

## CMST 1315: Introduction to Public Speaking

Spring 2021

**Instructor: Khristie Prince**

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**Office Hours:** MWF 4:00-4:00 pm via Zoom and by appointment

**Course Goals and Objectives:** The major aims of this course are to make you a more effective professional communicator, analytical thinker, and critical listener. Throughout the semester you will study the theories and principles of effective communication, practice applying these principles in a variety of assignments, and critique the performances of other speakers. These assignments and exercises will work at developing your speaking abilities, organizational and preparation techniques, as well as the capacity to effectively appraise your audience and diverse backgrounds and ethically apply communication theory. By the end of the semester, you should be able to plan and prepare professional informative, persuasive, and team extemporaneous presentations. Major skills include:

1. **Critical Thinking:** Construct and articulate logical arguments to justify sound conclusions in a variety of speaking contexts.
2. **Communication:** Communicate and interpret ideas effectively through written, oral, and visual/technological means. Students will not only be able to demonstrate this skill in formal extemporaneous presentations, but also through their written evaluations of themselves and others.
3. **Teamwork:** Coordinate and utilize team strategies in order to accomplish a given task through effective problem solving, leadership styles, cohesive interactions, and negotiation of team roles. This requires collaboration within teams to consider differing points of view, to display personal responsibility, and to work effectively toward a shared goal.
4. **Personal Responsibility:** Defend a personal ethical position that incorporates: ethical decision making, proper and justified research to support the idea, compelling organization, and appropriate reasoning free of fallacies within their formal presentations. Students will also demonstrate their personal responsibility through classroom interactions and engagement/listening during others' presentations.
5. **Comprehending a basic level of understanding about public speaking theory and the foundational models of communication**
6. **Displaying and mastering content, structure, style, and delivery skills in the presentation of informative, persuasive, and invitational messages to effectively impact a given (and thoroughly analyzed) audience.**

**Expectations and Course Structure:** As an online student, you must be a self-starter and thus have the maturity and motivation to work independently. That means that you need to learn or have already figured out how to use time wisely, be organized, be self-directed, and be willing to use current and new modes of learning and communication. I will use Canvas as a learning tool and present new material in the video lectures that will contribute to the readings you will be

expected to also do. If you do not engage with the lectures, activities, and readings, you will not grasp the material in a way that will help you be successful in your assignments for this class or in your future endeavors of public speaking or communication.

As this is a college course, and an online course, you are responsible for your own learning. You need to develop some self-discipline and motivation in order to get through the material and learn something. You will also need to be flexible both if there are changes in the syllabus, or if the instructor is not adapting you personally (there are other students they must also help). If you need content help, ask. If you need tech support, go to the right people that would know those answers (i.e., not the instructor). If you are unsure about due dates, check the syllabus, Canvas, or Revel. You will be expected at this stage in your academic career to check communication frequently, get all assignments in on time, and discuss your concerns and questions with your instructor. You are also expected to have regular access to a computer and wifi, have basic computer skills, be able to navigate the internet, know how to decipher credible and unbiased information, and reach out to appropriate support offices for help as needed.

**Course Website:** We will be using Canvas, Revel, and SharedMedia for this course. I will upload necessary texts that are not part of your book, as well as any other course documents that may be of use to you throughout the semester. I will also use Canvas as a communication tool in order to contact you. All assignments must be uploaded into Canvas. SharedMedia will only be used for reading quizzes and to access your presentation video.

### **Requirements:**

As this course is offered in an online setting, there are some basic things you will be required to have access to. For one, a computer with internet capabilities is a must. You must also have some type of webcam. This can be built into the computer, or an external one that you have purchased separately. Make sure the webcam works before the beginning of class. You must also be willing to use the web cam during the course. You are responsible for being available to your team, for completing assignments on time, and for communicating in a timely manner. It is recommended that you use Google Chrome or Mozilla Firefox for Canvas and Revel. If you do not have those browsers, you will need to download one or both onto your computer.

The majority of this course will allow you to log in and complete modules at your own pace and at times that are convenient to you. However, as this is a public speaking course, you may need to commit to presentation days outlined on the calendar. That is, you must log in to Canvas/Zoom and make time at the scheduled time for presentations. Each presentation will be conducted synchronously (i.e., at the same time, in real time), and you are required to be a part of that whether you are presenting or being an ethical audience member. You may not participate or present through your phone or tablet; you must be in a quiet space

### **Text Requirements**

We will be using the custom-built interactive **Top Hat Textbook Form and Substance Workbook** for this class. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. I recommend you

purchase the workbook from TopHat, as the price will likely be lower than at the bookstore. But if you need to purchase from the bookstore for financial aid reasons, they have received the information to order access codes.

You can register by simply visiting our course website: <https://app.tophat.com/e/329816>

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Kidd, M. A., & Scheinfeld, E. (2020). *Form and Substance: A Public Speaking Workbook*. Southlake, TX: Fountainhead Press. ISBN: 968-1-64485-325-2

### **Technology Requirements**

- Computer with an updated operating system
- Internet browser (Google Chrome or Firefox work best with Canvas and Revel)
- Webcam (either built in or external)
- Audio access (a working microphone)
- Internet connection

### **Familiarize yourself with...**

- Canvas
- TopHat
- Your media player
- Powerpoint or some other form of visual aid
- Zoom (either in the app on your computer or online)

### **Course Evaluation:**

The final grade will be based on the following criteria:	<u>Maximum</u>
Team Presentation	70
Informative Presentation	100
Midterm Exam	100
Persuasive Speech	100
Impromptu Speech	50
Self Evaluations	50
Quizzes	100
Final Exam	100
Participation	50
<b>Total points</b>	<b>720 points</b>

### **Calculating your grade:**

A ≥ 648 points

B = 576–647 points

C = 504–575 points

D = 468–503 points

F ≤ 467 points

### **Grade Grievance Policy:**

If you wish to appeal a grade, please follow this procedure:

- Wait 24 hours before contacting me about a grade unless there was an error in calculation of the grade. I ask that you wait so that you can look back over the assignment or exam and your notes and the textbook, then think about the reasons why you earned the grade. I want you to *act* rather than *react* to the grade.
- As per my policy, submit the appeal in writing. E-mail me **within one week of your receipt of the grade**; include your specific appeal and which grade you believe you earned. E-mail me again only if I do not acknowledge your first appeal.
- Disputes will not be entertained after 7 days after the assignment was returned to you. If any grade is to be reevaluated, the new earned grade may be lower than the previous grade. If I reevaluate an assignment, I may find something that I did not find before that should actually lower the grade. This regrade will be the final grade.
- I will not entertain conversations in the last week of class or after final grades have been posted about being only a few points away from earning a particular letter grade. As you can see, points have already been rounded up. You will receive the grade that you earn throughout the semester, so please start working hard early on.

**Course Assessment:** (Additional information will be provided in class)

**Quizzes:** (Meets learning outcomes #5) Quizzes are due by the beginning of class the day the accompanied reading is listed in the syllabus (see course calendar). These are to be completed on Revel and will assess your comprehension of the reading that was also assigned for that day. I will likely not remind you of what is due the next day, so you must keep track of that information. You will have three attempts to get the right answer, losing points for each attempt. For example, if you get the answer correct on the first try, the question is worth 4pts. If you get it right on the third try, you will receive 2points. Quizzes are worth varying points throughout the semester and will be accumulated to total 100points of your final grade. Clearly, purchasing the online book is necessary to complete these quizzes.

**Midterm and Final Exam:** (Meets learning outcomes #5) These exams will be noncumulative and includes multiple-choice questions, fill in the blank, and brief essays. Be on time. If you arrive after someone has turned in an exam, you will not be able to take it. You will take a Midterm and a Final Examination. The Midterm Examination is worth 100 points; the Final Examination is worth 100. The midterm test will cover the material in Unit I only. The final test will cover the material in Unit II only. The remaining parts of each test will cover lecture material. Concerning the text material, I will cover only a portion of the text in class. Consequently, you will need to read this material on your own and be thoroughly familiar with it. It is your responsibility to connect reading to lecture material. You will want to keep up with chapter reading assignments as they are given each week (see CLASS CALENDER at the end of this syllabus). Test format will include a combination of multiple choice, matching, short answer, and essay response items. The

test **MUST** be completed the day of the exam, not before and not after. These exams will be timed, you will have 80minutes to complete it.

**Speeches:** (Meets learning outcomes #1, 2, 3, 4, 6) You will construct and deliver a total of 4 significant speeches – 1 team project, one informative speech, one persuasive, and one alternate form. Speech dates (and team assignments) will be given on/around the end of the prior assignment. We will go over each speech when your speech day is assigned, but for each assignment you will turn in your formal outline and visual aids in advance to your presentation. These are to be turned in on Canvas. These must be typed according to APA formatting (12size, times new roman, typical outline format, etc). You are responsible for delivering your speech on the day(s) assigned to you. Students who fail to deliver speeches on their assigned day(s) will not have the opportunity to give them at a later date unless arranged prior to the speech day. **Opportunities to make-up speeches are limited to emergencies involving unforeseeable and potentially life threatening injuries and, in any case, are wholly subject to instructor authorization.**

Each presentation will be conducted in an online setting. To make this course authentic to what you will experience after graduation, they have been adapted from those sections of this course offered face to face. For the **team presentation**, you will present an invention or phone app to a team of sharks. This will be conducted on Zoom and synchronously to one or more other teams (*which means you need to find another team to work with*). You will need to not only use the collaboration function in Canvas, but also learn how to use Zoom seamlessly between your teammates while presenting, how to share your screen, how to give remote access, and so on. This adds to the presentation component of just giving a speech and makes sure you understand your team, understand the technology, and how to work remotely (something that will definitely be part of your life). You will also need to learn how to use Zoom chat during or after the presentation so that your audience can ask you questions. You may respond to those questions through the chat feature, or verbally. For your **informative presentation**, you will be giving a type of TEDTalk. This can be done in two ways. You may prepare it in advance and edit it to be a professional format and play it in Zoom, or you may present it in real time in a more business meeting type setting online. Your **persuasive presentation** will be an online resume where you are persuading your audience to essentially hire you. Remember to not fall into any fallacies. Your last speech is up to the discretion of the instructor and may take the format of an online interview with a panel interviewing you, impromptu toasts, or it may be a flipgrid interaction with a 2-3 minute presentation on flipgrid. In addition to your own speech, you must also respond to at least one other student with an additional 2minute video.

**Self-Evaluations:** (Meets learning outcomes #4) You will also complete self-evaluations on how you did on each speech. You will watch your video and write a written critique based on your observations. The form you complete is online, and must include time stamps to show you have watched the video. These must be typed and uploaded through Canvas. Assignments uploaded through Revel will not be accepted. You will also be responsible to be an ethical audience member, engaging with the speaker, providing peer evaluations, and to listen respectfully.

(Meets learning outcomes #1, 2, 3, 4) It is through your three individual (extemporaneous – do not write your entire speech or memorize it, as this can result in a failing grade) presentations and one team presentation that you will learn the most. By thoroughly researching your topic, organizing that material in an appropriate manner, and practicing your presentation, you will develop and master your oral, visual, technological, nonverbal, and written communication skills. By taking the

aforementioned steps and consequently presenting in front of the class, you will put to the test your newly founded understanding of delivery skills, organizational and structure skills, and ability to create an argument in either an informative or persuasive manner. You will also build your ability to: critically think through arguments, collaborate and coordinate with your peers, and demonstrate your comprehension of theory and foundational models of communication. In addition to these course goals, it is *my* goal that by the end of the semester you feel more comfortable in front of an audience, know how to be a professional and functioning adult in our society, and be an ethical human.

**Participation:** Throughout the semester, you will be asked to partake in discussion, discussion boards, flipgrids, and contribute to class. Please be ready, having read the course materials for that class period, with your own thoughts, questions, or insight. This type of participation is key in a small class like this; different point of views will also allow the class to understand the material better. Each of these activities on Canvas will contribute to your participation, as will your peer evaluations.

### **Course Policies:**

**Elasticity Clause:** I reserve the right to modify the existing course calendar and assignments. If changes must be made, I and/or my teaching assistants will notify students as soon as possible.

**Classroom Civility:** People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

**Changes to the schedule:** Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is I your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

**E-mail:** E-mail is my preferred form of contact (note the address above). I cannot guarantee a response to e-mails sent to other addresses, including blackboard. Allow a 48-hour window for a response. If an e-mail is after 4 p.m. on any given day, I cannot guarantee a response before 9 a.m. the following business day. Emails about assignments will not be responded to after 9 p.m. and are not guaranteed after 2 p.m. the night before the assignment is due.

You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. So, it is in your best interests to write your course emails with intelligence and respect. That means you should have a subject, a header, a body of the email without slang or abbreviations, and a signature. Also, be sure to include your course number and first and last name in either the body text or subject of your email (Messages sent through Canvas will already have this information). Emails where the professor is not addressed with respect (using proper forms of her name and spelled correctly) will also not be responded to.

**Course Communication:** You **MUST** read emails and announcements from me. These will be sent through Canvas. It is your responsibility to keep up to date with how things will be carried

out throughout the semester. You not reading emails/announcements from me is NOT an excuse for missed assignments, classes, or so on.

Please also remember standard Internet Etiquette: Be courteous (do not yell or type in all caps, do not dominate a discussion, do not attack someone). Be human (be patient, ask for clarification, avoid assumptions, forgive mistakes, and apologize for errors). Be a good colleague (Make sure you are following directions, but also be authentic, be collaborative with others. Be aware of your behavior, and how others interpret your communication). Be professional (Proofread your own writing for spelling, grammar, and punctuation. Avoid slang, sarcasm or emotionally charged writing as that is often misunderstood in low cue settings such as text. And offensive language will not be tolerated). Be a responsible citizen (remember, you can't ctrl z once things are published. Respect others' privacy. And do not share others' work without permission).

You must also communicate with me. If wifi/internet has gone out. Your computer access has changed. Your childcare situation has been disrupted. If you do not let me know of problems, issues, concerns, I cannot help.

**Attendance:** Much of the learning will take place through Canvas and self-paced modules, videos, and readings in your online textbook. You are to engage in the activities, discussions, and interactions that take place in this setting.

**Assignments:** All papers and outlines must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL references used in your papers (using APA) within text and in a references page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. You may also wish to consult [Purdue OWL's website about APA 7<sup>th</sup> edition.](#)

Paper/outline headings should include the student name, course name/number, due date, and assignment title. No other information is needed. Papers/outlines will mostly be turned in via Canvas. Word documents (no PDFs or pages) are the only type of documents accepted, unless otherwise noted. Assignments submitted in the wrong format will be given a zero. Always check the assignment instructions and ask the professor if further clarification is needed. Spelling, grammar, and neatness count towards your grade, for all assignments.

**College-Worthy Work is Expected:** Not only does this mean that you are expected to turn in college-level work, but that it also must be presented appropriately. This means that you adhere to the above format unless otherwise noted by the professor. If you are unsure what college-worthy work means, feel free to discuss with the professor. It is also likely the professor has posted how to get an A in this course on Canvas.

College-worthy work also means your behavior in this class. The professor will not hold your hand along the way. A syllabus has been provided in order for you to know what to read when, when assignments are due, and when exams and/or quizzes will take place. It is 100% your responsibility to follow that calendar, as the professor may or may not remind you that

something is due on a certain date. It is also 100% your responsibility to reach out to the professor if you are unsure about something, need additional help, would like to further understand lecture/reading material, or would like to discuss how everything connects within the course. The professor is HAPPY to help you, as we are all here to ensure that you are learning and understanding (not for the sake of a grade, however). So, please feel free to reach out and ask for what you need to help you succeed.

**Late Assignments & Make-up Work:** There is no such thing as late work, nor is there make-up work for unexcused, missed or failed assignments. I do not give make up exams or quizzes except under serious unforeseen and/or extenuating documented circumstances about which I am notified immediately.

Exceptions: Assignment make-ups will be allowed only in extreme emergency situations with. Work-related events do not qualify as an extreme emergency. The course schedule and due dates are set well in advance and students have access to this information; thus, plan accordingly. You will also be required to let the professor know BEFORE the assignment is due that you will be missing the due date. In order to make up an assignment:

- The student must take the initiative to contact the professor for permission to do a make-up an assignment within two days of missing the due date. After this point, if the professor does not hear from the student, they will not be allowed to make up the assignment and will have earned zero points.
- The student must meet the make-up deadline set by the professor. If the student misses the make-up deadline, there will not be another opportunity to make-up the speech. Zero points have been earned in this case.
- There must be sufficient class time remaining for the student to make up an assignment. If not, the student may have to make-up the assignment in the professor's office at a set, scheduled time.

**Research Participation:** There will be varying research participation opportunities offered throughout the course of the semester. These will be announced during class time as soon as we find out about them. You can complete two for extra credit points (to be determined) toward your final grade but are strongly encouraged to participate in more. **There will be no penalty for NOT participating in research that is conducted outside the class.**

### Major Course Infractions

- Arguing within the class setting (on Canvas, in emails, or within Revel) with your instructor or really with anyone, especially when you've been accused of an infraction.
  - *We can discuss your behavior later in my office, but arguing with me during class only worsens your offense.*
  - *If you ever find yourself being sent out of class, gather your things and quietly leave. Be aware that, from the moment the infraction started, everything you are saying and doing will be written in a report to the Dean.*
- Disrespectful or uncivil conduct of any form, either online or in the classroom.
  - *While you have the right to your own opinion, inflammatory language, including discriminatory language based on race, appearance, class, ethnicity, gender, dis/ability, sexual orientation, or national origin, is unacceptable.*



- Religious, political, ethnic diversity must be represented in a respectful manner.
  - *Be aware that at no time will I allow you to proselytize your own religious view or bash another's religious view.*
- Science and credibility is the end all in my classroom. Please do your homework and fact check 2-3x all of your sources within your assignments or discussion posts before you submit.
  - *Debunked scientists, conspiracy theorists (unless it's about TuPac or Paul McCartney), or really any source who does not have a credible expert at the forefront of the research is not a credible source and will not be accepted*
  - *Please pay attention to biases of your sources before making any arguments*
- Academic dishonesty is prohibited in any form.

**Consequences:** You will be dismissed from class and sent to the Dean for disciplinary action. The Dean may determine that a note be permanently placed on your transcript, barring you from any future college plans.

## **Plagiarism**

**Academic Honesty:** The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student’s name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
  - copying from another student’s test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The

presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

**The “Common Knowledge” Clause:** Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (E.g. Humans once painted in caves. Berlin is the capital of Germany. Etc.)

**The “Textbook” Clause :** Material does not have to be cited if both of these points are true:

1. If the information contained in a student’s work is found in a course textbook or other assigned reading
2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word–for–word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

**The “10% Rule”:** As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else’s words, regardless of proper quotes or citation.

**Intent:** When reviewing a possible case of plagiarism, the student’s intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

**Mistakes & Accidents:** The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

**Appeal to Ignorance:** A student’s claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

**Collaboration:** Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

**Disciplinary Action for Plagiarism:** Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

### **University Policies:**

**UT Tyler Honor Code:** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Student Rights and Responsibilities:** To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:  
<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

**Classroom Diversity:** It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience cultural diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

**Tobacco-Free:** All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

**Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**State-Mandated Course Drop Policy:** Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Grade Replacement/Forgiveness and Census Date Policies:** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or

psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The

**Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**Tentative Schedule of Topics, Assignments, & Readings**

*all assignments are due by midnight on the due date*

*All Grice et al., readings have quizzes associated with them, which are due on the exam days*

MODULE	RECOMMENDED DUE DATE	CANVAS ACTIVITIES	READINGS & ASSIGNMENTS
Getting Started	August 24 <sup>th</sup> **In Class meeting	Move through the Getting Started Module. <ul style="list-style-type: none"> <li>• Welcome Video</li> <li>• First Day Form</li> <li>• FlipGrid Intro</li> <li>• Register with Revel</li> </ul>	
What is Communication?	Week 1&2	Team Presentation Module  Unit One Module <ul style="list-style-type: none"> <li>• What is Communication?</li> <li>• Teamwork</li> <li>• Ethics</li> <li>• Apprehension</li> </ul>	<b>Grice et al.:</b> Appendix C, Chapters 1, 2, 3  <b>Workbook:</b> Chapters 9, 10, 2  <b>TEAM PRESENTATIONS DUE</b> All files need to be turned in (outlines, visual aid, references)
Preparing for Speech Basics	Week 3 &4	Informative Presentation Module  Unit Two Module <ul style="list-style-type: none"> <li>• Listening</li> <li>• Audience Analysis</li> <li>• Computer Mediated Communication</li> </ul>	<b>Grice et al.:</b> Chapters 4, 5  <b>Workbook:</b> Chapters 6-8  ..

			+ <b>Team Self &amp; Peer Evaluations Due</b>
Exam	Week 5 &6	<b>Exam #1</b>	
Building a Speech	Week 7 & 8	Unit Three Module <ul style="list-style-type: none"> <li>• Supporting your Speech</li> <li>• Speaking to Inform</li> <li>• Organization</li> </ul>	<b>Grice et al.:</b> Chapters 6-11, 15 <b>Workbook:</b> Chapters 3-5

			<b>INFORMATIVE PRESENTATIONS DUE</b> All files need to be turned in (outlines, notes, visual aid, references)
The Nitty Gritty of Speech Giving & Persuasion	Week 9 &10	Persuasive Presentation Module  Unit Four Module <ul style="list-style-type: none"> <li>• Delivery</li> <li>• Visual Aids</li> <li>• Persuasion &amp; Methods of Persuasion</li> </ul>	<b>Grice et al.:</b> Chapters 12-14, 16, 17  <b>Workbook:</b> Chapter 11  <b>Informative Self &amp; Peer Evaluations Due</b>  <b>PERSUASIVE PRESENTATION DUE</b> All files need to be turned in (video of presentation, outlines, visual aid, references)
	Week 11& 12	Unit Five Module <ul style="list-style-type: none"> <li>• Impromptu &amp; Celebratory Speeches</li> <li>• FlipGrid Toast</li> </ul>	<b>Grice et al.:</b> Chapters 18  <b>Persuasive Self &amp; Peer Evaluations Due</b>
Exam	Week 13 & 14	<b>Exam #2</b>	Final Speech