University of North Texas at Dallas
Spring 2017
SYLLABUS for Distance Learning

COMM 1010.030: Introduction to Communication   3 HRS

Department of	Languages and Communication	Division of	Liberal Arts and Sciences

Instructor Name:	Sara Holmes
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Office Hours:	MW 11:30 am – 12:45 pm; TR 11:30 am – 2:15 pm; and by appointment

Classroom Location:	*Online*
Class Meeting Days & Times:	Online

Course Catalog Description:	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.

Prerequisites:	None.
Co-requisites:	None.
Required Text:	• Edwards, A., Edwards, C., Wahl, S. T., & Myers, S. A. (2016). *The communication age: Connecting and engaging*, 2nd ed. Thousand Oaks, CA: Sage. (ISBN: 978-1-4833-7370-6) • Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer • Notecards for delivering oral presentations
Recommended Texts:	• American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2) • OWL Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/560/1/ • Additional readings and materials may be supplied in class or posted to Blackboard.

Access to Learning Resources:	UNT Dallas Library:
	      phone: (972) 780-3625;
	      web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	      phone: (972) 780-3652;
	      e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview: The goals of this course are as follows -	
	To increase familiarity with the fundamental principles of various forms of communication.
	To increase understanding of a variety of concepts central to the study of communication.
	To teach students how to identify the structures, functions, and dynamics of various forms of communication.
	To exercise creative, critical, and analytical thinking and evaluation skills in simulations, exercises and case studies of communication.
	To build awareness of the diversity of participants in communicative processes and the relationship of diversity to the processes and outcomes of communication.

Learning Objectives/Outcomes: 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.

Online 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.

Dates	Course Content	Assignments/Readings Due
Week 1 Mar 20 – 26	**Communication in the 21ˢᵗ Century** Why study Communication? **Perception, Self, and Communication** Self-Concept; Others; Identity; Perception	Ch. 1-2 **Photo ID DUE: Mar 24** **Getting Started Quiz DUE: Mar 24** **Presentation Topic #1 DUE: Mar 24** **Discussion Board #1 DUE: Mar 24** **Quiz #1 DUE: Mar 26**
Week 2 Mar 27 – Apr 2	**Communication, Culture, and Diversity** Change; Diversity; Mindfulness; Power, Intersectionality, and Marginalization **Listening** Types of Listening; Challenges; Strategies; Skills **Communication and New Media** Traditions; New Media Theory; Identity; Community Personal Artifact Presentation Due Friday	Ch. 5-6, 10 **Discussion Board #2 DUE: Mar 31** **Presentation #1 DUE: Mar 31** **Journal #1 DUE: Apr 2** **Quiz #2 DUE: Apr 2**
Week 3 Apr 3 – 9	**Verbal Communication** Nature; Power; Culture; Trouble with Language **Nonverbal Communication** Characteristics; Functions; Influences	Ch. 3-4 **Discussion Board #3 DUE: Apr 7** **Journal #2 DUE: Apr 9** **Quiz #3 DUE: Apr 9**
Week 4 Apr 10 – 16	**Selecting Your Topic and Knowing Your Audience** Purpose; Topics; Audience Analysis **Researching Your Presentation** Source Citation and Credibility; Using Library Research Resources	Ch. 11-12, PPT on Library Resources **Presentation Topic #2 DUE: Apr 14** **Discussion Board #4 DUE: Apr 14** **Annotated Bibs DUE: Apr 16**
Week 5 Apr 17 – 23	**Organizing Your Presentation** Beginning and Ending; Organizing Ideas; Supporting Materials **Delivering Your Presentations** Delivery; Reducing Speaking Anxiety; Delivery; Reducing Speaking Anxiety **Working with PPT** **Informative Presentations** Types; Techniques; Characteristics Informative Presentation Due Friday	Ch. 13-15 **Discussion Board #5 DUE: Apr 21** **Presentation #2 DUE: Apr 21** **Quiz #4 DUE: Apr 23**

Week 6 Apr 24 – Apr 30	Interpersonal Communication Forming Relationships; Relationship Formation Models; Relational Culture and Climate **Communication and Conflict** Define Conflict; Experiencing Conflict; Conflict Styles; Conflict Resolution **Workplace and Organizational Communication** Culture; Socialization; Dissent **Small Group and Team Communication** Goals; Development; Leadership and Power; Decision Making and Problem-Solving **Jung's Typology/Myers-Briggs Type Indicator** Small Group Assignment Due Friday	Ch. 7-9 Presentation Topic #3 DUE: Apr 28 Small Group Project DUE: Apr 28 Journal #3 DUE: Apr 30 Annotated Bibs DUE: Apr 30
Week 7 May 1 – May 7	**Persuasive Presentations** Persuasion; Persuasive Goals; Logical Fallacies **Using the Socratic Method** Persuasive Presentation Due Friday	Ch. 16 Discussion Board #7 DUE: May 5 Presentation #3 DUE: May 5 Quiz #5 DUE: May 7
Week 8 May 8 – 12	Finals Week: Self-Analysis Due Wednesday	Discussion Board #8 DUE: May 11

Grading Scale

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.

Discussion Boards	140 points
Journal Entries	90 points
Self-Analysis	50 points
Quizzes (30 points each, highest 4 grades calculated in final grade)	120 points
Personal Artifact Presentation (75 points)	100 points
Comprehensive and Speaking Outlines (25 points)	
Informative Presentation (75 points)	150 points
Annotated Bibliographies for Persuasive Presentation (25 points)	
Comprehensive and Speaking Outlines (including citations) (25 points)	
PowerPoint (including citations) (25 points)	
Persuasive Presentation (100 points)	200 points
Annotated Bibliographies for Persuasive Presentation (50 points)	
Comprehensive and Speaking Outlines (including citations) (25 points)	
PowerPoint (including citations) (25 points)	
Group Project	150 points
Group (100 points)	
Group Work Reflection Assignment (25 points)	
Peer evaluations (average of points received by peers) (25 points)	
Total	**1000 points**

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

Assignments and Grades

Students should keep track of assignment due dates, grades, absences, and college deadlines. Assignments and tasks you are expected to complete in this course are described below.

Course Evaluation

1. **Discussion Boards (140 points):** There will be 7 regular discussion boards throughout the course (one for each week except during week 6). Each discussion board is worth 20 points. Discussion boards will address issues related to Public Speaking and involve expressing opinions as well as facts that are relevant to the class discourse. Participation in discussion boards includes, but may not be limited to <u>posting one original post per week and replying (with quality content) to two [different] peers' discussion posts each week</u>. Failure to submit an original post and/or response to two [different] peers will result in loss of partial or all points. Consider discussion boards as equivalent to class discussion—but you will participate online.

2. **Journal Entries (90 points):** At three points in the term, journal entries will be assigned. You must type a 1000-1200-word response to the journal prompt. Journal entries are worth **30 points each.**

3. **Self-Analysis (50 points):** The final paper and discussion board post for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. During the final week of the course, you will share briefly with the class about your reflections and respond to each other. Failure to post in Week 8 discussion board will result in a 0 for both the self-analysis assignment and the regular weekly discussion board.

4. **Quizzes (120 points):** There will be five quizzes for the course (30 points each). The top four 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 dates below. This allows you to take each quiz at your leisure. Quizzes will cover multiple chapters of the text and will include the multiple choice and true/false response formats to probe your understanding of the main points of the reading. <u>Quizzes are not cumulative</u>. 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.

Quiz #1	Ch. 1-2	Closes: March 26
Quiz #2	Ch. 5-6, 10	Closes: April 2
Quiz #3	Ch. 3-4	Closes: April 9
Quiz #4	Ch. 11-15	Closes: April 23
Quiz #5	Ch. 7-9, 16	Closes: May 7

5. **Presentations (450 points):** You will complete three extemporaneous speaking assignments, including comprehensive and speaking outlines. Specific criteria for each assignment will be detailed on Blackboard.

- Personal Artifact Presentation: 2-3 minutes **(75 points)**   Due: March 31
- Informative Presentation: 4-5 minutes **(125 points)**   Due: April 21
- Persuasive Presentation: 7-8 minutes **(175 points)**   Due: May 5

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. **Informative Presentation (75 points):** The primary goal of this presentation is to inform your audience about a significant aspect of a culture different than your own. Please note that researching and sharing about a culture different from your own means looking at the micro level, not the macro level (i.e. do not look solely to countries for cultural differences; look within your own communities). This is a graded presentation, requiring the submission of both comprehensive 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 informative speaking assignment.

       i. **Annotated Bibliographies (25 points):** The goal of this assignment is for students to create a citation for and summarize a minimum of two credible sources for their informative 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.

  c. **Persuasive Presentation (100 points):** The goal of this presentation is to change your audience's opinions or behaviors by using logical and emotional appeals. This is a graded presentation, requiring the submission of both comprehensive 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 create a citation for and summarize a minimum of three scholarly sources 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.

  d. **Comprehensive and Speaking Outlines (75 points):** Two graded comprehensive 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. Comprehensive 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 comprehensive 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 informative and persuasive presentations, parenthetical citations and 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.

6. <u>Group Project (150 points):</u> The goal of this assignment is to work within a group to develop a Wiki page demonstrating knowledge of an interpersonal communication concept/theory covered in or related to Chapter 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 contribute to the development of the wiki page 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 group communication process. **(50 points)**
  b. Each student will be graded individually on her or his portion of the group assignment. **(50 points)**
  c. At the conclusion of the assignment, each student will write a typed, double-spaced paper reflecting on the process of group development. **(25 points)**
  d. Finally, students will select their role and responsibility in the group and will be evaluated by their peers at the end of the group assignment. **(25 points)**

7. <u>Extra Credit Opportunities:</u> Extra credit is given at the discretion of the instructor and may include, but is not limited to:
- There will be five quizzes administered this semester, four of which will be taken for a grade. Any quizzes you complete above the minimum four will be counted for extra credit **(maximum 30 points).**
- Watch Randy Pausch's Last Lecture: Achieving Your Childhood Dreams on YouTube at 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.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
Chapter 7(7.004) Disability Accommodations for Students

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 or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations 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:
(According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy:
(Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

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 at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

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.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Our Online Classroom Policies

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes:
Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & 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.

Technology Requirements:
In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information, see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Assigned Readings and Presentations
This course is a fast-paced online course. As such, students are expected to keep up with assigned reading materials and quizzes and to participate actively in discussion boards. This includes actively engaging in discussion board. Online courses require a lot of commitment on the student's behalf and therefore, it is your responsibility to know what is due and when it is due. Additionally, please be prepared to submit your presentations on the assigned date in the course calendar. Failure to upload your video and send your active hyperlink may result in a zero. Make-ups will be considered only for major emergencies or serious illnesses when properly documented.

Active Learning
You are expected to take an active role in learning. If you are having trouble, please email me ASAP – I am happy to help (within the confines of college regulations). If there are things you do not understand, raise questions in the discussion fora, as others may benefit from your inquiry. If you are hesitant to speak up "in class," send me an email. I am here to assist in your learning so don't hesitate if you need clarification or assistance.

Missed or Late Assignments
Failure to complete a quiz, submit an assignment, or upload your oral presentation **will result in a zero for the work in question.** Late assignments will not be accepted unless the delay is due to a crisis for which you have documentation.

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 through the Learning Commons (DAL 1, 3rd Floor). 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** midnight 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.

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

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 in the discussion boards. 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. A positive classroom environment improves learning for both the individual student and for the class as a whole.

The Americans with Disabilities Act (ADA)
If you have any recognized disability that may require special/reasonable accommodation, please notify me within the first week of classes so that arrangements may be made. It is the student's responsibility to inform me of these special circumstances and to provide authorized documentation through designated administrative channels. The Disability Services Office is open to students with disabilities during regular school hours. Disability Services is located in Founders Hall, 204 and can be reached at 972.338.1777. DSO hours are M-TH 8.30am-5.00pm and 10.00am-7.00pm on Friday.

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 DAL 1, 1st Floor 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founders Hall, 117 972.338.1616	Academic Advising DAL 1, 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Founders Hall, 200 972.780.3662	Learning Commons DAL 1, 3rd Floor http://www.untdallas.edu/aas/tutoring	Campus Police Founder's Hall, 131 972.780.3009

Reminders

➢ Grades cannot be based on effort. Professors 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.

➢ Professors, on average, are objective and are not out to "nail" their students. Most professors 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.