

University of North Texas at Dallas  
Fall 2016  
SYLLABUS

<b>COMM 1010.003: Introduction to Communication    3 HRS</b>			
<b>Department of</b>	Languages and Communication	<b>School of</b>	Liberal Arts and Life Sciences
<b>Instructor Name:</b>	Sara J. Holmes		
<b>Office Location:</b>	DAL 1 302B		
<b>Office Phone:</b>	972.780.3089		
<b>Email Address:</b>	<a href="mailto:Sara.Holmes@untdallas.edu">Sara.Holmes@untdallas.edu</a>		
<b>Office Hours:</b>	MW 1:00 – 3:00 pm; TR 1:00 – 2:15 pm; and by appointment		
<b>Course Format/Structure:</b>	100% Face to Face only.		
<b>Classroom Location:</b>	DAL1 244		
<b>Class Meeting Days &amp; Times:</b>	MW 11:30 am – 12:50 pm		
<b>Course Catalog Description:</b>	Examination of how communication principles and skills influence our understanding of current social issues such as global climate crisis, health care, human rights, diversity, and poverty. Focus on practical applications and community engagement includes experimental learning with community partners. Oral communication skills and collaborative group building skills are emphasized. Satisfies a portion of the Understanding the Human Community requirement of the University Core Curriculum.		
<b>Prerequisites:</b>	None.		
<b>Co-requisites:</b>	None.		
<b>Required Text:</b>	<ul style="list-style-type: none"> <li>• Lane, S. D., Abigail, R. A., &amp; Gooch, J. C. (2016). <i>Communication in a civil society</i>. New York: Routledge. (ISBN: 978-0-205-77021-2)</li> <li>• Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer</li> <li>• Notecards for delivering oral presentations</li> </ul>		
<b>Recommended Text and References:</b>	<ul style="list-style-type: none"> <li>• American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.</li> <li>• OWL Purdue Online Writing Lab at <a href="http://owl.english.purdue.edu/owl/resource/560/1/">http://owl.english.purdue.edu/owl/resource/560/1/</a></li> <li>• Additional readings and materials may be supplied in class or posted to Blackboard.</li> </ul>		
<b>Access to Learning Resources:</b>	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> e-mail: <a href="mailto:Library@untdallas.edu">Library@untdallas.edu</a> UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>		
<b>Course Goals or Overview:</b> The goals of this course are as follows -			
1	To increase familiarity with the fundamental principles of various forms of communication.		
2	To increase understanding of a variety of concepts central to the study of communication.		
3	To teach students how to identify the structures, functions, and dynamics of various forms of communication.		
4	To exercise creative, critical, and analytical thinking and evaluation skills in simulations, exercises and case studies of communication.		
5	To build awareness of the diversity of participants in communicative processes and the relationship of diversity to the processes and outcomes of communication.		

<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2	Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4	Recognize how to communicate within diverse environments.
5	Develop, research, organize, and deliver formal public speeches.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

<b>Dates</b>	<b>Course Content</b>	<b>Assignments/Readings Due</b>
<b>Week 1</b>		
Tuesday, 8/23	<b>Course introduction</b> Set ground rules and guidelines Why study Communication?	
Thursday, 8/25	<b>Introductory Activity</b> Community Building Discuss Personal Artifact Presentation	

<b>Week 2</b>		
Tuesday, 8/30	<b>A First Look at Civil Communication</b> Types; Models; Contexts	Ch. 1 <i>Select Groups for SGP</i>
Thursday, 9/1	<b>Perceiving the Self and Others</b> Self-Concept; Others; Identity; Perception <b>Syllabus Quiz</b>	Ch. 2 <b>DUE: Syllabus contract;</b> <b>Welcome survey</b>

<b>Week 3</b>		
Monday, 9/5	<b>No Class – Labor Day</b>	
Wednesday, 9/7	<b>Communication and Culture</b> Change; Diversity; Mindfulness	Readings on Culture and Diversity

<b>Week 4 – Personal Artifact Outline due in Blackboard Tuesday, 9/13, 11:59 pm</b>		
Monday, 9/12	<b>Communication and Culture</b> Power, Intersectionality, and Marginalization	Readings on Culture and Diversity
Wednesday, 9/14	<b>Personal Artifact Presentations</b>	

<b>Week 5</b>		
Monday, 9/19	<b>Jung’s Typology and the Myers-Briggs</b>	
Wednesday, 9/21	<b>Civil Listening and Responding with Confirmation</b> Types of Listening; Challenges; Strategies; Skills	Ch. 5

<b>Week 6</b>		
Monday, 9/26	<b>Civil Verbal Communication</b> Nature; Power; Culture; Trouble with Language	Ch. 3
Wednesday, 9/28	<b>Civil Nonverbal Communication</b> Characteristics; Functions; Influences	Ch. 4

<b>Week 7</b>		
Monday, 10/3	<b>Giving Civil Informative Speeches</b> Purpose; Techniques; Characteristics; Types	Ch. 13 <i>Select Persuasive Partners</i>
Wednesday, 10/5	<b>Preparing Civil Public Speeches</b> Beginning and Ending; Organizing Ideas; Supporting Materials	Ch. 11

**Week 8**

Monday, 10/10	<b>Delivering Public Speeches with Civility</b> Delivery; Reducing Speaking Anxiety	Ch. 12
Wednesday, 10/12	<b>Source Citation and Credibility</b>	

**Week 9**

Monday, 10/17	<b>Using Library Research Resources</b> <b>Working with PPT</b>	
Wednesday, 10/19	<b>Civil Communication in Groups</b> Define Groups; Goals; Development; Leadership and Power	Ch. 9 <i>Preliminary Group Meeting</i>

**Week 10 – Group Presentation Annotated Bibliographies due in Blackboard Sunday, 10/30, 11:59 pm**

Monday, 10/24	<b>Guidelines for Group Presentation</b> Assign Roles and Responsibilities; Reach Consensus <i>Workshop Small Group Presentations</i>	<i>Work on Annotated Bibs, Outline, PPT &amp; Handout</i>
Wednesday, 10/26	<b>Group Processes and Civil Communication</b> Decision Making and Problem-Solving <i>Workshop Small Group Presentations</i>	Ch. 10 <i>Finalize Outline, PPT, &amp; Handout</i>

**Week 11 – Rough Draft of Small Group Assignments due in class Monday, 10/31**

Monday, 10/31	<i>Workshop Small Group Presentations</i>	
Wednesday, 11/2	<b>Civil Communication in Conflicts</b> Define Conflict; Experiencing Conflict; Conflict Styles; Conflict Resolution	Ch. 8

**Week 12 – Small Group Assignments due in Blackboard Monday, 11/6, 11:59 pm**

Monday, 11/7	<b>Small Group Presentations:</b> <b>Interpersonal Relationships and Civil Communication</b> Interpersonal Attraction; Uncertainty Reduction	Ch. 6
Wednesday, 11/9	<b>Small Group Presentations:</b> <b>Intimate Relationships, Romantic Relationships, and Civil Communication</b> Relationship Development Model; Relational Dialectics; Self-Disclosure and Intimacy	Ch. 7

**Week 13 – Persuasive Presentation Annotated Bibliographies due in Blackboard Sunday, 11/20, 11:59 pm**

Monday, 11/14	<b>Giving Persuasive Speeches with Civility</b> Persuasion; Persuasive Goals; Logical Fallacies <b>Using the Socratic Method</b>	Ch. 14 <i>Work on Annotated Bibs</i>
Wednesday, 11/16	<i>Workshop Persuasive Presentations</i>	

**Week 14 – Rough Draft of Persuasive Assignments due in class Monday, 11/21**

Monday, 11/21	<i>Workshop Persuasive Presentations</i>	
Wednesday, 11/23	<i>Workshop Persuasive Presentations</i>	

**Week 15 – Persuasive Outline & PowerPoint due in Blackboard Sunday, 11/27, 11:59 pm**

Monday, 11/28	<b>Persuasive Presentations</b>	
Wednesday, 11/30	<b>Persuasive Presentations</b>	

**Week 16 – Self-Analysis due Sunday, 12/11, 11:59 pm**

Monday, 12/12	<b>Oral Presentations of Self-Analysis</b>	11:00 am – 1:00 pm
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## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- 1. Participation and In-Class Exercises (120 points):** In-class exercises will occur daily and CANNOT be made up, even if you have an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day.
- 2. Journal Entries (80 points):** At four random points in the semester, journal entries will be assigned. You must type a 500-600-word response to the journal prompt. Journal entries are worth **20 points each**.
- 3. Syllabus Quiz (25 points):** There will be a syllabus quiz the second week of class.
- 4. Quizzes (100 points):** There will be a quiz over two chapters throughout the course (20 points each). The top five grades will be taken in the final grade calculation. Quizzes will be available through Blackboard from the first day of class and close at 11:59 pm on the scheduled date below. This allows you to take each quiz at your leisure. Quizzes will cover multiple chapters of the text and may include multiple choice and true/false questions to probe your understanding of the main points of the reading. **Quizzes are not cumulative.** To prepare for quizzes, keep up with your readings and regularly review notes. Because of the extensive time allowed to take quizzes, there are no make-up quizzes.

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|---------------------------------|-----------------|
| • Ch. 1-2 Quiz                  | Closes: Sept 4  |
| • Ch. 5 & Culture Readings Quiz | Closes: Sept 18 |
| • Ch. 3-4 Quiz                  | Closes: Oct 1   |
| • Ch. 11-13 Quiz                | Closes: Oct 16  |
| • Ch. 9-10 Quiz                 | Closes: Oct 30  |
| • Ch. 6-7 Quiz                  | Closes: Nov 13  |
| • Ch. 8 & 14 Quiz               | Closes: Nov 20  |

- 5. Self-Analysis (50 points):** The final paper and presentation for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. You will share briefly in a two-minute impromptu discussion at the final class meeting about your reflections. Failure to appear at the last class meeting will result in a 0 for this assignment.

- 6. Presentations (275 points):** You will complete two extemporaneous speaking assignments, including formal and speaking outlines. Specific criteria for each assignment will be detailed on Blackboard.

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|--|------------------|
| • Personal Artifact Presentation: 2-3 minutes (75 points)  | Due: Sept 14     |
| • Dyadic Persuasive Presentation: 7-8 minutes (200 points) | Due: Nov 28 – 30 |

- a. Personal Artifact Presentation (75 points):** The goal of this presentation is to share with the class about yourself in two ways: 1) provide an overview of you and the highlights of your life, and 2) show and describe an artifact that communicates who you are. You will receive full credit for giving this presentation. This is an opportunity to deliver a 2-3-minute presentation without the pressure of being evaluated.
- b. Dyadic Persuasive Presentation (100 points):** The goal of this presentation is to work with a partner to change your audience's opinions or behaviors by using logical and emotional appeals. This is a graded presentation, requiring the submission of both formal and speaking outlines, as well as PowerPoint as a presentation aid. This assignment includes a graded research component, where you are expected to conduct research of supporting materials as part of the overall grade for the graded persuasive speaking assignment.
  - i. Annotated Bibliographies (50 points):** The goal of this assignment is for students to summarize scholarly work for their persuasive presentations.
  - ii. PowerPoint (25 points):** You will submit your PowerPoint through Blackboard the night before your presentation is due. Make sure you review the PowerPoint Guidelines on

Blackboard and look at the examples to see how to cite your sources correctly. Follow the 1X6X6 rule – no more than 1 main idea per slide, 6 words per line, 6 lines on a slide. **PROOFREAD YOUR WORK.**

- iii. **Peer Evaluation (25 points):** Students will identify their responsibilities on the persuasive assignment and will be evaluated by their partner at the end of the presentation.
- c. **Formal and Speaking Outlines (50 points):** Two graded formal and speaking outlines must be turned in for each formal presentation. **I do not accept late written work.** Outlines not submitted by the scheduled deadline will be considered late.
  - i. Formal and speaking outlines of each of your presentations must be submitted on Blackboard by the end of the day on date assigned in the course calendar. Credit will not be given if the formal outline consists of key words and phrases only. Ideas must be fully developed and sources cited correctly (when required). Each main point should have at least two supporting points or none at all. **For the persuasive presentation, a references page must be included.** Please carefully proof your outlines before you submit them. Points will be deducted for grammatical, spelling, punctuation, and word choice errors. If your outline does not meet college-level standards, no credit will be given.

**7. Small Group Presentation (300 points):** The goal of this presentation is to work within a group to teach your peers about an interpersonal communication concept/theory covered in or related to Chapters 6 and 7 in the textbook using supporting materials such as scholarly research and popular culture media texts. You will be divided into groups and your group will connect existing research to your concept, while incorporating media texts to facilitate class learning. Your group may select one or multiple media clips and each student will deliver a five-minute presentation describing different elements of communication that can be found in your chosen visual. There are four graded components to this assignment:

- a. The group will be graded as a whole on the preparation and performance. **(200 points)**
  - i. Presentation of group project in class. **(50 points)**
  - ii. Submission of annotated bibliographies of 2 scholarly sources per speaker. **(50 points)**
  - iii. Submission of and presentation with group PowerPoint. **(25 points)**
  - iv. Submission of group outline. **(25 points)**
  - v. Submission of 3 separate group meeting agenda through Blackboard. **(15 points)**
  - vi. Submission of 3 separate group meeting minutes through Blackboard. **(15 points)**
- b. Each student will be graded individually on their portion of the group presentation. **(70 points)**
- c. Finally, students will select their role and responsibility in the group and will be evaluated by their group members at the end of the presentation. **(50 points)**

### Extra Credit Opportunities

Extra credit is given at the discretion of the instructor and may include, but is not limited to:

- There will be seven quizzes administered this semester, five of which will be taken for a grade. Any quizzes you complete above the minimum five will be counted for extra credit **(max 40 points)**.
- Watch Randy Pausch's Last Lecture: Achieving Your Childhood Dreams on YouTube at [http://www.youtube.com/watch?v=ji5\\_MqicxSo](http://www.youtube.com/watch?v=ji5_MqicxSo) and write a 3-5-page typed reflection paper **(maximum 30 points)**.

**PLEASE NOTE:** Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT.** Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

## Grading Matrix:

Each of the following assignments will be detailed thoroughly on Blackboard. Be sure to access Blackboard frequently for assignment guidelines and other important class documents.

Participation, In-Class Exercises and Journal Entries	200 points
Syllabus Quiz	25 points
7 Chapter Quizzes (20 points each, highest 5 grades calculated in final grade)	100 points
Self-Analysis	50 points
Personal Artifact Presentation (75 points)	100 points
Formal and Speaking Outlines (25 points)	
Dyadic Persuasive Presentation (100 points)	225 points
Annotated Bibliographies for Persuasive Presentation (50 points)	
Formal and Speaking Outlines (including citations) (25 points)	
PowerPoint (including citations) (25 points)	
Peer evaluations (average of points received by peers) (25 points)	
Group Project	300 points
Group Presentation (50 points)	
Annotated Bibliographies (50 points)	
PowerPoint (including citations) (25 points)	
Group Outline (including individual evaluation on outline) (25 points)	
Group Meeting Agenda and Minutes (30 points)	
Individual evaluation (by instructor) (70 points)	
Peer evaluations (average of points received by peers) (50 points)	
<b>Total</b>	<b>1000 points</b>

Your final grade is based on a total out of 1000 points.

900-1000 = A      800-899 = B      700-799 = C      600-699 = D      599 ↓ = F

## University Policies and Procedures

**Students with Disabilities (ADA Compliance):** The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDdisability@untDallas.edu](mailto:UNTDdisability@untDallas.edu) or at Founders Hall, room 204. (UNT Policy 7.004)

**CoursEval Policy:** Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not



be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

**Exam Policy:** Quizzes and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:** Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at [http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) Refer to the Student Code of Student Rights, Responsibilities and Conduct at [http://www.untDallas.edu/sites/default/files/page\\_level2/hds0041/pdf/7\\_001\\_student\\_code\\_of\\_conduct\\_may\\_2014.pdf](http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf) Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

**Bad Weather Policy:** Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>

**Attendance and Participation Policy:** Attendance in class is required. In each 15-week semester, students may have up to four (4) unexcused absences. After these four absences, each additional absence (regardless of reason) will lower your final course grade by 2%. After six (6) unexcused absences, the student may fail the class due to an absences failure. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. **If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.**

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

## **Class Policies and Expectations**

### **Active Learning**

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

### Missing Class

To help you get information about any class that you miss, you can use the ‘buddy system.’ Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: \_\_\_\_\_ Buddy Name: \_\_\_\_\_

Email: \_\_\_\_\_ Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

### Plagiarism

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

### Grade Disputes

Grades will be discussed only during the instructor’s office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

### Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use “he or she” instead of “he” when referring to a hypothetical person. Similarly, use “everybody” instead of “you guys,” “people” instead of “man” or “mankind.” Use, “Asian” instead of “Oriental,” etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

### Citizenship

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

### Mobile Phone Policy

Please **TURN OFF AND PUT AWAY** all mobile phones. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

### Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.



## College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

*In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:*

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1" Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Blackboard **before** 11:59 pm the day they are due.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

**\*\*\*If these requirements are not met, points will be deducted from your paper grade.\*\*\***

## Presentation Policies

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. Any props you choose to use **MUST** be pre-approved by the instructor. Any prop used that has not been pre-approved will automatically reduce your grade for the presentation. All presentation topics must also be approved. Please be considerate and sensitive when choosing presentation topics. Please also be sensitive to the topic choices of others. It is important that this be a **SAFE** environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers' presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

## Presentation Completion Requirement

Please note that failure to complete the informative and persuasive presentation assignments results in an automatic F for the course, regardless of points accumulated.

## Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 <sup>rd</sup> Floor <a href="http://www.untdallas.edu/aas/tutoring">http://www.untdallas.edu/aas/tutoring</a>	Campus Police Founder's Hall, 131 972.780.3009

## Key Dates

Please take note of the following key dates for the fall 16-week session:

**08/21/16** Last Day for 100% Tuition Refund

**08/22/16** First Day of Class

**08/26/16** Last Day for 80% Tuition Refund

**09/02/16** Last Day for 70% Tuition Refund

**09/05/16** Labor Day – No Classes

**09/07/16** Census Day

**09/07/16** Last day to drop a class without a “W”

**09/12/16** Last Day for 50% Tuition Refund

**09/19/16** Last Day for 25% Tuition Refund

**11/18/16** Last day to drop a class with a “W”

**11/24-11/27/16** Thanksgiving Break – No Classes

**12/7-12/13/16** Final Exams

## Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
- Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
- Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
- Generally, teachers are more experienced at assessing student work than the students themselves.
- Teachers, on average, are objective and are not out to "nail" their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
- Students are entitled to emotional reactions to assessment of their work; however these expressions should occur in private, NOT public.
- Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.

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## COMM 1010

I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

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NAME

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DATE