COMM145 Fundamentals of Public Speaking
Syllabus, Summer 2024

Instructor: Daniel M. Chick, PhD

Email: daniel.chick@wku.edu

Class Location & Time: Per course catalog.

Office Location & Office Hours:
FAC143; Office Hours will be via Zoom and by appointment (email me for an appointment at least one day in advance of the time you wish to meet)
- **Note:** Generally, if you are trying to contact me, email is the best way to do so. I check it frequently throughout the day Monday through Friday and at least once a day on Saturday and Sunday. I generally practice work-free weekends, but special exemptions can be made at my discretion. If I must be off email entirely for more than 24 hours Monday through Friday during the semester, I will let the class know.
- **Note:** When emailing, use professional language and appropriate structure and organization. Please allow up to 48 hours for correspondence. Also, when composing an email, please include course prefix, number, and section (i.e., COMM145-01; COMM346-01) in the subject line.

Course Description:
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).

Colonnade program learning objectives for Human Communication (Oral):
Learning Objective 1 (CSLO-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 (CSLO-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 (CSLO-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 (CSLO-4): Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

From the Colonnade student learning objectives flow the following course specific student learning objectives:
SLO-1: Design and deliver messages appropriate to various audiences and occasions.
SLO-2: Communicate a clear thesis and purpose.
SLO-3: Research, evaluate, and incorporate supporting material.
SLO-4: Construct and deliver organized presentations with well-developed introductions, main points, conclusions, and transitions.
SLO-5: Deliver speeches using appropriate and effective vocal and physical behaviors to enhance messages (e.g. vocal variety, articulation, and movements).
SLO-6: Demonstrate understanding of the communication process.
SLO-7: Acquire skills to communicate with others, both publicly and interpersonally.
SLO-8: Understand and identify the basic principles of effective group communication and listening.

<u>Required Course Texts</u>:
- **Mapes, M. (2020).** *Speak out, call in: Public speaking as advocacy*. **University of Kansas Libraries. https://opentext.ku.edu/speakupcallin/.**
- **Wrench, J., Punyanunt-Carter, N., & Thweatt, K. (2020).** *Interpersonal communication: A mindful approach to relationships*. **Milne Open Textbooks. https://milneopentextbooks.org/interpersonal-communication-a-mindful-approach-to-relationships/.**

This class participates in The WKU Store's Big Red Backpack Program. As such, any cost for print versions of these texts should be eliminated. PDFs can be acquired for free from their respective webpages should you decide to opt-out of the program.

Additional Materials: May be determined by the individual instructor, but no additional textbook is required. Additional readings will include various news articles, blogs, and other common media sources as necessary. All additional readings will be linked in that week's module on Blackboard.

Tools & Skills Required for Success in This Class

Tools
Functional personal technology, including a computer or tablet, access to the Internet, and word and slideshow processing software. As a student, you have free access to a great deal of software, including the Microsoft Office suite. You can find and download this software here: https://www.wku.edu/its/software/

Skills
Word Processor & Slideshow Development Skills: In addition to the speaking component, COMM145 requires a great deal of writing. Examples of writing will include brief essays, reflections, and outlines. Students should be familiar with and know how to use such word processing tools as creating a bulleted/numbered list, creating paragraphs, and hanging indents.
- A Beginner's Guide to Microsoft Word & A Beginner's Guide to Microsoft PowerPoint

Time Management & Professionalism: Chances are, you have a number of obligations in this semester. These obligations include this class, the others you are taking, extracurricular activities, and most likely a job. Managing your time to meet these competing obligations will be important. Think of this class as another part of your job: we work multiple times per week in a professional environment. Therefore, meeting deadlines, demonstrating mutual respect, and collaborating with others are important responsibilities to uphold.
- Harvard Summer School has created a helpful list of ways to help with time management: https://summer.harvard.edu/blog/8-time-management-tips-for-students/

Reading and Writing Basics:
Reading: Our course texts are not only free to use—they are also designed with you in mind. The expectation is, of course, that you will read the assigned material for the day/week and in so doing eliminate distractions. Students should devote time to and sit with the material covered for that day/week.

Writing: Students should understand the basics of academic writing, including appropriate references/citations, essay formatting, topic sentences, and so on.
- APA Citation (7th edition) will be an important component of this course. We will cover how to cite in this format extensively in this course. However, it is prudent to familiarize yourself with this style at the outset of the course. The links below will aid in familiarizing you with this format.
  - Smart Student: The Basics of Citing and Referencing in APA 7th Edition
  - Online Writing Lab @ Purdue University: APA Formatting and Style Guide (7th Edition)
    - OWL @ Purdue has provided a comprehensive formatting guide. Reference this often to discern how to cite everything from an academic journal article to a tweet.

"Soft" Skills: Arizona State University has helpfully provided a list of people skills that will aid in your success in this course and, more generally, college. These skills include assertiveness, responsibility, self-management, communication, collaboration, independent work, critical thinking, studying, technology, tolerance for ambiguity, ease with diversity, creativity, ability to follow directions, having personal goals, and remaining engaged. Read more here: https://admission.asu.edu/parent-blog/college-life/15-skills-college-success

Diversity, Equity and Inclusion Statement:
I come to the study of communication as a white cisgender man from the United States who enjoys relative socio-economic security. Mindfulness about my identifies tells me that I often benefit from communication where others may not. I'm also gay. People who identify as LGBTQ+ in the United States are, of course, by no means an ideological monolith—especially among my fellow white gays. We are nevertheless affected by pervasive discrimination regardless of our ideologies. Indeed, I've withstood discriminatory, hateful experiences thrust upon me because of my sexuality. Thus, having experienced the best of society and its worst, I am keenly aware of need for active work toward inclusivity, diversity, equity, and accessibility so everyone may enjoy a just society.

To that end, I want you to keep in mind a couple of things. First, inasmuch as it is something we create together, one of communication's most beautiful characteristics is that the way you communicate reflects the unique individual that you are. Your uniqueness, brought about by the exceptional synthesis of experiences you have had thus far, is valued in this course. Our diversity of bodies, minds, experiences—each of these facets is a strength, for you and for this class.

Second, our goal in this course is to build an open, professional classroom environment in which our unique synthesis of experiences is celebrated. Therefore, we have certain responsibilities as competent communicators to which we must live up. Each of us living up to these responsibilities will help us develop and maintain an atmosphere that allows for actual communication to take place.

1. **Civility**: We don't have to agree on everything, but please, if you disagree with others, do so in a civil manner. This means speaking with politeness, allowing others to take their turn, and so on. We can, if necessary or upon request, delineate explicit civility norms by which we will follow.
2. **Social Awareness:** exemplary in-class participation is always welcome. However, this too has its limits. Be mindful about both the quality ***and the quantity*** of your participation in-class. If you find yourself dominating the conversation, take a moment to pause and let others speak, even if there might be silence for a moment. Remember that being an ethical persuader means letting others have the same opportunity to speak that you enjoy as well.
3. **Confidentiality:** all students in this class represent one, if not multiple organizations. Examples from these experiences are very useful to learning in this class. Any discussion pertaining to specific organizational issues is to be kept confidential and restricted to Blackboard discussion, papers, and presentations. **Displaying respect** for all members of the classroom community, both your instructor and fellow students, and including their expression of ideas.
4. **Paying attention to and participating** in lectures, group activities, presentations, and other exercises.
5. **Avoiding unnecessary disruptions** during class such as ringing cell phones (turn them off before class), text messaging, checking social media, private conversations, reading newspapers, or doing work for other classes.
6. **Avoiding negative, disrespectful, or derogatory language** on the basis of gender, race, color, ethnic origin, national origin, creed, religion, political belief, sexual orientation, marital status, age, uniform service, veteran status, or physical or mental disability that may unnecessarily exclude or negatively affect members of our campus and classroom community.

(See the Student Code of Conduct for more information related to any of the above.)

If You Need Help:
Your Instructor: Ultimately, I encourage you to communicate with me to ensure I am meeting your needs in this course. I am a major source of help for you throughout the semester and is always ready and willing to help you with those course issues for which you do not find an adequate answer from other resources. On the other hand, do remember that there are some questions that students often ask that are already answered in a course syllabus such as this one. Before you ask for help from your instructor, be sure that you have reviewed this syllabus, Blackboard postings/ announcements, and emails from your instructor thoroughly. If at that point your question is not answered, then, by all means, contact me by email or remote video 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, Room 1074. The 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.

The Learning Center (TLC): The Learning Center provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

Research Assistance 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 research projects by showing you what you need to know to get started and be successful. Start your research by contacting a Personal Librarian. Find them at https://libguides.wku.edu/subject_specialists, 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 on the Bowling Green campus* is offering **only** remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).*The WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at https://www.wku.edu/startcenter/.

Student Resource Portal: WKU has provided a link online to the Student Resource Portal. The websites presented on 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 Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Student Email and Blackboard Announcements:
All students should check their WKU email account **_once a day_** and the Blackboard Announcements page each time you log into Blackboard. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the announcements is not an excuse for not knowing of information delivered via those mediums. Don't worry, I won't send emails every day, but there may be times when I have urgent messages that need timely attention.

Cell Phone Policy (In-Person Classes Only):
Cell phones shall not be used for any purpose during class time unless instructed to do so. Any student with a cell phone in hand or on the desk during class time may be asked to leave class and may be counted absent for that day. This policy applies during all classroom activities. Any student caught with a cell phone out during an exam will receive a zero on that exam and may be subject to other university discipline.

Laptop and Tablet Policy:
Using a laptop or tablet to take notes during class can be very effective when properly used. Moreover, I welcome the use of your laptops and tablets to make this class more accessible to you. However, when students use their laptop or tablet to check their e-mail, check their social networking account, instant message, surf the web, and/or play games during class, it becomes a distraction to surrounding classmates and hinders the educational process. *Studies have demonstrated that*

engaging in such activities during class time is linked to lower semester grade point averages than those who do not engage in these activities. In addition, *other studies have found that these activities are distracting to those seated to the side and behind students who engage in such behaviors*.

Artificial Intelligence Policy:
This course is designed to enhance pragmatic communication skills that you will use in your everyday life as a citizen, most particularly argument development, research, organization, and presentation. Except in very limited circumstances, artificial intelligence (AI) tools will not be helpful in developing these skills. AI tools are therefore not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct. You will receive a zero for that assignment and a referral to the appropriate investigative body.

Group Work:
Due to its large size, working in small groups will be an important component of the course. Students should expect to work in groups of four to five to complete some assignments, such as our final group debate project at the end of the semester. I expect that groups should utilize all the communication skills we have at our disposal to work cohesively toward assigned objectives.

Collaboration: Groups may, at their discretion, work in-person, through online media, or both when collaborating to complete objectives. Collaboration tools are available through Microsoft Word, to which you receive free access as a WKU student. You may also elect to use other cloud services such as Google Docs. Working with one another via Zoom in lieu of working in-person is also acceptable.

In working with your group, each member is required to do an equal share of the work and to take initiative to complete their sections of the assignment and/or project in a timely manner. This means that it is the responsibility of each group member to communicate *clearly and honestly* about how the work is going, what needs to be done, and when they will complete agreed-upon work.

It is also not the responsibility of any individual group member to make up for the lack of effort, work, or skill by other group members. Please do not do more than your fair share of the division of work. Helping others with editing, organizing, and streamlining writing is one thing—and is actively encouraged—but doing the majority of the work in lieu of others contributing is not. Speak with your instructor if there is an imbalance of work/effort.

If one person does not complete their allocated work on time, the group may submit the assignment as is, without the incomplete sections, with explanation as to why it was not done. The group member that did not complete their section's grade will be impacted by this and not the whole group. Very often, one person will not do their work, or not do it well, and the other group members will do it for them. ***Do not do that***.

Team Conflict & Instructor Intervention: Conflict is a normal and inevitable part of group participation. On occasion, groups may encounter severe conflict that requires outside intervention. On those occasions, I will be available to facilitate group dialogue to help the group get back on track. This is not an invitation to seek assistance for every group conflict, but rather an option if all other options to resolve conflict have been exhausted. Before I will intervene, I suggest you go through the following steps:
1. Identify inappropriate behavior that undermines group cohesion.
2. Approach member as a group to discuss the issue.
   a. Protip: use "I" messages and provide clear steps to correct issue.
3. If inappropriate behavior persists, the group will create a document formalizing a grievance against the group member undermining group cohesion.
   a. This document will clearly articulate the errant behavior, expected future behavior, and ramifications if the issue is not resolved. A copy of the document will be forwarded to the instructor.
4. If no change occurs, the group will formally petition the instructor to intervene and facilitate a group discussion regarding the issue and expected changes.
5. If severe and persistent enough following instructor intervention, a group may fire a non-productive group member. The procedure for doing so is to (1) conducting a vote of a simple majority, (2) drafting a formal letter of grievance describing errant behavior, steps taken to ameliorate conflict, and outcome of vote, (3) submitting the letter to me with all group members copied (including the fired group member), and (4) conducting a meeting

with the member and me. The instructor reserves the right to overrule a group decision at any time. The fired group member will not be assigned an alternative group but may ask other groups if they may join. Groups **must** attend to all steps as outlined above before any instructor action will be taken.

Course Assignments, Submission Policies, and Final Grade Structure:
Note: all major assignments will have detailed directions and grading rubrics. Assignments and rubrics will be available on Blackboard. These assignments will contain a full list of tasks required for success. Rubrics will exhaustively list the criteria for success.

Total points available for this section of Fundamentals of Public Speaking SP 2024 = 1000). This total is tentative and subject to change dependent upon the need for additional attendance, participation, and discussion points. Course assignments will also tentatively follow this structure:

20 pts **Personal Report of Public Speaking Anxiety**: The PRPSA is a mixed-methods (qualitative and quantitative) personal assessment of apprehension when speaking to large (or relatively large) audiences.
- Pre-test (10 pts): We will first take the PRPSA to gauge your apprehension at the beginning of the semester.
- Post-test (10 pts): The post-test will then gauge your apprehension following the intensive practice undertaken in the semester.

25 pts **Outlining Practice**: This assignment is an opportunity to put the principles of outlining we will learn in the course into practical use before major projects (i.e., informative and persuasive speeches).

105 pts **Outline Drafts**: Rough drafts to be evaluated before final submission for their respective speech. Students will receive full credit for submitting the draft. The intention is for you to receive thorough feedback to produce exceptional final drafts.
- Introductory Speech (15 pts): a basic outline with introduction and conclusion fully articulated.
- Informative Speech (30 pts): a full-sentence outline demonstrating sufficient advance preparation.
- Persuasive Speech (30 pts): a full-sentence outline demonstrating sufficient advance preparation.
- Group Project (30 pts): a full-sentence outline demonstrating sufficient advance preparation.

105 pts **Final Outlines**: Final drafts to be evaluated alongside speech delivery. Final outlines will be evaluated according to the mastery of learning objectives demonstrated therein.
- Introductory Speech (15 pts): a basic outline with introduction and conclusion fully articulated.
- Informative Speech (30 pts): a full-sentence outline demonstrating sufficient advance preparation.
- Persuasive Speech (30 pts): a full-sentence outline demonstrating sufficient advance preparation.
- Group Project (30 pts): a full-sentence outline demonstrating sufficient advance preparation.

50 pts **Speech One: "Just Bag It" Introductory 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). Ground rules available on Blackboard.

100 pts **Speech Two: Speech of Information and Diversity.** This speech is intended to inform your audience on a topic of your choice, with specific attention given to the needs of diverse audiences and diverse ideas. You must in some way think outside of your own cultural perspective and demonstrate throughout this speech how you have done so. Possible topics include, but are not limited to: social customs, family traditions, holidays, clothing, food, sports, etc. Most importantly, this speech's topic should reflect your own great personal interests. Be brave—inform us about something you love! Ground rules available on Blackboard.

150 pts **Speech Three: The Persuasive Speech.** The purpose of the persuasive speech is to influence the audience's beliefs, attitudes, values, and/or actions. The speech can take any number of organizational schemes; one of the most popular is to identify a problem and propose a solution, including action steps the audience can take. Moreover, this speech's topic should reflect your own great personal interests. Be brave—persuade us about something you love. Some topics of a particularly controversial nature (i.e., persuading someone to hold the same religious or political beliefs as you) will be forbidden. Ground rules available on Blackboard.

150 pts **Group Project.** This assignment, guided by Dr. Chick, will involve utilizing persuasive and group communication skills to argue for a position of societal importance. There will be three groups participating in two debates; one group will oppose another in each respective debate. Those not

participating in the current debate will serve as jurors to evaluate which claim was most persuasive. Dr. Chick will evaluate the debate on technical prowess demonstrated by deliberators and jurors.

- Argument Presentation (100 pts)
- Group projects debrief (50 pts)

25 pts   **Self-Evaluation.** Students will complete a self-evaluation of their persuasive speech.

70 pts   **Reading Quizzes.** Reading quizzes will be taken individually on Blackboard and will cover the content of your reading for the week. **In-Person Classes, note:** all reading quizzes will be due at 11:59 PM the night before we begin discussing the content of the quiz. Check course schedule for specifics.

200 pts   **Attendance & Participation.** Four discussion boards will comprise your discussion and participation points for this course:

1. "Welcome 1-2-3" Introductory Discussion Board
2. "Selecting, Researching, and Crafting Your Arguments" Discussion Board
3. "Verbal and Nonverbal Delivery" Discussion Board
4. "Conflict Resolution in a Healthy Way" Discussion Board

Discussion boards will be worth 50 points each. Part one, which will consist of your initial response to the board, will be worth 30 points. Part two, which will consist of your responses to classmates, will worth 20 points, usually 5 points per response. Purposes, tasks, and criteria for success for each discussion board can be found in the discussion board's respective module.

Total: 1000 pts.

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 599   **(Below 60%)**

Attendance & Participation (In-Person Classes): I am agnostic about taking daily attendance for a college course by calling roll; we are all adults and will be treated as such. Likely, you paid for the course at great financial cost—you might as well take advantage of it. To that end, obviously and at minimum showing up to class is required. It is noteworthy, however, that merely showing up is not enough to guarantee success in the course. *Active* participation in course activities and discussions will also be a crucial part in succeeding in this course. Therefore, I will track your attendance through the activities and discussion we complete in-class, which will also contribute to your individual class activity/discussion/participation score.

In-class activities of any kind, including peer review sessions and project workdays, CAN NOT be made up, but if an excused absence (with written documentation) is accrued the day of the activity, the professor will account for that when calculating final grades. Some activities will begin with you completing small homework assignments prior to class. It is your responsibility to find out if any homework was assigned on the days you miss. All students not completing homework assignments by the time noted will be given a zero for the assignment. Moreover, absences will only be excused with written documentation. What constitutes an excused absence, beyond documented illness and university excused absences, is at the discretion of the professor. (**Note:** fraternity/sorority, intramural, and other extracurricular events (i.e., homecoming, float construction, philanthropy events) are generally not excused. Most curricular events (i.e., advising appointments) are also not excused. Participation in university athletics generally is considered an excused absence.)

Assignment Submission: Official due dates will be listed on the course schedule and available during the course's first meeting. If the schedule changes, I will post the change via email and Blackboard. Assignments must be submitted by the deadlines indicated. **I do not accept late work except under extreme, unforeseen circumstances (i.e., documented severe illness, death in the family, etc.).** Extensions are given at my discretion. If you need help, it is incumbent upon you to ask for it. As mentioned above, I am here to be a resource for you. Please utilize that resource. However, if you feel your circumstance warrants an extension, do not assume it will be granted. I will need an email with documentation at least 12 hours prior to the deadline for your request to be considered. All work must be submitted via Blackboard in the appropriate space which will be clearly marked on our course site (unless otherwise noted).

- The decision to not accept late work except under extreme and unforeseen circumstances may seem draconian. I want to be clear when I say my interest is not in punishing you for failures, perceived or otherwise. The goal is to emphasize the need to demonstrate respect for one another and the institution in which we mutually participate. Clear and effective communication about our needs is one way we demonstrate that respect.

All work submitted must conform to APA formatting unless otherwise noted in the assignment instructions. Assignments that do not conform to APA formatting will result in deductions.

Paper assignments must be submitted in **.doc, .docx, or .pdf** file formats **to Blackboard**. Blackboard is notoriously unfriendly to MacOS's Pages format, as well as to Google docs links. Papers not submitted in one of those file formats will receive a zero grade. Each assignment will also be ran through SafeAssign, and the three formats listed above satisfy the technical requirements of SafeAssign. ***I also do not, under any circumstances, accept assignment submissions via email.***

Academic Dishonesty: All assignments are to be done independently unless otherwise specified by the professor. Students should also author their own work. If I suspect students are collaborating in non-approved ways or that a student did not author his/her/their own work, I will investigate, and the student(s) involved will be subject to the academic dishonesty penalties noted below based on the results of the investigation. Please read the information on plagiarism and cheating from your student handbook for your own clarification on what constitutes these offenses. Aside from copying work, plagiarism **includes incorrectly citing sources** or **presenting someone's information as your own**, without properly crediting the source (in written or oral form).

YOU ARE RESPONSIBLE for telling your audience or reader whether you are:
1. directly quoting from a source (quotation marks should be used along with a complete parenthetical citation)
2. paraphrasing closely from a source, which means using significant portions of another source's sentences, language, or ideas (requires parenthetical citation)
3. citing a primary source from a secondary source

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, ***using the same assignment, or significant portions of an assignment (e.g., a literature review), in more than one class without the written permission of BOTH professors***, cheating on an exam, or purchasing papers, speeches, or other assignments may receive a failing grade on the assignment and in the course, and may be reported for disciplinary action.

All papers you submit will go through SafeAssign, a plagiarism detection software. I will also submit any suspect discussion board postings to SafeAssign. SafeAssign confirms that you have used sources accurately in your assignments and that you have in no way plagiarized anyone else or your own work from another class (without permission). Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for detecting plagiarism in such documents. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, quizzes, journals, papers, etc.

Failure of Technology: **We will be using Blackboard and the Internet for work in this course.** ***Problems with Blackboard should be directed toward the IT Help Desk (270-745-7000).*** **You should not put off things until the last minute. You should save often as you write and keep a permanent copy of each assignment in more than one place. If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on!**
- *Corrupted Files:* these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission). Uploading "corrupted files" (which can be downloaded from the Internet) is a technique used by cheaters to get more time on assignments. This is unfair to those that are hard-working, honest students, and I have no patience for that.
- *If Blackboard locks or is down when you need to submit:* If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then *when you next are able* (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic

about Blackboard not playing nice. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment. Again, that is not fair to those who were honest and did their work on time.

Please sign this page and submit it to your instructor.
This page may be completed digitally or physically. Instructions below.

Discussing Grades

You will be able to check your grades in Blackboard's online grade book. However, by federal law, your instructor cannot discuss your grades in any detail via email without your expressed written consent. This is to protect your privacy, as email is not a secured nor private form of communication. Using the form below, please signify your consent or lack thereof.

Read and initial either A or B:

a) I give my consent to the instructor to discuss my course grades with me via email. _____ (Initial Here)

OR

b) I prefer the following method for discussing course grades (e.g., phone call, wait for registrar's notice at end of term; Choice is subject to negotiation of a mutually acceptable method). _____ (Initial Here)

I will promptly notify the instructor in writing via signed written notice AND receipted email of any change in my wishes.

_____ (Initial Here)

_____   _____
Student Signature   Date

_____
Printed Student Name

If you wish to complete this document physically, please do the following:
1) Print this page and this page only.
2) Initial, sign, and print as needed.
3) Turn in to Dr. Chick by the first class day of the second week of the course (i.e., Monday)

If you wish to complete this document digitally, please do the following:
1) Copy this page and this page only, and paste it into a new Word document.
2) Save the document as a PDF.
3) Using PDF-capable software (e.g., Adobe Reader), initial and sign the appropriate places using the software provided.
4) Upload the document to the appropriate Blackboard dropbox.