

University of North Texas at Dallas  
Spring 2017  
SYLLABUS

**COMM 3050.001: Communication in a Multicultural World    3 HRS**

<b>Department of</b>	Languages and Communication	<b>School of</b>	Liberal Arts and Sciences
<b>Instructor Name:</b>	Sara J. Holmes		
<b>Office Location:</b>	DAL 1 301B		
<b>Office Phone:</b>	972.338.1820		
<b>Email Address:</b>	<a href="mailto:Sara.Holmes@untdallas.edu">Sara.Holmes@untdallas.edu</a>		
<b>Office Hours:</b>	MW 11:30 am – 12:45 pm; TR 11:30 am – 2:15 pm; and by appointment		
<b>Course Format/Structure:</b>	100% Face to Face only.		
<b>Classroom Location:</b>	DAL 1 308		
<b>Class Meeting Days &amp; Times:</b>	TR 2:30 – 3:50 pm		
<b>Course Catalog Description:</b>	The course explores the ways culture affects and is affected by communication. Topics to be addressed range from globalization and cultural diversity at work, to international peace and conflict resolution, to the role of popular media in representing cultures and shaping identities.		
<b>Prerequisites:</b>	None.		
<b>Co-requisites:</b>	None.		
<b>Required Text:</b>	<ul style="list-style-type: none"> <li>• Jandt, F. E. (2016). <i>An introduction to intercultural communication: Identities in a global community</i>, 8<sup>th</sup> ed. New York: Pearson. (ISBN: 978-0-205-89721-6)</li> <li>• Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer</li> <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. (ISBN: 978-1-4338-0562-2)</li> </ul>		
<b>Recommended Text and References:</b>	<ul style="list-style-type: none"> <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>	<p>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></p> <p>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></p>		
<b>Course Goals or Overview:</b> The goals of this course are as follows -			
1	To learn the central concepts and important influences in the field of intercultural communication.		
2	To apply and connect intercultural theory to everyday lived experiences.		
3	To understand how one's culture shapes communication strategies.		
4	To apply theory to the experiences of others to better understand how the culture of others shapes their communication strategies.		
5	To learn to engage as a more interculturally effective interactant.		
6	Think critically, plan strategically, listen analytically, and write coherently.		

<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Discuss cultural factors impacting human life, including religion, nation, class, gender, race, and civilization.
2	Understand and put into practice intercultural communication competence.
3	Understand and work on overcoming intercultural communication barriers.
4	Discuss cultural dimensions and values and reflect on the specificities in terms of cultural dimensions and values of different populations and groups.
5	Analyze specific intercultural communication problems, illustrating the historical, cultural, economic, and political differences that affect their solutions.
6	Become more willing, self-reflective, flexible, and open communicators in intercultural communication interactions.

## 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

Tuesday, 1/17	<i>Class Cancelled on Campus</i>	
Thursday, 1/19	<b>Course introduction</b> Set ground rules and guidelines Why study Culture and Communication? <b>Introductory Exercise</b>	

### Week 2 – Quiz #1 due Sunday, 1/29, 11:59 pm

Tuesday, 1/24	Defining Culture and Communication	Chapter 1
Thursday, 1/26	Perception and Intercultural Communication Competence <b>Syllabus Quiz</b>	Chapter 2 <b>DUE: Syllabus contract;</b> <b>Welcome survey</b>

### Week 3

Tuesday, 1/31	Barriers to Intercultural Communication	Chapter 3
Thursday, 2/2	Barriers to Intercultural Communication	Chapter 3

### Week 4 – Quiz #2 due Sunday, 2/12, 11:59 pm

Tuesday, 2/7	Nonverbal Communication	Chapter 4
Thursday, 2/9	Nonverbal Communication <b>Deconstruction of Self Presentation</b>	Chapter 4

### Week 5

Tuesday, 2/14	Language as a Barrier	Chapter 5
Thursday, 2/16	Language as a Barrier	Chapter 5

### Week 6 – Quiz #3 due Sunday, 2/26, 11:59 pm

Tuesday, 2/21	Dimensions of Culture	Chapter 6
Thursday, 2/23	Dimensions of Culture	Chapter 6

### Week 7

Tuesday, 2/28	Dominant U.S. Cultural Patterns: Using Value Orientation Theory	Chapter 7
Thursday, 3/2	Dominant U.S. Cultural Patterns: Using Value Orientation Theory	Chapter 7

**Week 8 – Quiz #4 due Sunday, 3/12, 11:59 pm**  
**– Reflection Paper due in Blackboard Sunday, 3/12, 11:59 pm**

Tuesday, 3/7	Comparative Cultural Patterns: Arab Culture	Chapter 8
Thursday, 3/9	Comparative Cultural Patterns: Arab Culture	Chapter 8

*03/13 – 03/19*

*Spring Break*

*No Classes*

**Week 9**

Tuesday, 3/21	Culture and Women	Chapter 9
Thursday, 3/23	Culture and Women	Chapter 9

**Week 10 – Quiz #5 due Sunday, 4/2, 11:59 pm**

Tuesday, 3/28	Immigration and Acculturation	Chapter 10
Thursday, 3/30	Immigration and Acculturation	Chapter 10

**Week 11**

Tuesday, 4/4	Cultures within Cultures	Chapter 11
Thursday, 4/6	Cultures within Cultures	Chapter 11

**Week 12 – Quiz #6 due Sunday, 4/16, 11:59 pm**

Tuesday, 4/11	Identity and Subgroups	Chapter 12
Thursday, 4/13	Identity and Subgroups	Chapter 12

**Week 13**

Tuesday, 4/18	Contact Between Cultures	Chapter 13
Thursday, 4/20	Contact Between Cultures	Chapter 13

**Week 14 – Quiz #7 due Sunday, 4/30, 11:59 pm**

Tuesday, 4/25	Future Challenges	Chapter 14
Thursday, 4/27	Future Challenges	Chapter 14

**Week 15 – Intercultural Research Paper due in Blackboard Monday, 5/1, 11:59 pm**

Tuesday, 5/2	<b>Final Presentations</b>	
Thursday, 5/4	<b>Final Presentations</b>	

**Week 16 – Self-Analysis due Monday, 5/15, 11:59 pm**

Tuesday, 5/16	<b>Oral Presentations of Self-Analysis</b>	<b>2:00 – 4:00 pm</b>
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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)**: Small assignments consisting of in-class exercises, out of class assignments, and class discussion make up your participation grade in this class. We will have a variety of these, as part of an active class. Missing more than a few of these assignments is dangerous to your grade. In-class exercises and participation occur daily and CANNOT be made up, even with 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 (150 points)**: There will be seven quizzes for the course (30 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 are due at 11:59 pm on the scheduled date below. This allows you to take each quiz at your leisure. Each quiz will cover **two** chapters of the text (and relevant readings assigned during the semester) and may comprise 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. 1-2	Due: Jan 29
Quiz #2	Ch. 3-4	Due: Feb 12
Quiz #3	Ch. 5-6	Due: Feb 26
Quiz #4	Ch. 7-8	Due: Mar 12
Quiz #5	Ch. 9-10	Due: Apr 2
Quiz #6	Ch. 11-12	Due: Apr 16
Quiz #7	Ch. 13-14	Due: Apr 30

4. **Deconstruction of Self Presentation (100 points)**: During the fourth week of class, you will deliver a presentation, in which you will both “deconstruct” an artifact you believe represents who you are and “reconstruct” the artifact through a description of yourself. This is an opportunity for your peers to learn more about you and how you see yourself through your cultural lens.
5. **Reflection Paper (150 points)**: At the midterm point of the semester, you will be required to write a paper reflecting on your understanding of different aspects of cultural difference, as seen in different sites of analysis, including religious institutions, mass media, interpersonal relationships, your own perceptions and biases, etc. This will be 4-5-page, typed, double-spaced (APA formatted) paper due at the end of the 8<sup>th</sup> week of class. The full assignment description will be made available on Blackboard in the assignment file.
6. **Class Discussion Facilitation (125 points)**: Working with a partner, you will prepare and present a specific concept to the class. You will be required to present the concept as well as design and execute an exercise that will enhance the class’s understanding of the concept. The entire facilitation will be 45 minutes in length. Date selection for this assignment will be done during the first two weeks of class.
7. **Intercultural Communication Research Project (200 points)**: At the conclusion of this semester, you will submit a research project based on a selection of topic options provided to you. This is an assignment with a graded research component and will consist of both a paper and a formal presentation of your research in class. The major research project may be done individually or with a partner. An individual paper should be 8-10 pages and a co-authored paper should be 12-15 pages. You must include a references page and appropriate citation in APA style. This assignment requires the use of a minimum of

5 scholarly sources (not including the text book or websites). You may, of course, use the text and websites, but they will not count toward your required 5 scholarly (peer-reviewed) sources.

In addition to the written piece you will present the key points and findings of your final paper to the class. For individual presentations you should plan on 8-10 minutes and pairs will present for 12-15 minutes. See the course calendar for scheduled presentation dates.

8. **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 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. This is an extra credit opportunity worth **up to 60 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
7 quizzes (30 points each, highest 5 quiz grades calculated in final grade)	150 points
Deconstructing the Self Presentation	100 points
Reflection Paper	150 points
Class Discussion Facilitation	125 points
Intercultural Communication Research Project	200 points
Self-Analysis	<u>50 points</u>
<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. (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](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.*"

**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.

## 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 <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:

**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.

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## COMM 3050

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