Online Syllabus: All course information posted online, including policies, is subject to being changed until the first day of the semester. Check the date at the bottom of the document for currency.

COMM145 M70 Web-based course
Fundamentals of Public Speaking and Communication
Summer 2018, (May 14-June 8)

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Required Text

(NOTE: Please read the following before purchasing anything for this course.)

Text: DeVito, J.A. (2018). *Human Communication: The Basic Course* (14th ed.). Hoboken, NJ: Pearson.

This class participates in The WKU Store's "Day One Access" program. As part of this program, the e-book version of the required textbook for this course will be pre-loaded on your BlackBoard account.

The cost of the e-book is $59.36 and it will be placed on your student bill. Students who stay enrolled in Day One Access are also eligible to purchase an optional low-cost loose-leaf copy of the textbook for an additional **$27.00.** (Students who opt-out of Day One Access are not eligible to purchase this low-cost loose-leaf version of the book.) The ISBN for optional low-cost loose-leaf copy at the WKU Store: 9781323768457.

Students who wish to opt-out of this program may do so. **The deadline to opt-out is <u>Wednesday, May 16</u>**. By opting out you agree to have your e-book access terminated and you will be responsible to obtaining the required textbook on your own. If you have purchased the optional low-cost loose-leaf book from The WKU Store, you must return it unopened before the opt-out deadline in order complete the opt-out process. **It must be in its original shrink-wrap.** If you are not local and want a loose-leaf copy, contact the WKU Store for mailing information.

For more information about this program and for additional information on how to opt-out, please visit the following link:

https://www.wkustore.com/t-day-one-access.aspx

Other Requirements

- At least one email address you check **daily**
- At least one telephone number under which you can be reliably reached

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- Access to the internet (**a reliable high-speed internet** connection, a lower speed may not upload your speech recording properly)
- A portable webcam with microphone is required for recording your speeches. **A laptop camera may not be powerful enough to capture sound well.** The recording should show you from head to toe and clearly record your voice. More instructions will be provided on how to submit your recordings in appropriate formats.
- 3x5 note cards to use when delivering speeches

COMM 145 – Fundamentals of Public Speaking and Communication is designed to increase your understanding of the principles and processes of communicating effectively in a variety of contexts and to facilitate development of your skills in public communication, listening, group communication, and interpersonal communication. This is done through a combination of speaking, listening, writing, and reading assignments. Specifically, you will outline, develop, and deliver extemporaneous speeches incorporating relevant sources. You will learn how to develop and deliver messages that are appropriate and effective for the audience, purpose, and context. The assignments are designed to develop your understanding and skills progressively throughout the semester. When you leave the course, you should be sufficiently armed with a basic understanding of public speaking and with an awareness of other important communication skills so that you can continue to develop effective communication behaviors throughout your life in a variety of contexts. COMM 145 is part of the General Education curriculum and fulfills the Public Speaking requirement (Category A-III).

Course Objectives

Students will be able to:

- Design and deliver messages appropriate to various audiences and occasions.
- Communicate a clear thesis and purpose.
- Research, evaluate, and incorporate supporting material.
- Construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions.
- Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages such as vocal variety, articulation, and movement.
- Demonstrate understanding of the communication process.
- Acquire skills to communicate with others, both publicly and interpersonally.
- Understand and identify the basic principles of effective group communication and listening.

Assessment of Student Learning

Grades will be based on the following scale:

A (900 – 1000): Excellent work
B (800 – 899): Good solid work
C (700 – 799): Average work
D (600 – 699): Poor work
F (<599): Failing work

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Grades will be based on the degree to which students meet the guidelines laid out for each assignment. Please note that as you progress throughout the semester, the standards by which assignments are judged change with your level of knowledge and experience. Before submitting assignments, be sure to check the assignment to ensure that all of the required elements are present.

Class Assignment Point Values

Speech One: Speech of Introduction	50 pts.	
Speech Two: Speech of Information and Diversity	100 pts.	
Speech Three: Problem-solution speech	100 pts.	
Outlines: 3 x 25 pts.	75 pts.	
Communication Theory/Context Paper and blog	100 pts.	
Virtual Group Activity	50 pts.	
Participation/activities	250 pts.	
(peer speech evaluations, quizzes and discussion board activities)		
Self-Evaluations: 3 @ 25	75 pts.	
Exams (2 exams) 100 x 2 = 200 pts.	200 pts.	**Total 1000 points**

Class Assignments

YOU MUST SUBMIT YOUR SPEECH DURING THE WEEK ASSIGNED. IF YOU DO NOT SUBMIT YOUR SPEECH DURING THE WEEK ASSIGNED, AND HAVE NOT PRODUCED AN ACCEPTABLE EXCUSE, YOU WILL RECEIVE A ZERO ON YOUR SPEECH.

- **Basic Requirements:** This semester there will be three graded speech assignments. You are expected to use topics of your own choice, which meet the guidelines for the specific speech assignment. Each speech has a time limit allowing all class speakers to complete the assignment on schedule and to give you practice in fitting materials into a given time allotment. Speaking too long or not long enough means your speech does not meet the requirements of the assignment. As you prepare your speech, please allow enough time to practice orally so that you can meet these time limits.

- **Speech Setup**: In order to record your speech, you should give some thought to the setup of the room where you will record. Think of an area where you have good lighting, sufficient space to move around, and enough seating for 6 observers. Outdoor locations may cause a problem with sound quality. Set up your webcam and microphone so the instructor has a full view of you during your speech. Before and after your speech, you should pan (show) the audience to verify that they are in attendance. Your audience may be friends or family, but may not be children. Failure to pan the audience will result in a 10% deduction.

- **Visuals:** The speech of Information and Diversity requires PowerPoint or Prezi. In order to show your slides in one window and you in the other, check the instructor button when logging onto Mediasite to record. It would be a good idea to practice with the equipment early in the week of your speech, to address any technical difficulties.

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- **Outlines:** Outlines are required for each of the graded speeches. **Late outlines will receive comments from your instructor but will not be assigned points.** The outline should include: specific purpose, central idea, a sentence outline of the speech, a list of sources you used in the preparation of the speech, & any other form your instructor may assign. Sample outlines are posted as well as instructor videos explaining the construction.

Speech 1: Introduction Speech (2-3 minutes)

"Just Bag It" Speech—This introductory speech gives you the opportunity to start speaking right away and gives your classmates an opportunity to learn a little about you. Select three items, place them in the bag, and be prepared to explain how the three items describe you. For example, you might include a symbol of your place of employment, an item indicating an interest of yours (e.g. a tennis ball if you play tennis), or an item that symbolizes your career interest (e.g. an apple for an education major). Make sure your visuals are larger than a driver's license or small photo so that everyone in class can see. In additions to the items you bring consider using quotations, stories, and examples. No sources, other than *you*, are required. You must demonstrate that effort went into the assignment. In other words, someone pulling 3 textbooks out of a backpack and telling the class which courses they are enrolled in will not receive full credit. This first speech should include the most basic components of any speech—an introduction, main points, and conclusion. You are required to use extemporaneous delivery, speaking from a brief outline, using no more than one single-sided index card.

Speech 2: Speech of Information and Diversity (4-6 minutes)

This is a 4-6 minute informative speech, which must take a multicultural perspective. You may elect to compare and/or contrast an aspect of two cultural groups or discuss an aspect of one cultural group in detail. Other possible topics include social customs, family traditions, holidays, clothing, food, religious traditions, sports, etc. You must step outside of your own cultural perspective in some way. Focus on presenting information relevant to your audience. You are required to present within the time limit, using a speaking outline of no more than five note cards (one side only). You are to cite no fewer than three different sources and use three or more types of amplification or supporting materials. Visual aids are required for this speech (PowerPoint, Prezi, video/DVD etc.).

Speech 3: Persuasive Speech (Monroe's Motivated Sequence) (5-6 minutes)

This is a 5-6 minute action-oriented persuasive speech. The purpose of the persuasive speech is to influence the audience's beliefs or actions. The speech should contain the five steps in the Monroe's Motivated Sequence, including specific action steps the audience can take. Possible topics include influencing classmates to donate blood, start/increase flossing, exercise more or eat healthier, sponsor a child, get involved with a charity, adopt a pet etc. You are required to present within the time limit, using a speaking outline of no more than five note cards (one side only). You are to verbally cite no fewer than four different sources (only two may be from the internet) and use three or more types of amplification or supporting materials. No visual aid is required, but please keep in mind that a visual aid can be a very effective way to persuade your audience to act on your topic.

Communication Theory/Context Paper

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Based on the chapters in the textbook, select a communication context (interpersonal, group, team, the workplace or another organization) or communication theory (dialectics, communication privacy management etc.) you are interested in and write a 3-4 page paper (double spaced). Explain why you selected this context or theory and why this context represents an important area in which to study/learn about communication and/or why this theory is important to the study of communication. Include a **minimum** of three academic sources cited within the text of your paper (preferably communication journals or books; the textbook does not count as one of your three sources). Discuss what **Communication scholars** have learned about your topic that could be relevant to your own experiences (give examples). Also discuss what you learned about communication from your research (how this will this be useful in your life, career etc). The paper will be graded on content, organization, and writing. Please include an introduction, clearly organized and supported paragraphs in the body of the paper (please use topic sentences), a conclusion, and source citation, including a reference page in APA format.

Speech Self Evaluation

Students will view their speeches and complete a self-evaluation form. This evaluation will be required for all three speeches. Students will also complete peer evaluations of other student speeches.

Written work/homework

In addition to the speeches, you will be assigned various activities through the Blackboard Discussion Board.

Participation

Quality and quantity of contributions to discussion boards constitute your participation grade. Refer to the discussion board rubric for more specific details.

Examinations

Exams and/or quizzes will be used to gauge your understanding of the course material. The testing (exams and quizzes) schedule is located on the weekly lesson module.

There are two scheduled examinations. Questions on the exam may consist of multiple-choice, true-false, short answer, or essay questions. Tests will cover assigned reading, lecture material, and class discussion topics. **All exams must be taken at the WKU proctoring center, or at an approved alternate location. You may set up your appointment online through Topnet. You will receive instructions for test registration via email from DL Testing. You may contact them at (270) 745-2953 for further questions.**

Virtual Group Activity

Students will participate in a simulated group decision-making activity and evaluate using Walther's rules for virtual groups.

General Course Information

Language. This course will be conducted in English.

Time. All times mentioned will be Central Standard Time.

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Who is most likely to succeed in this course?

1. Students who approach the course material with a sincere interest in improving their understanding of listening and its influence on our lives.

2. Students who read and/or listen to instructions carefully, do their best to follow them, ask questions when they do not understand course material or assignments, regularly participate in class discussion, and submit any required material on time.

3. Specifically for an online course, students should:

- be self-directed and motivated
  An online course offers you much flexibility in where and when you want to work on the course material. BUT: That also means that you have to be responsible yourself for planning your approach to the course and motivating yourself to get started!

- have good basic computer skills
  You do not have to be a computer wizard, but you need to be comfortable with some basics, such as creating word files and saving them in various formats, emailing and, very important, the use of various blackboard functions and the internet in general. To avoid problems in the course of the semester, make sure the computer you plan to use is protected by a good antivirus program.

- have good time management skills Have you already set aside the time you will spend on this course? If not, now is the time to do it! You need to reserve three hours (which you would normally spend in the classroom) plus 2-3 hours for each of those hours for the outside class work you would have to do. That makes 9-12 hours per week. An online course may be flexible, but the workload is just as real as in a face-to-face course. Set yourself up for success by planning what time you will use for this course now! Then, make sure you stick to your plan!

- be able to read and write well (and ideally like reading!)
  An online course naturally requires more reading and writing than a face-to-face course. Therefore, please carefully consider whether you are comfortable (and can be happy) with both before deciding to take this course!

- have continual access to a computer with Internet access
  This course will require you to be online frequently (i.e., at least every day for the Winter/Smmer class). For Winter/Summer classes, the entire module will be open with assignments, due dates are posted on the daily schedule, in the course modules, and the course calendar on Blackboard. This applies to all courses but online courses even more than face-to-face courses. In a face-to-face class, I may see questions in your face and ask whether anything is unclear. In an online class, that is not possible. So, you really need to take the initiative and ask when you need help!

- be willing to share their experience with their instructor and fellow students in online discussion. In an online class, the discussion board is much like our classroom where we can share ideas and experiences. The more people are ready to share, the more exciting the course will be. Plus, participating increases your own motivation and performance in the course!

(Minnesota State Colleges and Universities, Academic and Student Affairs, 2011)

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Assignment Formatting

All written assignments must conform to APA style (6th edition).

The following APA manual is available at the Helm-Cravens library. If you don't have access to the library, you should consider purchasing a copy.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [APA]

You may also access limited APA information at the following Purdue website:

http://owl.english.purdue.edu/owl/resource/560/01/

Late Work

All assignments must be submitted to blackboard on their due date. Assignments posted to incorrect areas on Blackboard will not receive credit. **E-mail submissions will not be accepted for credit.** No late work will be accepted without prior approval from the instructor.

Submitting a corrupted file (i.e., a file that cannot be opened) will be counted as no submission, so check the file you are submitting to make sure it is not corrupted. If I cannot open the file you submitted, I will notify you and the late "clock" with continue to tick until a version I can read is sent.

All written documents have to be in **Word doc, docx, or rtf** format. Blackboard will not accept a file in "pages" format and will result in a zero on the assignment.

Course Policies

Please note: Before discussing our rules for the course, let me **warmly thank** the many students who are conscientious and courteous while endeavoring to meet course obligations. I **do** notice your efforts. It is you who make teaching a joy. Thank you for being there! That said, rules are there to make sure **everybody** is on the same page before we embark on this learning experience together. So, please read the sections below carefully and hopefully we can avoid most issues in the course of the semester.

Contacting the Instructor

Email: The by far best way to reach me is **email**. I will check my email at least once a day, Monday through Friday and usually once on the weekend. You can usually expect a response from me within 48 hours Monday through Friday, and on Monday if you email me on the weekend. If you do not receive a response within that time frame, I probably did not get your message. In that case, please check your email to make sure it fulfills the requirements below and re-send it.

Required email format

Always include our course name and section number in the subject line plus a brief heading related to the content of your email. Please use your WKU student e-mail account. For example: **"COMM145 700: Context paper question". DO NOT** send an email by responding to a general announcement I send out. They could be buried in a thread. I get a lot of emails and scan through them for emails from students. Including an appropriate subject

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line will ensure that I notice your email. Within the email, make sure to always include the following: a greeting, a closer, and your name. Including these items is basic courtesy in email exchanges. You will make a much better impression on whomever you email if you include these basic features.

Skype/Webcam: Either during office hours or at other arranged times, we can have meetings through Skype using either just audio or webcams. Seeing each other can be very helpful especially if we need to discuss more complicated issues.

"Attendance" Policy

According to the University Senate, **"Registration in a course obligates the student to be regular and punctual in class attendance."** In an online course, we do not have regular class meetings, but you are expected to regularly log into the course site, get updates on what is happening in class, and stay on track with readings, listening to lectures, engaging in discussions, and in general fulfilling course requirements. Please know that blackboard keeps a record of your presence in (or absence from) the course site.

Other Student Obligations

- You are responsible for your own learning. It is of no benefit to you if the understandings are in my head and not yours. Therefore, I will happily answer questions, as formulating good questions is part of the learning process, but ultimately the responsibility for acquiring a good understanding of the course material lies with you.
- You are responsible for keeping track of activities and due dates in the course. I will provide reminders early in the semester (and the syllabus has all deadlines listed), but you are expected to organize your own approach to staying on track and making due dates.
- If you have questions, it is your responsibility to ask. I will answer happily, but cannot read your mind to find out that you have a question.
- You are expected to actually be the person you represent yourself to be on all work. If not, this is grounds for failing the course.
- On the first day of the course, you will know when every assignment and exam is due.

Look at it now and plan your term! *If you don't like a due date, set your own earlier than the stated one. If your health or life is unpredictable, work ahead of the stated deadlines.*

What happens if bad weather, computer crashes, server outages, or the like interrupts the usual class activities?

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, ice storm, hurricane, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phone or fax). Continue to make reasonable independent efforts toward course completion as per the syllabus. I do watch for news of the places in which my students are so I may be aware of the problem. Contact me sooner, rather than later.

Arrange a back-up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. If you live near campus, you can check out a laptop from TRC. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. Please act with all haste to fix your computer within 2-3 days of a problem. It has been my experience that computers which are nonfunctional for longer than that result in significant problems in finishing coursework. I've had people try to use a neighbor's computer. That tends to hurt the relationship with the neighbor since you will be there frequently or sacrifice coursework. Please avoid viruses by using virus checking software, avoiding e-mails with "humorous" attachments, and avoid using thumb drives or floppies that have been used on public machines. If you don't know the sender, don't open it.

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There are three circumstances in which accommodation is made for missing an exam. What are those special circumstances?

1. A personally life-threatening emergency (includes fever over 100 or being shipped off by military). Appropriate documentation of the emergency is required in order for me to assign a grade. The following are not life-threatening emergencies: Your best friend's relative dies; a cold (no fever); a hangover; a trip to Bermuda; a wedding. Life is about making choices. They are not always easy choices. I hope no one has to make these types of choices in this class, but having to make a difficult choice is part of being an adult, it is not a sign of being mistreated. I give you advance notice so you can make necessary arrangements. There are no surprises in this class so you can plan your life from day one. If you are seriously sick, **get a note from the MD**, save pharmacy receipts if you don't have insurance or think of how else it could be independently documented in a manner your peers would approve.

2. Business accepts as an excuse the **deaths of grandparents, parents (includes step), children, spouse or person for whom you are guardian** with documentation; so I'll follow the same model. You have the opportunity on your Student Information Sheet to list the names of those in your immediate "family" however you define that. **I do need documentation of the death** to keep faith with the other students in the class. Although I am very sympathetic I need a newspaper obituary and funeral home card or confirmation from an established citizen, such as the minister, giving the date and time of the funeral and the relationship to you. The death of non-dependent cousins, aunts, uncles, etc. are not considered acceptable excuses. It would be impossible for me to judge the depth of relationships/trauma across all the students for such relatives. If you become a primary caregiver for a dependent after the term begins, (e.g., a sibling dies and you take on their child) notify me before the week of the exam to add them to your list. Again, some type of documentation is important, e.g., I am primary caregiver to an aunt and two elderly friends and am the only relative of a sister. Those are the people for whom I would have to take emergency leave. Once upon a time in small communities everyone knew everyone else and could judge the impact of a loss. Today I have students all over the country and thus need separate confirmation to be at peace with the other students. I regret the inconvenience for those truly experiencing such a loss, but I've heard students boasting about using a fake death as an excuse and I've become cautious to fulfill my obligation to other students to provide as level a playing field as possible.

3. The university may approve certain types of absences campus-wide, such as severe weather events.

Grade accommodation

If you meet one of the above conditions your grade on the missed test will be the average of your grade on the other exam. You must take the final exam to receive course credit. You can only use this process on one exam. If you do not meet one of the above conditions, your grade on the missed exam will be zero. If you have two such traumas in a single semester it may be wiser to suspend school, or at least a few classes, for a while to cope with the stress.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

It is expected that all of the individual assignments you complete for COMM 145 (and in all of your other courses) are always your own work. However, many students are not sure exactly what "your own work" means, so, please read again the information on plagiarism and cheating from your WKU Student Handbook (page 32). Aside from copying work, **plagiarism includes incorrectly citing sources** or **presenting someone's information as your own**, without properly crediting the source. To avoid this, you should carefully make notes to keep track of where you obtained your information. In written form, you must use quotation marks when referring to another's work. In a speech where you are paraphrasing, you can say "According to… (give

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name)…" It does not take much effort to make sure you follow the rules for using another's thoughts.

YOU ARE RESPONSIBLE for letting your audience or reader know whether you are:

1. directly quoting from a source.
2. paraphrasing closely from a source, which means using significant portions of another source's sentences or language.
3. using the ideas advanced by a different source.

Plagiarism Detection

In this course you will be using an electronic plagiarism detection tool (SafeAssign within BlackBoard) to confirm that you have used sources accurately in your speeches and outlines. All assignments are subject to submission for text similarity review to one of these plagiarism detection tools. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents. Specific instructions will provided in class or online on how to submit your speech outlines for electronic plagiarism review.

Penalty for Academic Dishonesty

Western Kentucky University and the Department of Communication are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches, or other assignments may immediately receive a failing grade on the assignment and potentially in the course, and may be reported for disciplinary action. Falsified medical excuses and presenting another student's work as your own fall within the guidelines of this academic integrity policy.

As you can see, these are extreme measures for academic offenses that the Department of Communication and the University believe are serious. If you have any questions about whether you may be plagiarizing in your work, please be sure to contact your instructor well in advance of the due date for your assignment.

IF YOU NEED HELP

ADA Accommodation Statement/Student Accessibility Resource Center

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from the Student Accessibility Resource Center (SARC office).

The Communication Success Center (CSC)

The Communication Success Center (CSC) exists to help students from COMM 145 and COMM 200 with numerous skills that are required to complete assignments in those courses. Help is available from peer tutors on finding a topic, research, organization, outlining, writing introductions and conclusions, APA 6th ed. format, among other skills. The CSC is located in FAC 138 and hours are posted on or next to the door. Appointments can be made or drop-ins are allowed on a first-come/first-serve basis. Five computers are available to students in Department of Communication courses to use for any legitimate academic purpose related to course work. Printing services are NOT available in the CSC, but Microsoft Office files (Word, Excel, etc.) can be saved to media or the MyStuff/P: drive folder and printed in student technology centers equipped with printing services.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Research Appointments with your Personal Librarian

At WKU Libraries, your Personal Librarians are always ready to help! We have librarians for every program on campus, plus Special Collection librarians and archivists. Their goal is to save you time and help you be successful on term papers and other projects by showing you what you need to know to get started and be successful. Start your research by scheduling an appointment with your Personal Librarian. Find them at http://www.wku.edu/library/dlps/subj_lib_subject.php, call Helm-Cravens Reference Desk at 270-745-6125, or email web.reference@wku.edu.

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Writing Center Assistance (for help with theory/concept term paper)

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during regular operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

Student Resource Portal

WKU has provided a link online to the Student Resource Portal. The webpages of this portal provide links to various services that you might find useful for this class or others during your time at WKU. To access the portal, point your Internet browser to https://www.wku.edu/online/srp/.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

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Intellectual Property

It is a common misconception that material on the Internet is free. However, even if a copyright notice is absent, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit (author, title, location) and indications (e.g., quotation marks). The plagiarism policy applies on the Internet too.

Privacy Matters

The Internet may change or challenge notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy online. Privacy for every student depends on the actions of each individual student--sharing your password with a friend or spouse is violating the privacy of your classmates. Maintain trust with your classmates; do not share your password. You may trust your spouse with your life, but your classmates do not know this person.

Disclosure: The course software I use enables me to know which students have logged in and where in the course site they have visited. The technology support people have access to information posted at the site.

Course Security: In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to **completely close the browser software** when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.
In Internet Explorer: Tools...Internet Options...General...middle section of Temporary Internet Files...Delete Files. It may take a while if no one has done it before. In
Mozilla/Firefox….Edit…Preferences….Advanced….Cache….Clear Cache Guard your password and change it regularly.

References

Minnesota State Colleges and Universities, Academic and Student Affairs
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