

University of North Texas at Dallas
Spring 2017
SYLLABUS

COMM 2300.001: Fundamentals of Public Speaking 3 HRS

Department of	Languages and Communication	School of	Liberal Arts and Sciences
Instructor Name:	Sara J. Holmes		
Office Location:	DAL 1 301B		
Office Phone:	972.338.1820		
Email Address:	Sara.Holmes@untdallas.edu		
Office Hours:	MW 11:30 am – 12:45 pm; TR 11:30 am – 2:15 pm; and by appointment		
Course Format/Structure:	100% Face to Face only.		
Classroom Location:	DAL 1 308		
Class Meeting Days & Times:	TR 10:00 – 11:20 am		
Course Catalog Description:	The course overviews the principles of effective public speaking and their applications to a variety of speaking situations. Satisfies a portion of the Communication requirement of the University Core Curriculum.		
Prerequisites:	None.		
Co-requisites:	None.		
Required Text:	<ul style="list-style-type: none"> • Beebe, S. A., & Beebe, S. J. (2015). <i>A concise public speaking handbook</i>, 4th ed. New York: Pearson. (ISBN: 978-0-205-89721-6) • Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer • Notecards for delivering oral presentations 		
Recommended Text and References:	<ul style="list-style-type: none"> • American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (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:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Course Goals or Overview: The goals of this course are as follows -			
1	To increase your confidence in your public speaking ability.		
2	To learn principles of effective public speaking.		
3	To reinforce existing speaking skills and identify areas for improvement.		
4	To demonstrate effective aspects of presentation preparation.		
5	To demonstrate effective aspects of presentation delivery.		
6	To appropriately apply public speaking skills to a variety of presentation contexts.		

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Demonstrate effective and ethical presentation preparation, including planning, research, forms of elaboration, critical and creative thinking, organization, outlining, audience adaptation, and presentation introductions and conclusions.
2	Describe and interpret the theoretical framework behind public speaking.
3	Demonstrate critical thinking skills when examining arguments, sources, processes, etc.
4	Apply appropriate presentational skills across a variety of contexts, ranging from interpersonal, to the workplace, to formal encounters.
5	Evaluate and critique a variety of presentations including classmates and student's own presentations, in order to become a more effective speaker and audience member.
6	Demonstrate effective presentation delivery through use of language, nonverbal elements and the creation of presentation aids.
7	Develop impromptu and extemporaneous delivery skills.
8	Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).
9	Manage speaking anxiety and apply elements of audience analysis.

Course Outline

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

Dates	Course Content	Assignments/Readings Due
Week 1		
Tuesday, 1/17	Course introduction Set ground rules and guidelines Why study Public Speaking?	
Thursday, 1/19	Introductory Activity Community Building Discuss Personal Artifact Presentation	

Week 2 – Quiz #1 due Friday, 1/27, 11:59 pm

Tuesday, 1/24	Speaking in Public	Ch. 1 & 3
Thursday, 1/26	Managing Speaking Anxiety Syllabus Quiz	Ch. 2 DUE: Syllabus contract; Welcome survey

Week 3 – Quiz #2 due Friday, 2/3, 11:59 pm

Tuesday, 1/31	Analyzing Your Audience	Ch. 6-7
Thursday, 2/2	Listening	Ch. 5 and Listening Handout

Week 4 – Quiz #3 due Friday, 2/10, 11:59 pm

Tuesday, 2/7	Developing Your Presentation	Ch. 8
Thursday, 2/9	Developing an Introduction and Conclusion	Ch. 12-13

Week 5 – Personal Artifact Outline due in Blackboard Wednesday, 2/15, 11:59 pm

Tuesday, 2/14	Organizing and Outlining Your Presentation	Ch. 11 & 14
Thursday, 2/16	Personal Artifact Presentations	

Week 6 – Quiz #4 due Friday, 2/24, 11:59 pm

Tuesday, 2/21	Informative Speaking Delivering an Impromptu Presentation <i>Discuss Demonstration Presentation</i>	Ch. 22 Impromptu Handout
Thursday, 2/23	Language and Delivery	Ch. 15-16

Week 7 – Quiz #5 due Friday, 3/3, 11:59 pm

Tuesday, 2/28	Language and Delivery	Ch. 17-19
Thursday, 3/2	Practice Impromptu Presentation	

Week 8

Tuesday, 3/7	Impromptu Presentations	
Thursday, 3/9	Working with Presentation Aids	Ch. 20-21

*03/14 – 03/19**Spring Break**No Classes***Week 9 – Quiz #6 due Friday, 3/24, 11:59 pm**

Tuesday, 3/21	Working with Supporting Materials	Ch. 9-10
Thursday, 3/23	Using Library Resources and Citing Credible Sources	

Week 10 – Demonstration Presentation Outlines due in Blackboard Monday, 3/27, 11:59 pm

Tuesday, 3/28	Demonstration Presentations	
Thursday, 3/30	Demonstration Presentations	

Week 11 – Quiz #7 due Friday, 4/7, 11:59 pm

Tuesday, 4/4	Speaking in Small Groups	Ch. 26
Thursday, 4/6	Understanding Persuasion and Persuasive Speaking	Ch. 23-24

Week 12 – Persuasive Presentation Annotated Bibliographies due in Blackboard Sunday, 4/9, 11:59 pm

Tuesday, 4/11	Ethics and Public Speaking	Ch. 4
Thursday, 4/13	<i>Workshop Persuasive Presentation</i>	

Week 13 – Persuasive Presentation Outline & PowerPoint due in Blackboard Monday, 4/17, 11:59 pm

Tuesday, 4/18	Persuasive Presentations	
Thursday, 4/20	Persuasive Presentations	

Week 14 – Quiz #8 due Friday, 4/28, 11:59 pm

Tuesday, 4/25	Speaking on Special Occasions	Ch. 25
Thursday, 4/27	<i>Workshop Special Occasion Presentations</i>	

Week 15 – Special Occasion Outlines & PowerPoint due in Blackboard Monday, 5/1, 11:59 pm

Tuesday, 5/2	Special Occasion Presentations	
Thursday, 5/4	Special Occasion Presentations	

Week 16 – Self-Analysis due Wednesday, 5/10, 11:59 pm

Thursday, 5/11	Oral Presentations of Self-Analysis	10:00 am – 12:00 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 (200 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. **Syllabus Quiz (25 points):** There will be a syllabus quiz the second week of class.
3. **Quizzes (100 points):** There will be eight quizzes for 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 a variety of response formats, including, but not limited to multiple choice, true/false, and matching 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.

Quiz #1	Ch. 1-3	Due: Jan 27
Quiz #2	Ch. 5-7, Listening Handout	Due: Feb 3
Quiz #3	Ch. 8, 12-13	Due: Feb 10
Quiz #4	Ch. 11, 14, 22, Impromptu Handout	Due: Feb 24
Quiz #5	Ch. 15-19	Due: Mar 3
Quiz #6	Ch. 9-10, 20-21	Due: Mar 24
Quiz #7	Ch. 23-24, 26	Due: Apr 7
Quiz #8	Ch. 4, 25	Due: Apr 28

4. **Presentations (625 points):** There will be five graded extemporaneous speaking assignments. Specific criteria for each assignment will be detailed on Blackboard. Each presentation will utilize a different speaking purpose.

Personal Artifact Presentation: 2-3 minutes (100 points)	Due: Feb 16
Impromptu Experience: 1-2 minutes (50 points)	Due: Mar 7
Partnered Demonstration Presentation: 5-6 minutes (125 points)	Due: Mar 28-30
Small Group Persuasive Presentation: 9-10 minutes (200 points)	Due: Apr 18-20
Special Occasion Presentation: 5-6 minutes (150 points)	Due: May 2-4

- 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. **Partnered Demonstration Presentation (100 points):** The goal of this presentation is to demonstrate or explain complex processes. This is a graded presentation, requiring the submission of both comprehensive and speaking outlines. 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. This assignment requires use of a presentation aid, which may include, but not be limited to PowerPoint.
- c. **Impromptu Presentation (50 points):** The primary goal of this presentation is to give you practice thinking “on your feet,” organizing ideas quickly, and communicating them as effectively as possible.
- d. **Small Group Persuasive Presentation (100 points):** The goal of this presentation is to work with 2 partners 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. **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.**
 - ii. **Annotated Bibliographies (50 points):** The goal of this assignment is for students to summarize scholarly work for their persuasive presentations.
- e. **Special Occasion Presentation (125 points):** The goal of this presentation is to deliver a ceremonial presentation or an after dinner presentation of 5 to 6 minutes. This assignment demands considerable creativity on your part. It calls for a clever presentation that makes a thoughtful point even as it may approach the topic in a light-hearted, diverting manner.
 - f. **Comprehensive and Speaking Outlines (100 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. They must be written in complete sentences. 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 demonstration and persuasive presentations, 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.
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.

Extra Credit Opportunities

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

- There will be eight 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. This is an extra credit opportunity worth **up to 60 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**).
- Attend an outside public speaking event and write an evaluation of the speaker at the event. An editable document has been provided for you on Blackboard to complete this extra credit opportunity. N.B. You must be physically present as a member of the audience to complete this extra credit assignment. Each written submission is worth up to 10 points. You may repeat this assignment 2 times during the semester for a maximum of **20 possible 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 and In-Class Exercises	200 points
Syllabus Quiz	25 points
4 quizzes (25 points each, highest 3 quiz grades calculated in final grade)	100 points
Personal Artifact Presentation (75 points)	100 points
Comprehensive and Speaking Outlines (25 points)	
Dyadic Demonstration Presentation (100 points)	125 points
Comprehensive and Speaking Outlines (including citations) (25 points)	
Impromptu Presentation	50 points
Small Group Persuasive Presentation (100 points)	200 points
Annotated Bibliographies for Persuasive Presentations (50 points)	
Comprehensive and Speaking Outlines (including citations) (25 points)	
PowerPoint (including citations) (25 points)	
Special Occasion Presentation (125 points)	150 points
Comprehensive and Speaking Outlines (25 points)	
Self-Analysis	<u>50 points</u>
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

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 or at Founders Hall, room 204. (UNTD Policy 7.004)

Course Eval 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 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

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.*"

Attendance and Participation Policy: Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. 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>

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>

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: _____

Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I definitely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either share it through the class discussion boards on Blackboard or in class during our next meeting.

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.

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 Technology Policy

Although there may be opportunities to use mobile technology in class, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. 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.

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.

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.

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.******

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 rd Floor http://www.untdallas.edu/aas/tutoring	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:

01/16/17 Martin Luther King Day – No Classes
01/16/17 Last Day for 100% Tuition Refund
01/17/17 First Day of Class
01/20/17 Last Day to Add Classes
01/23/17 Last Day for 80% Tuition Refund
01/30/17 Last Day for 70% Tuition Refund

02/01/17 Census Day
02/01/17 Last day to drop a class without a "W"
02/06/17 Last Day for 50% Tuition Refund
02/13/17 Last Day for 25% Tuition Refund
04/07/17 Last day to drop a class with a "W"
03/13-03/19/17 Spring Break – No Classes
05/10-05/16/17 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.

COMM 2300

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.

NAME

DATE