



COMM 1115 794
Communication Lab
Fall 2020 Session 8W2
Delivery Method: Online

Instructor Information

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Phone: (816)752-5724
Office Location: Online
Office Hours: Scheduled on request.

Course Information

Class Location: Online

Web Conference Hours

By Skype (james_t) and/or phone appointment Monday-Friday. Please email Mrs. James to set up a time if you would like to discuss course overview, assignments, or grades. Please allow 24 hours (after a grade has been placed) to set up a meeting regarding a grade; this will allow me adequate time to review the completed grading rubric and provide in-depth feedback during our meeting. All meetings to discuss an upcoming assignment need to be set up at least 24 hours before the assignment deadline (or by the Friday before the deadline if the assignment is due on a Sunday night). This means that you will need to email me at least 48 hours before the assignment deadline to ensure that our phone and/or Skype meeting is set up well before the deadline. My email and Canvas Messenger are both linked to my cellphone to ensure that I can receive student communication as quickly as possible. Please do not hesitate to contact me! I am here to assist in your online journey to better your Public Speaking skills and encourage you to practice open communication with me and your online Academic Coach.

Course Description

Practical activities across the sub-disciplines of the field of Communication.

Course Catalog Description:

Practical activities across the sub-disciplines of the field of Communication. This course is a general education requirement for all UTPB students.

Purpose. The field of communication is composed of sub-fields which explore a different aspect of how humans develop and exchange messages with one another. This lab course is designed to engage you in practical activities to help you better understand each of those fields. Activities will primarily be completed during the assigned meeting time for the lab.

Prerequisites:

None

Student Learning Outcomes

- Critical Thinking—In creating your speeches, you will conduct significant inquiry and analysis into your selected topic. This will include research designed to support your argument and to answer reasonable objections you are likely to encounter.
- Communication Skills—You will present speeches to an audience. This will also involve written communication through development of an outline and visual communication through consideration of appropriate visual aids.
- Teamwork—Your assigned readings will include material on small group communication, and you will make a presentation as a group.
- Personal Responsibility—You will discuss the various forms of plagiarism. In addition, you will discuss the ethical responsibilities of a rhetor in not manipulating an audience.

Required Materials

Title: Regular and reliable access to a computer and the internet.

Title: A working email address connected to Canvas; you must check this email daily.

Title: A flash drive or dependable access to cloud storage (such as Google Docs or Dropbox).

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Participation

You will complete participation assignments each week, which may include discussion board postings, position statements, video uploads and commentary, and other activities. You will need to stay current with the Course Announcements Section in Canvas; Mrs. James will make weekly announcements regarding course updates and due dates.

Speaking Assignments

Students will complete four speaking assignments in this course. For each speaking assignment, students must upload a video recording to YouTube (or utilize the Canvas Recording Tool) and provide the link to the video to the appropriate Speaking Assignments discussion board. **Documents and videos in alternative formats or files will not be graded; this includes GoogleDrive and other forum recordings that require additional permissions.** In addition, students will respond to at least three their peers as explained in the instructions for each discussion board.

- **Week 1: Introducing Yourself.** At some point in your life, you will have to introduce yourself to a group of people, and you'll want to do so in a way that makes you seem credible to the people in that group. For this speech, spend no less than 1 minute and no more than 2 minutes introducing yourself to the other people with whom you'll be working in this class. You may structure the speech any way you like. Keep in mind that you build credibility by showing that you're reasonable, that you're knowledgeable (or in this case, by showing what level of knowledge you have about speaking in public, even if it's minimal), and that you're acting in goodwill. Because you're likely to be more successful in gaining others' trust when you give them good reasons for doing so, consider adding examples or telling a story.
- **Week 5: Intercultural Awareness Speech.** Cultural Awareness is the foundation of communication and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions.

Why do we do things in that way? How do we see the world? Why do we react in that particular way? Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different way. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. Misunderstandings arise when I use my meanings to make sense of your reality. You are to develop and deliver a speech of between 4 and 5 minutes in which you discuss your anticipated efforts in becoming a more open communicator and your approach to overcoming communication barriers with co-cultures

- **Week 7: Media Analysis.** This assignment asks you to become a cultural critic by applying some of the concepts of cultural analysis to contemporary mass media. Your sampling of mass media will be a short portion of prime time commercial television. To complete this assignment, you will select at least a half hour of television to analyze carefully. Take notes while watching. Your analysis will focus on the representations of women in these cultural artifacts. Your analysis will emerge out of your reflections about and responses to the prompts contained within the assignment link in Canvas.

Course Assignments

Students will complete three assignments in the course in addition to the speaking and discussion board assignments:

- **Week 3: Speech Outline Assignment.** For this assignment, you will be creating an outline to accompany SP2. Templates and directions are located within the online assignment link.
- **Reflection and Projection Assignment.** For this assignment, you are to write a **two-page essay** (no cover page needed) responding to the prompts contained within the online assignment link. This reflection and projection assignment marks the culmination of COMM 1115.

Forum Participation (Discussion Boards)

In this course, forums are primarily used for discussing topics and issues related to course content. There are four discussion topics for the semester; the final discussion board is a group project and will be graded by the rubric associated with the assignment (can be found online). In addition to the course content related topics in discussion tool there are a number of ungraded forums. Use the Café forum to get to know your classmates; use the General Questions and Comments forum to ask questions of your classmates and instructor.

I expect you to read all messages as part of the course readings. When you reply to your classmates' messages, address your classmates directly—doing so helps all participants maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Please change the subject line when you introduce a new topic.

Discussion Boards: Discussion Boards are primarily for discussing course related topics and issues:

- **Week 1: Course Expectations & Communication Interests.** Take a moment to discuss your expectations of this course. Elaborate on your reasoning for enrolling in the course, what you hope to get out of the course, and what contexts of communication interest you the most and why?
- **Week 2: Your Johari Window.** The importance of learning more about ourselves is critical to our success in the communication. It is also critical to reaching our goals, becoming independent, and building a bridge for the future. We need to become more open, confident, and comfortable with who we are. We need to build our self-esteem because we have a lot to give to the world and our families. Everyone is not out to get us, and in fact they may have good feedback for us if we are open to it. Using a blank piece of printer paper, draw the Johari Window large enough that you can write in each quadrant (use the entire paper). Now spend a few moments considering each quadrant and determine the quadrant that you believe you operate from most often, why you do so, and how it affects AS your communication, and life in general. Without disclosing too much personal information, share your thoughts on the matter in the discussion board as follows: In no less than 150 words, create an initial post that describes your Johari Window, how you operate within your self-perceived dominant quadrant, and the effects that this has on your communication. After your initial post, respond to at least four of your classmates in a meaningful way.
- **Week 4: Interpersonal Skills.** Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives. Employers often seek to hire staff with strong interpersonal skills; they want people who will work well in a team and be able to communicate effectively with colleagues, customers and clients. Complete the Tolerance for Disagreement Scale and then, without disclosing too much personal information, share your thoughts on your tolerance for disagreement. In no less than 250 words, create an initial post that describes your tolerance for disagreement (TFD). How does your TFD affect your ability to engage in small talk? How does your TFD affect your ability to overcome conflict? After your initial post, respond to at least four of your classmates in a meaningful way.
- **Week 6: Team Problem Solving.** In your preassigned group, you are to choose a problem from the small group scenarios document and work through the seven-step problem solving model to provide a response to the scenario. The final product for the group will be a submission that lists the seven steps and provides your response to the prompt for each step. You will need to complete the Teamwork Evaluation assignment in conjunction with the team problem solving assignment.

Example of forum (discussion) grade applied:

EXAMPLE:

Discussion Board Assignment is due Sunday.

- Susie posted her Primary Post on the Wednesday before the assignment deadline and received full points for the section of the rubric entitled “Date of First Post” (20

points out of 20 points). Susie also received 35 points on the portion of the rubric entitled "*Responsiveness to the topic and readings*" because her primary post was thoughtful, original, academic in nature, and contained references to the online course textbook as well as outside articles that added to the weekly discussion.

- Susie responded to Joe's post on the evening of the Wednesday prior to the assignment deadline.
- Susie responded to Tara's post, the next day, which was the Thursday prior to the assignment deadline.
- Susie responded to Maria's post as well as George's post on Saturday (again, prior to the assignment deadline).
 - Because Susie responded to 4 peers (assumed quality responses with proper punctuation and grammar), she received 25 of the 25 points available for the section of the rubric entitled "Number of quality responses".
 - Susie also posted on 3 separate days of the week, therefore she received 15 of the 20 points available for the "Number of days posted" section of the rubric.
- Because Susie's discussion board post and responses illustrated responsiveness to the topics and readings; 4 quality responses; she posted her responses on 3 separate days; and the date of her first post was no later than Wednesday, Susie received a grade of 95 points out of 100 available.
- PLEASE NOTE: POSTING ONLY A PRIMARY RESPONSE, WITH NO PEER RESPONSES, WILL ONLY ALLOW YOU TO OBTAIN POINTS FOR THE "RESPONSIVENESS TO TOPIC & READINGS" PORTION OF THE RUBRIC!!! THAT WILL ONLY ALLOW YOU TO OBTAIN A MAXIMUM OF 35 POINTS!!!

Sample Student

| Criteria | Ratings | | | | | Pts |
|-----------------------------|--|--|---|--|---|---------|
| Initial Post Quality | 35 pts | 25 pts | 15 pts | 5 pts | Void of quality 0.0 pts | 35 pts |
| Number of quality responses | Responded to 4 classmates. The responses were substantive in nature and extended the discussion beyond the original post. The responses contained no errors in grammar or usage. 25.0 pts | Responded to 3 classmates. The responses were substantive in nature and extended the discussion beyond the original post. The responses contained no more than 1 error in grammar and usage. 20.0 pts | Responded to 2 classmates. The responses were substantive in nature and extended the discussion beyond the original post. The responses were substantially clear in terms of grammar and usage. 15.0 pts | Responded to 1 classmate. The response was substantive in nature and extended the discussion beyond the original post. 10.0 pts | Did not participate, or all responses were brief and not substantive in content. 0.0 pts | 25 pts |
| Number of days posted | Posted on 4 days. 20.0 pts | Posted on 3 days. 15.0 pts | Posted on 2 days. 10.0 pts | Posted on 1 day. 5.0 pts | No Posts 0.0 pts | 25 pts |
| Date of first post | Initial post was no later than Wednesday 20.0 pts | The initial post was no later than Friday. 15.0 pts | Initial post was no later than Saturday. 10.0 pts | Initial post was no later than Sunday. 5.0 pts | No Post 0.0 pts | 20 pts |
| | | | | | Total | 100 pts |

Grades:

You will have one graded activity during each week of the course and one final exam. The grades from each activity and the exam will be averaged to determine your grade for the semester. The calendar at the end of this syllabus describes the general topic which will be explored each week.

University policy stipulates that average work in this course merits a grade of 'C.' A grade of 'B' indicates high achievement that exceeds course requirements; a grade of 'A' indicates superior achievement that far exceeds course requirements. A grade of 'D' or 'F' indicates that there are major issues with the given assignment.

In this course, forums are primarily used for discussing topics and issues related to course content. In addition, the course contains a number of ungraded forums. Use the General Questions and Comments forum to ask questions of your classmates and instructor; use the Water Cooler forum for socializing.

I expect you to read all messages as part of the course readings. Please change the subject line when you introduce a new topic. When you reply to your classmates' messages, address your classmates directly—doing so helps all participants maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

To earn credit for your course activities, you must submit them through the appropriate dropboxes in the **Modules** area of Canvas. Keep in mind the following practices for submission of assignments:

- Submit all assignment files in .doc, .docx, or rich text format (.rtf). Please do not submit PDF files unless absolutely necessary, as they are difficult to mark up with comments, or Pages files, which I cannot open.
- Any time you link to content on the open web (including images, audio, and videos), include a working URL and a proper citation of those materials.
- Always keep a copy of all the work you submit and a copy of the confirmation page generated by Canvas.
- Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

Supplemental instruction: Students are encouraged to visit the Success Center on the second floor of the Mesa Building for assistance with written assignments. Papers may also be submitted to the Online Writing Lab at owl@utpb.edu. Supplemental course material may also be found in Canvas.

Grading Scale

| Letter Grade | Description |
|---------------------|--|
| A (93-100) | Excellence in the above categories. Far exceeds the requirements of the assignment. |
| A- (90-92) | Excellence in nearly all the above categories. Exceeds the requirements of the assignment. |
| B+ (87-89) | Excellence in most of the above categories. Meets all assignment requirements and exceeds some of them. |
| B (83-86) | Excellence in some, but not all of the above categories. More than an adequate response to the assignment. |
| B- (80-82) | Demonstrates a moderately high level of competence in the above categories. Response to the assignment is slightly more than adequate. |
| C+ (77-79) | Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors. |
| C (73-76) | Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors. |
| C- (70-72) | Satisfactory completion of the content of the assignment, but may demonstrate a lack of understanding of some elements. Adequate response; meets minimal requirements but with distracting errors. |
| D (60-69) | A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment. |
| F (50) | Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors. |
| No credit (0) | Assignment was not submitted by the due date or was determined to violate academic integrity policies. |

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

The UTPB Police Department at 432-552-2786

The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.

The Dean of Students at 432-552-2600

Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring - For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.

- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

Distance Education Policy

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic

program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures,etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Course Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

1. Read all message postings in online discussion.
2. Respond to the question directly
3. Reply to minimum of two other student posts.
4. Use a person's name in the body of your message when you reply to their message.
5. Avoid postings that are limited to 'I agree' or 'great idea', etc.
6. Ensure responses to questions are meaningful, reflective.
7. Support statements with concepts from course readings, refer to personal experience, examples.

8. Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy:

Timeliness is one component of professionalism, and because this is an accelerated course, your learning and your classmates' learning depends on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities.

Because students are made aware of the due dates of all assignments well in advance, I will **not** accept work that is not turned in by the date and time noted in the syllabus. If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error.

You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

Academic Dishonesty/Plagiarism/Cheating:

Your coach or I may submit any portion or all of your work to anti-plagiarism software and services to make sure it is your original product.

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation:

The time commitment for college courses is substantial, whether the course is face-to-face or online. In either case, expect to spend around 50 minutes per credit hour per week in "instructional time" in which you engage with the class directly. In a 3-hour, 16-week class, that means you'd spend an average of 150 minutes each week in either a classroom or in Canvas, watching or listening to lectures and reading and posting to online discussions. Students in accelerated 8-week courses must receive the same amount of instructional time, though in a shorter timeframe, in effect doubling the instructional time you should spend in the course each week. In both online and face-to-face courses, the quality of your participation in the class depends on your regular attendance; logging into Canvas one day per week is like showing up to class one day per week, and will produce similar results.

In addition to instructional time, students in both face-to-face and online courses can expect 1-3 hours of course work per credit hour of the course each week, given a 16-

week semester. Course work includes completing assigned readings, doing homework assignments, working with groups outside of class, and similar activities. Again, students in accelerated courses are expected to do the same amount of work as students in regular courses, though in 8 weeks instead of 16. Please talk with your faculty advisor to ensure that your schedule permits this level of commitment.

Regular and active participation is essential to your success in this online course. Students must login to the course at least twice each week; successful students will do so more often, and will probably post more often than minimally required to do. Your instructor uses the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

Your registration for this course obligates you to read all of the assigned materials as well as all of the public discussion materials. All students are expected to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates.

If your instructor is to be away from the course for more than 72 hours, you will receive an email in advance.

Tracking

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

All students are required to complete the course within the semester in which they registered for it. Incomplete grades for online courses are **rarely** given and may only be granted when a student meets **all** of the following criteria:

- The student has completed at least **75%** of the course with a grade of 'C' or better.
- The student provides a valid, documented excuse for not being able to complete the course on time. Low grades are not a valid excuse.
- The student requests the incomplete in writing **before** the last scheduled week of class.
- The student signs or agrees in an email to a contract that lists the course activities to be completed, the revised due dates, and the specific terms of the extension.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Course Schedule

| Week | Chapter Readings (Located in the Weekly Modules) |
|-------------|---|
| Week 1 | Communication and its role in your success. |
| Week 2 | Perception and self-perception. |
| Week 3 | Improving your public speaking skills. |
| Week 4 | How can I improve my interpersonal communication? |
| Week 5 | How can I be more effective at intercultural communication? |
| Week 6 | How can I be more effective at small group communication? |
| Week 7 | How can I be more effective in my digital communication? |
| Week 8 | Course Wrap Up |

Class Schedule

| Date | Name | Event Type | Points |
|-------------|---|-------------------|---------------|
| | Syllabus Quiz- You need to complete this ASAP to activate the rest of the course. | Quiz | 10 |
| 10/26 | Week 1 DB: Course Expectations & Communication Interests | Discussion | 100 |
| 10/26 | Week 1 SA: Speech of Introduction | Discussion | 100 |
| 11/2 | Week 2 DB: Your Johari Window | Discussion | 100 |
| 11/9 | Week 3 Assignment: Speech Outline Assignment | Assignment | 100 |
| 11/16 | Week 4 DB: Interpersonal Skills and Tolerance for Disagreement | Discussion | 100 |
| 11/23 | Week 5 SA: Intercultural Awareness | Discussion | 100 |
| 11/30 | Teamwork Essay Quiz | Quiz | 100 |
| 12/7 | Week 7 SA: Media Analysis | Discussion | 100 |
| 12/12 | Reflection and Projection Assignment | Assignment | 100 |