

COMM 145 - "FUNDAMENTALS OF PUBLIC SPEAKING AND COMMUNICATION" DEPARTMENT OF COMMUNICATION WESTERN KENTUCKY UNIVERSITY Fall 2022-WEB SYLLABUS COURSE DESCRIPTION	INSTRUCTOR:	Heather Strode
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	OFFICE HOURS:	Monday -3-4 pm on Zoom (Link in BB) By appointment-Via Zoom

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 that incorporate relevant sources and 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 an awareness of other important communication skills and concepts so that you can continue to develop effective communication behaviors throughout your life in a variety of contexts. COMM 145 is part of the Colonnade curriculum and fulfills the Human Communication requirement (Foundations category).

COURSE OBJECTIVES

Colonnade learning objectives for Human Communication (Oral):

Learning Objective 1: Students will demonstrate the ability to listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings.

Learning Objective 2: Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.

Learning Objective 3: Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response. **Learning Objective 4:** Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

Students will also 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 (e.g. vocal variety, articulation, and movements).
- 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.

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 course BlackBoard account.

The cost of the e-book is \$59.36 and it will be placed on your student bill on Tuesday, 8/22/22. 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 Monday, 8/29/22.** 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.

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>

ATTENDANCE

Since this is an online course, your "attendance" and participation will be measured differently than a Face-To-Face course. Because the material we will cover will be harder to discuss since we will not be in a classroom setting, it is imperative that you are constantly checking your email and Blackboard page. If I fail to see that you are completing assignments, tests, speeches, etc. and have not heard from you or received responses to my "check-in" emails, I will assume

that you are no longer taking the course and will have you removed from the class. At the conclusion, you will receive an Attendance/Participation grade based on your participation level and timely completion of your work.

You are responsible for contacting me regarding any excused absence/time away from class work (such as vacation, school trip, death in the family, prolonged illness, etc.) you may have. I encourage you to contact me before your leave of absence rather than afterwards so that I can help you keep on track with your assignments when you return.

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 Sunday. You can usually expect a response from me within 24 hours Monday through Friday. 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. REMIND App is another way to get in touch with me and is sometimes faster for quick questions. Please join using the information on BlackBoard.

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: Theory/Context paper question"**. I get a lot of emails and scan through them for emails from students. Including an appropriate subject 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. DO NOT reply to my announcements, they tend to get buried in a thread.

Zoom Meetings: Either during office hours or at other arranged times, we can have meetings through Zoom 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.

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

In order to build an open, professional classroom atmosphere everyone should follow certain ground rules. These rules of civility include but are not limited to:

1. **Displaying respect** for all members of the classroom community, both your instructor and fellow students, and including their expression of ideas.
2. **Paying attention to and participating** in lectures, group activities, presentations, and other exercises.
3. **Avoiding unnecessary disruptions** during class such as ringing cell phones (turn them off before class), text messaging, private conversations, reading newspapers, or doing work for other classes.
4. **Avoiding negative, disrespectful or derogatory language** on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status that may unnecessarily exclude or negatively affect members of our campus and classroom community.

RESOLVING COMPLAINTS ABOUT GRADES (From PCAL Dean’s Office)

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

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) [<https://www.wku.edu/handbook/>]. 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 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 be 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.

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 your media or to your MyStuff/P: drive folder and later printed in student technology centers equipped with printing services found elsewhere on campus.

The Learning Center (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, Room 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! They 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.

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 the Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.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.

ASSIGNMENTS

- **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.
- **Other Requirements**
 - At least one email address you check daily
 - At least one telephone number under which you can be reliably reached
 - Access to the internet (a reliable high-speed internet connection, will affect speech uploads)
 - A portable webcam with microphone is required for recording your speeches. A laptop camera may not be powerful enough. 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.
- **Outlines:** Outlines are required for each of the graded speeches. **Late outlines will receive comments from your instructor but may not be assigned points.** The outline should include: specific purpose, central idea, a sentence outline of the speech, a list of sources (i.e. a bibliography in APA format) you used in the preparation of the speech, & any other form your instructor may assign. **(NOTE: A copy of either the Information and Diversity Speech or the Persuasive Speech outline may be retained by the instructor for departmental course assessment purposes.) All outlines will be uploaded via Blackboard. (Sample outlines are provided on BlackBoard to view as an example.)**

- **Speech videos:**

Since this is an online course, you will submit your speeches via video. In order to make sure that you are completing your speeches correctly, please note the following:

-You will submit your speeches to GoReact Please create a GoReact account during the first week of class. You can find the link in BlackBoard.

-You must dress up for your Speech of Information & Diversity and Persuasive Speech (Problem/Solution)

-You can NOT edit or alter your speech video in any way!

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.

Speech 1: Introduction Speech (2-3 minutes) Due:

“3 Item 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)

Speech 3: Persuasive Speech (5-6 minutes)

This is a 5-6-minute action-oriented persuasive speech. The purpose of this persuasive speech is to influence the audience's beliefs or actions. The speech should contain a problem and solution(s) to the problem, including action steps the audience can take. Possible topics will be provided by your instructor, but you are not limited to the list received from your instructor provided your instructor approves of your topic. The speech may be organized using *Monroe's Motivated Sequence*. 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 four different sources (only two may be from the internet) and use three or more types of amplification or supporting materials. Visual aid is required (unless otherwise stated by your instructor).

Speech Contest!

Currently planned for April (but may be subject to change), the Department of Communication will be sponsoring a speech contest for the COMM 145 courses offered by the department. Instructors will select one student per section that the instructor teaches based upon the student's persuasive speech. The top three places in the final round for both COMM 145 regular and "business" sections will receive monetary awards.

Emotional Intelligence Paper (Will provide more details later in the semester)

Include a minimum of three sources cited within the text of your paper (preferably communication journals or books; the textbook does not count as one of your 3 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 be useful in your life, career etc.). The paper will be graded on content, research, 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 along with a thorough bibliography in APA format. You will also present your paper informally to the class so that everyone can learn about the theory/concept. Please include relevant/interesting information about your topic from your research as well as how your topic contributes to the study of communication. The presentation should be 3-4 minutes in length. The paper length is 3-4 pages, double-spaced, and APA style.

Self-Evaluation

Each student will complete one self-evaluation using the GoREACT program which is to be submitted to your instructor via BB. This evaluation will at least be done for the persuasive speech.

Written work/homework/In-class activities/Quizzes

In addition to the speeches, you will be graded on several in class/homework activities and/or written assignments as required by your instructor. Weekly folder will appear on Sunday

afternoon with weekly assignments, readings and quizzes. Please check your email and BlackBoard regularly.

Examinations

Exams and/or quizzes will also be used to gauge your understanding of the course material. The testing (exams and quizzes) schedule is located on the tentative daily schedule. Quizzes are assigned each week to help you keep up with the material and help prepare you for the exams. There are three exams scheduled this semester. They will appear during the scheduled week. You will have 75 minutes to complete the exam and you must take the exam at one sitting.

Assignment Guidelines:

1. All typed assignments must conform to APA style. The following APA manual is available at the Helm-Cravens library.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th edition). Washington, DC: Author. [APA]

1. Late work- All assignments must be submitted to Blackboard on their due date. E-mail submissions will not be accepted for credit unless an assignment is specifically announced as an e-mail assignment. Submitting work late will result in a 10% grade deduction for the assignment per day that the assignment is late. Submitting a corrupt file (i.e. a file that cannot be opened) will be counted as no submission. Please check the file you are sending to make sure it is not corrupted. If I cannot open the file you submitted, I will notify you and the late "clock" will continue to tick until a version I can read is sent.
1. All typed documents have to be in Word doc, docx, or rtf format. (Please do not use Pages to submit your assignment.) I cannot open it and will result in a zero.

Email: This is the best way to reach me is email. I will check my email 3 times a day, M-F, and usually once over the weekend. You can expect to hear from me within 24 hours M-F. If it has been longer than 24 hours, then please resend your message.

Your email should include a **brief heading** related to your question or course content.

(Example: COMM 145: Informative Outline question). This helps me while I am reading through the many emails I receive on a daily basis. In your email, make sure you include the following: **a greeting, message, a closing statement and your name.** including these elements will help make a good impression on whoever you email.

Discussion Board: You are required to participate in the class discussions when they are assigned. The purpose of the discussion boards to exchange ideas between classmates and create a learning environment. Posts will be graded on quality and quantity. An announcement will be posted when a discussion board has been assigned.

Please check Blackboard regularly. You are responsible for responding to another student for each discussion board.

Academic Honesty: All work should be a reflection of your own efforts. A student who cheats or plagiarizes will receive zero points for that assignment and/or a failing grade for the course and may be reported to the office of Judicial affairs. To prevent plagiarizing: 1.) provide the names of the authors of all that are not your own, and 2.) provide proper citations when you summarize or paraphrase another person's ideas in your own words.

Intellectual Property: I expect that you will post only material that is your own work. You must give credit to (author, title, location) if you use information that is not your own work. The plagiarism policy applies to the Internet, as well.

General Course Information

Time. All times mentioned will be Central Standard Time.

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.
1. 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.
1. 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 summer/winter class). For Summer classes, the entire module will be open with assignment, due dates are posted on those assignments. 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) 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 (please read) All assignments must be submitted to blackboard on their due date.

E-mail submissions will not be accepted for credit unless an assignment is specifically announced as an e-mail assignment.

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" will continue to tick until a version I can read is sent. If it is submitted in a corrupt format at the assignment deadline time, you will not receive credit for it. You can check it by opening the attachment after submission. All written documents must be in Word doc, docx, or rtf format.

Blackboard will not convert a file in pages, a program that commonly is found on macs. If you submit something in another format, I will be unable to open it and you will not receive credit for it. **Please do not submit in pages format, as this will not be accepted as I can't open this from Blackboard.**

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.

Finally, by taking this course in online format, you are agreeing to discuss your grades in either online or phone format. If you disagree, please contact me to make other arrangements.

Assignment	Possible Points	Your Points
Speech of Introduction	50	
Speech of Introduction Outline	15	
Speech of Information and Diversity	100	

Speech of Information and Diversity Outline	30	
Persuasive Speech	100	
Persuasive Speech Outline	30	
Self-Evaluation	25	
Context Paper	100	
Context Paper Presentation	50	
Exam #1	75	
Exam #2	75	
Exam #3	75	
Participation Activities: <i>Including but not limited to: In-class Speaking Assignments, Quizzes, Activities, Chapter Assignments, etc.</i>	225	
Total	1000	

FINAL GRADE SCALE

A = 900—1000 pts (90% – 100%)
B = 800—899 pts (80% – 89%)
C = 700—799 pts (70% – 79%)
D = 600—699 pts (60% -- 69%)
F = Below 600 (Below 60%)

References

Special thanks to Dr. Donna Schiess for her assistance and willingness to allow use of her syllabus and website ideas.

Minnesota State Colleges and Universities, Academic and Student Affairs (2011). Getting started online. Retrieved from <http://www.vfc.project.mnscu.edu/>

Kuhlenschmidt, S. (2011). Psychological Tests and Measurements – Psy 361: Web Site Syllabus. Retrieved from <http://www.wku.edu/~sally.kuhlenschmidt/psy361/p361syl.htm>