<i>Team members meet in class and continue individual research and collection of PPT images</i>  -Review our next class	-Read Chapter 9
<b>Week 6</b>			
<b>Tuesday 9/25</b>	<i>Group Processes and Civil Communication</i>	<i>Team members meet in class and continue individual research and collection of PPT images</i>	<b>Chapter 9 Quiz</b> on <i>Civil Communication in Groups</i> -Post final Team Outline on eLearning -Read Chapter 10
<b>Thursday 9/27</b>	<i>Discussion of team/group presentation formats.</i>	<i>Team members meet in class and continue individual research and collection of PPT images</i>	<b>Chapter 10 Quiz</b> on <i>Group Processes and Civil Communication</i> -Send final Team PowerPoint as email

<b>Week 7</b>			
<b>Tuesday 10/2</b>		TEAM PRESENTATIONS Black Team (10-15 min.) Silver Team (10-15 min.) Gold Team (10-15 min.) -Peer Evaluations	MANDATORY ATTENDANCE
<b>Thursday 10/4</b>		TEAM PRESENTATIONS Navy Team (10-15 min.) Orange Team (10-15 min.) Red Team (10-15 min.)  -Peer Evaluations  Introduction of <b>Informative Speech Assignment</b> -Review our next class	MANDATORY ATTENDANCE
<b>Week 8</b>			
<b>Tuesday 10/9</b>	<i>Discussion of Informative Speaking and its various speaking patterns.</i>	-Someone's favorite song/artist  -Discuss your THREE INFORMATIVE TOPICS in class and obtain approval for one topic.  -Review our next class	See eLearning links for 1,000 Informative Topics, and come to class Tuesday ready to discuss THREE TOPICS  View examples of student informative videos and post your civil evaluations using the rubric provided.
<b>Thursday 10/11</b>	<i>Discussion of how to develop a useful Specific Purpose Statement.</i>	-Someone's favorite song/artist  -Evaluate a ROUGH OUTLINE for Speech Proposal in class  -Discuss Chapter 6 highlights	Read Chapter 6
<b>Saturday 10/13</b>	<b>Mid-Term Grades Due &amp; Viewable Online</b>		
<b>Week 9</b>			
<b>Tuesday 10/16</b>	<i>Discussion of appropriate Informative Speech Outlines</i>	Someone's favorite song/artist -Discuss Chapter 7 highlights Discuss your Specific Purpose Statement & Participate in <b>Lottery for Speaking Order</b>  -Video modeling of Student Demonstration Speeches  -Review our next class	- <b>Chapter 6 Quiz</b> on <i>Interpersonal Relationships and Civil Communication</i>  Post a FINISHED OUTLINE DUE in <b>Turnitin</b> in Informative Speech Folder  -Read Chapter 7
<b>Thursday 10/18</b>	<i>Discussion of the process we will use for speeches, and the importance of getting additional help at the Comm Center.</i>	Someone's favorite song/artist -Discuss Chapter 8 highlights -Video modeling of Student Demonstration Speeches	- <b>Chapter 7 Quiz</b> on <i>Intimate and Romantic Relationships and Civil Communication</i>  -Edit Informative Speech Outline as necessary -Complete PowerPoint & submit for Professor approval -Practice Informative Speech and edit as timing requires -Skim Chapter 13

<b>Week 10</b>			
<b>Tuesday 10/23</b>		<b>SIX INFORMATIVE SPEECHES</b> Peer Evaluations -Review our next class	<b>Chapter 8 Quiz</b> on <i>Civil Communication &amp; Conflicts</i> <b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to professor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Thursday 10/25</b>		<b>SIX INFORMATIVE SPEECHES</b> Peer Evaluations -Review our next class	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to professor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Week 11</b>			
<b>Tuesday 10/30</b>		<b>SIX INFORMATIVE SPEECHES</b>  Peer Evaluations -Review our next class	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to professor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Thursday 11/1</b>		<b>SIX INFORMATIVE SPEECHES</b> Peer Evaluations -Review our next class <b>Introduction to Persuasive Speech Assignment</b> with PP & Research	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to professor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Week 12</b>			
<b>Tuesday 11/6</b>	<i>Discussion about what constitutes a good persuasive topic.</i>	-Someone's favorite song/artist -Discuss your <b>THREE PERSUASIVE TOPICS</b> in class and obtain approval for one topic.	See eLearning links by Professor for 1,000 Persuasive Topics, and come to class Tuesday ready to discuss THREE TOPICS
<b>Thursday 11/8</b>	<i>. Discussion about how persuasive speaking differs from informative</i>	-Someone's favorite song/artist  Video modeling of persuasive student speeches	Persuasive outlines & PowerPoints due on eLearning
<b>Week 13</b>			
<b>Tuesday 11/13</b>	<i>Discussion about persuasive specific purpose statements</i>	-Someone's favorite song/artist  Video modeling of persuasive student speeches	-Edit Persuasive Speech Outline as necessary -Complete PowerPoint -Practice Persuasive Speech and edit as timing requires Skim Chapter 14
<b>Thursday 11/15</b>	<i>How to persuade almost anyone about almost anything.</i>	<b>SIX PERSUASIVE SPEECHES</b> Peer Evaluations Don't forget <i>Video Critique Forms</i> for a grade! -Review our next class	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to instructor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Week 14</b>			
<b>Tuesday 11/20</b>	<b>NO CLASSES -- FALL/THANKSGIVING BREAK</b>		
<b>Thursday 11/22</b>			

<b>Week 15</b>			
<b>Tuesday 11/27</b>		<b>SIX PERSUASIVE SPEECHES</b> Peer Evaluations Don't forget <i>Video Critique Forms</i> for a grade! -Review our next class	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to instructor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Thursday 11/29</b>		<b>SIX PERSUASIVE SPEECHES</b> Peer Evaluations Don't forget <i>Video Critique Forms</i> for a grade! -Review our next class	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to instructor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Week 16</b>			
<b>Tuesday 12/4</b>		<b>SIX PERSUASIVE SPEECHES</b> Peer Evaluations -Review our next class	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to instructor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>Thursday 12/6</b>		<b>SIX PERSUASIVE SPEECHES</b> Peer Evaluations FINAL CLASS SESSION	<b>MANDATORY ATTENDANCE</b> -Speakers submit PPT to instructor via email night before presentation -Speakers bring note cards and PPT back-up to class on flash drive
<b>NO CLASSES FINAL WEEK</b>		<b>NO FINAL EXAM</b>	

### General Education Core Objectives

The activities shown in the Assignments and Academic Calendar are designed to fulfill the General Education Core Objectives:

- **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

### DESCRIPTION OF ASSIGNMENTS

#### QUIZZES

##### Syllabus Quiz

**0 Points**

A ten-question, multiple-choice and true-false quiz which covers essential elements in the Syllabus. Multiple attempts are allowed, and 100% mastery must be achieved before you are allowed access to the rest of the course.

##### Ten Chapter Quizzes

**200 Points**

Each quiz has 20 multiple-choice and/or true-false questions. The quizzes are open book and are administered online through *eLearning*. You'll find the quizzes in the *Weekly Learning Modules*. Prepare for quizzes by attending class, listening carefully during class, studying assigned chapters and class notes, and reading/viewing assigned documents and/or *YouTube* clips in the *Weekly Learning Modules*.

**Appeal Process:** If you feel a quiz question is not a good or accurate one, follow these steps.

- Provide a copy of the quiz question. Tell me why you think your answer is a better response. Support your answer with confirming information from the text (provide page numbers) or personal reasoning.
- State your position in a civil manner and email it to me
- To be considered, requests must be submitted before the due date of the next quiz.

## SPEECHES

### Speech Policy

A TYPEWRITTEN outline is required for each of the graded speeches. An outline is proof that you have studied the subject and have used the research, organizational, and attention-sustaining skills taught in class. If you miss an outline deadline, you will receive a zero on the outline, but you must still submit a late outline in order to give your speech. All speeches should be given on the assigned day unless unusual circumstances exist and prior arrangements have been made with me. *Keep me happy* and protect your grade by submitting your outline on time and showing up ready to present on your assigned day ***Dressed For Success!*** **YOU MUST COMPLETE ALL ASSIGNED SPEECHES IN ORDER TO PASS THIS COURSE!**

### Two-Minute Virtual Speech (Required for passing COMM1311)

**100 Points**

This is a two-minute, video recorded speech in which you describe a personal communication problem. You'll develop an outline and then video record yourself giving the presentation. You'll upload your recorded speech to your **UTD Box** account, post it in the **Class Discussion Board** in **eLearning**, and complete a self-assessment.

### Informative Speech (Required for passing COMM1311)

**200 Points**

This is a 3-5 minute speech requiring a TYPEWRITTEN outline with Works Cited and a PowerPoint presentation. Three research sources must be cited in the speech using oral footnotes. You may select a topic based upon a person, process, object, or event. You'll deliver your speech using note cards, and will receive oral feedback from peers. Your final outline will be submitted on **Turnitin** (a plagiarism-checking site).

### Persuasive Speech (Required for passing COMM1311)

**200 Points**

This is a 4-6 minute speech requiring a TYPEWRITTEN outline with Works Cited and a PowerPoint presentation. Three research sources must be cited in the speech using oral footnotes. You may select a topic where you will use logical, emotional and ethical appeals to persuade your audience to agree with your thesis. You'll deliver your speech using note cards and will receive oral feedback from peers. Your final outline will be submitted on **Turnitin** (a plagiarism-checking site).

### Team Presentation (Required for passing COMM1311)

**200 Points**

You'll be assigned to a team of 3-4 students and will be assigned a chapter from the textbook to teach the rest of the class. Each team will choose a team leader and a recorder, and will participate in meetings both in and outside of class. Each team member will develop a portion of a Team Outline and collect PowerPoint images useful for the project. Some team members will work on the Final Team Outline and some will work on the Final Team PowerPoint. All team members will present a portion of the project to the class.

### Two Discussion Board Posts

**100 Points**

Each Discussion Post has two parts. In the first part, each student posts an original response on the **Class Discussion Board**. In the second part, each student responds to the posts of three other students on the **Class Discussion Board**.

### Extra Credit Opportunities (Maximum of 20 Points extra credit per student)

- Informative and Persuasive Speech Run-Through, COMM Lab (appointment required)
- Team Presentation Run-Through, COMM Lab (appointment required)
- Outline/PPT Personal Consult with me or Writing Center (appointment recommended)

### General Guidelines for Success in this Class

1. Come to class and fully engage in class activities. Class activities are designed to reduce the stress involved in preparing and presenting speeches. You'll get to practice skills before you are graded on them.
2. Take responsibility for the consequences of your actions. Excessive tardy arrivals and absences will **SERIOUSLY** cost you at the end of the semester.
3. Assignments can be turned in before the deadline if your physical presence in class is not possible.
4. Visit me during office hours or email me if you need personal help or have questions – I'm happy to assist you. ***I'm deeply committed to your success in this class!***
5. To do well in this class, you will need to read instructions carefully, study the examples, incorporate discussed

techniques into your outlines, and meet deadlines. The most frequent advice my former students tell new students is that speeches always require more time and practice than expected.

6. As computers tend to fail when we need them the most, save your computer work to multiple devices (i.e., USB device, back up hard drive, cloud, etc.). *Computer failure is not a legitimate excuse for work being late.*

### **Course Citizenship**

**Civil communication is required at all times.** Our 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.” While passionate debate is acceptable in class and on Discussion Boards, harsh comments about individuals, teams, or the values or positions of others are not acceptable. Please take extra effort to understand and respond *with courtesy*.

**Speech Topics To Avoid.** Generally, it is not advisable to discuss topics in your speeches that include religious recruitment, political candidates, or topics that might be offensive to anyone in our class.

**“Netiquette” is an important class requirement.** Cell phones, laptops and other electronic devices must be out of sight and turned off or on “vibrate” during class. Such devices may not be used in the classroom unless students have cleared it with the professor first.

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

### **Sharing Confidential Information**

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty members have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

### **Academic Integrity**

Because the value of an academic degree depends upon the absolute integrity of the work done by the student, it is imperative that students demonstrate a high standard of individual honor in their scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. *Students cannot re-use a paper that was submitted during high school or that has been submitted for another class. Students suspected of academic dishonesty are subject to disciplinary proceedings.*

Plagiarism, especially from the Internet, from portions of papers for other classes and from any other source, is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of *Turnitin*, which searches the web for possible plagiarism and is over 90% effective.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

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

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

**Office of Student AccessAbility** -- <http://www.utdallas.edu/studentaccess/> UT Dallas is committed to providing equal educational opportunities for students with documented disabilities. Students with a documented physical, psychological, or learning disability which affects their academic performance are 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.

OSA provides registered students with a 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 professors of personal needs.

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor.***