

**Introduction to Communication Studies**  
**CMST 1311.060**  
**Spring 2022**

**Professor:** Dr. Jaclyn S. Marsh, PhD

**Office:** Virtual

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**Office Hours:** By appointment via Zoom

**Class Time:** asynchronous, fully online

***Welcome!***



**Course Description**

Theory and practice related to the dynamics of human communication. An examination of the process of attributing and sharing meaning, and the factors influencing intrapersonal, interpersonal, small group, organizational, rhetoric, public address, to name a few of the contexts in which communication studies applies. This course will overview and introduce students to the discipline and the theories used within the field.

***Learning is a process!***

**Increased effort + incorporating feedback & revising your work = improved performance**

**Student Learning Objectives**

1. Critical Thinking (CT): Students will be able to critically analyze communication concepts.
2. Communication (COMM): Students will be able to prepare written and oral presentations which integrate audience analysis, listening, nonverbal, and verbal communication throughout written work and oral presentations.
3. Teamwork (TW): Students will be able to utilize effective group strategies that accomplish a given task through effective problem solving, leadership styles, cohesive interactions, and negotiation of team roles.
4. Personal Responsibility (PR): Students will be able to demonstrate ethical perspectives or concepts throughout classroom interactions, presentations, and written work.

5. Identify how to effectively communicate and thus, illustrate the principles of communication within a variety of contexts (e.g., interpersonal, small group, organizational, etc.).
6. Students will be able to prepare and deliver a formal public presentation after properly researching the topic, properly organizing the material, and effectively collaborating with others.
7. Recognize, and therefore implement, the need for proper communication forms that are respectful of and tailored to diverse audiences.

### **Required Textbook**

Duck, S., & McMahan, D. T. (2021). *Communication in everyday life: A survey of communication* (4<sup>th</sup> ed.). Los Angeles, CA: Sage.

- Any additional assigned readings will be posted on Canvas for student access.
- All course readings are to be read *previous* to class on the day they are assigned for (see the Course Calendar).

### **Special Course Notes**

- Group work will be one of the major components in this class, to help students build their teamwork skills. As such, you are expected to work with your assigned group ***outside of class time***. While you can utilize face-to-face meetings or synchronous mediated meetings (e.g., Zoom), you can also utilize asynchronous technologies to complete group work, such as Google Docs, email, texting, etc.
- You will need access to: reliable and consistent internet service, a computer/laptop, a streaming camera or recording device (e.g., webcam) for recording presentations and possibly meeting with the professor and your group, the required textbook, in addition to the typical resources needed for a college course.

**Assignments**  
**(525 pts. in total)**

- **Exams, (28.6%, 150 pts.)**

(SLOs: CT, PR, 5, 7)

There will be a midterm and final exam in this course. You will be tested on information from all aspects of the course (course readings, lectures, activities, and class discussions) for each exam. The exams are non-cumulative; however, you will need to thoroughly understand concepts that will be on the midterm (e.g., definitions, concepts, etc.) to succeed on the final exam. Exams may be multiple choice, true/false, fill in the blank, and/or short answer. Both exams will be held on Canvas. Each exam will be open for a full week, however you can only open the exam once on Canvas and you cannot exit it or save it to finish later. **YOU MUST COMPLETE IT IN ONE SITTING.** It is obviously open note/open book. Each exam is worth 75 points.

- **Small Group Assignment, (19%, 100 pts.)**

(SLOs: CT, COMM, TW, PR, 5, 6, 7)

You and a group of peers will work in an assigned group to research and communicate principles related to *small group communication* in a 9 to 10-minute video-recorded presentation using a visual aid. The presentation must be ethical and interesting to fellow students and incorporate small group communication theory and/or concepts in an educational, yet creative manner (primarily Chapter 9 & 10). A formal, full-sentence group outline is also required. Examples will be provided on Canvas.

- Group presentation, 50 pts.
- Group outline, 25 pts.

This assignment requires students to meet with their group members regularly. Utilize face-to-face meetings, virtual meetings (e.g., Zoom, FaceTime), or asynchronous technologies (e.g., Google Docs, emailing) to accomplish your group work. **Leading up to the final Small Group Assignment your group will submit:**

- Group contract, 5 pts.
- Group rough draft outline, 15 pts.
- Group work week summary post, 5 pts.

- **Final Project, (23.8%, 125 pts. total)**

- **Final Project Sub-Discipline Paper, 75 pts.**

(SLOs: CT, COMM)

Throughout the semester, you will be introduced to some of the major sub-disciplines, concepts, and scholars in the field of communication. Your job is to learn more about these topics. You will choose one sub-discipline to focus on for the final project. The sub-discipline you choose must be one that was covered in class and it must be included in the course textbook. Part of this assignment will require you to pick at least three related research articles that are within the same sub-discipline of communication (e.g., health communication,

organizational/workplace communication, intercultural communication, etc.) and are published in peer-reviewed communication journals by communication scholars of the sub-discipline being reviewed. On Canvas, you will submit a 5 to 7-page essay that follows APA style and properly cites peer-reviewed research.

**Leading up to the final paper you will, submit:**

- A topic proposal discussion post, 5 pts. (participation)
- Rough draft, 10 pts. (participation)
- Response to Feedback paper, 10 pts. (participation)
  
- **Final Project Presentation, 50 pts.**  
(SLOs: CT, COMM, PR, 5, 6, 7)  
After thoroughly researching your topic and completing the paper portion of the final project, you will prepare a 4 to 5-minute formal presentation. This presentation needs to be properly formatted and organized in an ethical manner, considering your audience along the way. You will also be required to use a professional visual aid. You will submit your visual aid on Canvas.
  
- **Reading Quizzes on Canvas, (13.3%, 70 pts.)**  
(SLOs: CT, PR, 5, 7)  
There will be a quiz for each assigned reading/chapter throughout the semester. The quizzes will help you determine how well you understood concepts in the chapter readings and what concepts you may need to spend a little more time studying. Additionally, quizzes will help prepare you for the exams and ensure that you are completing the assigned readings. Quizzes could cover any material that is assigned for the class meeting for which the quiz is due (readings, activities and discussion boards, outside articles, etc.). Quizzes may be true/false, multiple choice, fill in the blank, short answer, and/or application questions.

All quizzes are unlimited in time, however must be completed in one sitting. Each quiz will have about 10-15 questions. You can only open each quiz once on Canvas and you cannot exit it or save it to finish later. It is suggested that you read the chapter first, then complete the quiz. You can see which questions you answered (in)correctly after submitting the quiz. The correct answers will be released about two days after the quiz is due. Quizzes are only open for the week in which they are assigned and are due by the end of the day on Sundays for the week they are assigned.

If you fail to complete a quiz and do not have “proper documentation” to excuse missing it, you will receive zero points for this portion of your grade. Quizzes cannot be made-up (without “proper documentation”).

- **Participation Activities & Discussion Board, (15.3%, 80 pts.)**  
(SLOs: all)  
If you’ve taken my classes before, you know that I value dialogue; my preference to explore course concepts through discussion and activity learning, versus lecture alone.

Expressing course concepts and theories is one of the best ways to learn new material, and our shared stories and insights provide a rich context for the theories and constructs discussed throughout the course. To help encourage and incentivize discussion participation among all students, I will assess your participation in class discussions several times during the semester. For this asynchronous class, participation will often be assessed through (bi)weekly discussion posts on Canvas as well as other class activities and assignments, such as Ethical Reasoning Papers.

In regard to Participation, I want to emphasize the importance of “quality” as much as “quantity.” You don’t have to talk all the time to receive a “high participation” score; in fact, you are better off contributing a few high quality, topic-relevant comments that show you did the reading than many low quality, personal observations or stories that don’t illustrate your understanding of the reading. Participation may also take the form of Q&A, in-class activities/simulations, student discussion leader, micro team presentations, etc.

Distracting, inappropriate, and/or unprofessional behavior(s) will result in the student earning zero (0) points for participation each time that these behaviors occur. If this type of behavior is a pattern, the student will be asked to schedule a meeting with the professor. In more serious circumstances, other university officials will be notified.

Detailed grading rubrics for participation and discussions are located in the “Files” folder on Canvas. Be sure to review the criteria. Below, a condensed overview of participation criteria is presented:

|  |  |
|--|--|
| <p><b>High Participation<br/>(full credit)</b></p> | <ul style="list-style-type: none"> <li>• Participant offers solid analysis, without prompting, to move the conversation forward.</li> <li>• Participant, through their comments, demonstrates a deep knowledge of the text.</li> <li>• Participant has come to the seminar prepared and it is clear they did the reading.</li> <li>• Participant, through their comments, shows that they are actively listening to others.</li> <li>• Participant offers clarification and/or follow-up that extends the conversation.</li> <li>• <u>Participant interacts with other classmates’ discussion posts (at least one) and offers comments that are of substance and are relevant to the topic at hand.</u></li> </ul> |
| <p><b>Some Participation<br/>(half credit)</b></p> | <ul style="list-style-type: none"> <li>• Participant offers some analysis, but needs prompting from the instructor.</li> <li>• Through comments, participant demonstrates a general knowledge of the text.</li> </ul>  |

|                                    |   |
|------------------------------------|---|
|                                    | <ul style="list-style-type: none"> <li>• Participant is less prepared and does not appear to have read materials closely.</li> <li>• Participant is actively listening to others, but does not follow-up on others' comments</li> <li>• Participant relies more upon their opinion, and less on the readings or materials.</li> </ul>   |
| <b>No Participation (0 credit)</b> | <ul style="list-style-type: none"> <li>• Participant is not present in class.</li> <li>• Participant offers little or no commentary.</li> <li>• Participant comes to the seminar ill-prepared with little understanding of the topic.</li> <li>• Participant does not listen to others, offers no commentary.</li> <li>• Participant distracts the group by interrupting or offering off topic questions or comments.</li> <li>• Participant is using technology and not engaging in the discussion.</li> </ul> |

*\*Subject to change. More details about assignments and requirements will be provided in class and/or uploaded on Canvas.\**

### **Grading Scale**

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 0%-59%

### **Course Policies**

#### **Feedback**

Feedback from the professor and your peers is an essential part of this course. Feedback should be used not only to assess how well you've done, but also to help you grow; to expand your skills; to identify areas in need of improvement, and; to help you master course learning outcomes! In noting how important feedback is to this course, a few tips on how to provide and receive constructive feedback:

#### **Providing feedback to others:**

- All feedback is to be constructive, professional, and encouraging. You should identify areas in need of improvement and errors, but do so in a way that is sincere and aimed at encouraging to the receiver.
- Give feedback on others' work, not their personality, looks, etc.
- Give descriptive, **specific**, non-judgemental feedback.

- Give feedback on immediate assignment/behaviour, not on the past.
- Share your perceptions and feelings based on the evidence/actions.
- Give feedback only when asked and on the topics asked about.
- Do not give people more feedback than they can understand. KISS: Keep It Short 'n Sweet
- Focus your feedback on actions that the person can change.
- Take accountability; use “I” statements when crafting feedback.
- The Sandwich Method: Start with a positive comment, then provide the constructive feedback addressing the areas in need of improvement, and end with a positive comment.

#### Receiving feedback from others:

- Thoroughly read all feedback. Take some time to process the feedback.
- If you are upset by the feedback, give it a day. Think about it for a day or so. After this, ask the person for clarification. Are you upset by the feedback or something else? Did you put the effort in that was needed? Did you proofread? Did you follow the instructions and check the grading rubric before submission?
- Do not take it personal! Feedback in our class is meant to help you grow and master course-related skills. Being able to understand and respond to feedback is an important skill for your life in academia, in the professional world, and in personal relationships.

#### Grading

Why are grades important? Well, they serve multiple roles, including:

- evaluation of the quality of student work;
- communication of performance to the student, employers, and graduate schools;
- motivation for students to study and put effort into the course;
- a defined organization, with grades marking transitions or bringing closure to sections of a course; and
- faculty/student reflection of what students are collectively learning and how instructors might adapt their teaching

Source: Walvoord, B. E., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

**“C” or Lower:** All students that receive a “C” or lower on any major assignments are highly encouraged to come to office hours. Please take responsibility and accountability for your learning and improvement. Remember, learning is a process and I am here to guide you along the way! These meetings are meant to help you strategize your planning, preparation, and performance for the future so that you can achieve mastery in course concepts and skills. These meetings will be productive, supportive, and dialogic.

**Grade Discussion:** Wait *at least* 24 hours after receiving a grade to talk with the professor about your 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 and review 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. After this, you are to discuss any extant concerns with the professor in a scheduled meeting or during office hours. The tone of all meetings concerning grades are to be respectful and professional. Failure to act in such a manner will result in termination of the meeting. I will **not** discuss individual grades during class time. Nor will I entertain grade complaints during class time. I will **not** discuss grades/grading/etc. via email. Such discussions are to occur in a meeting and having a meeting does **not** imply that a grade will be altered.

After a meeting, if deemed appropriate, the student may be asked to submit an appeal in writing (*again, only after a meeting*). I must receive the e-mail within two days of its request; include your specifications and the grade you believe you deserve. Disputes will not be entertained beyond two days after its request. You cite sources and course material to support your written appeal. Meaning, if the student fails to send it within the specified timeframe (two days), the dispute will be automatically forfeited by the student. If any grade is to be reevaluated, the new earned grade *may be lower than the previous grade*. If an assignment is reevaluated, the professor may find something that they did not find before that should actually *lower* the grade.

**Earning Your Grade:** You will receive the grade that you *earn* throughout the semester; so, please start working hard early on and applying feedback you've received early on, too. Review feedback on your assignments through Canvas, in writing/email, and/or schedule a meeting with me to receive additional feedback. Drop by my virtual office hours! Review course policies. Thoroughly read assignment instructions and rubrics. Review your class notes and readings before AND after class. Take advantage of extra credit opportunities, which are provided to the entire class—not individual students. Remember, learning is a process—one that requires iteration, effort, feedback, and application of feedback.

**Group Grades:** All group members must participate and contribute *equally* for group assignments and projects. Issues with group member contributions must be communicated to the professor early on. Issues that are brought forth after an assignment submission or after the assignment is graded will not be entertained. In the event that a group member does not contribute equally, and this can be verified, that group member may be graded differently than other members or receive zero points for the entire assignment or parts of the assignment.

### **E-mail & Communications**

UT-Tyler e-mail is my preferred form of contact. I try to return emails within 24 hours; however, please allow a 48-hour window for a response. I cannot guarantee that emails sent the day before or the day of an assignment due date will be answered before the due date; thus, plan ahead and begin working on assignments well before the due dates!



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. It is in your best interest to write your course emails with professionalism in mind. Also, be sure to include the course number and specific topic of discussion in the subject line, address the email to your recipient, specify what you are referencing in as much detail as possible in the body of the email, and sign your first and last name in the email.

All students must email the professor using their UT Tyler assigned email. All other emails will not be responded to (e.g., Gmail, Yahoo, etc.). This policy is in place to protect you and your privacy.

All students are required to check their UT Tyler email as well as Canvas for course-related announcements. Please be sure to have your Canvas settings configured so that you receive the Canvas announcements in your UT Tyler email and receive Canvas notifications for our course. Failure to check course-related communications or failure to configure your email/Canvas settings to receive this information is not an excuse for missing assignments, lecture, or any other course-related information/changes/assignments/etc.

### **Due Dates and Late Work**

*For fully online course, assignments are due by 11:59pm CST on Sundays, unless noted otherwise on the Course Calendar.* You should always strive to turn in course assignments on, if not before, the noted due dates. However, life happens—and I know this! The assignments in this class are vital to your success; thus, I want you to complete them, even if it is a bit late. However, late work should not become a norm. Late work is not ideal for a variety of reasons, one top reason being point deductions.

Feedback for late assignments will be provided at a time convenient to the professor. I set up specific times to grade and provide students with timely feedback; thus, due dates are also important for this reason. Assignment submitted late may conflict with other course timelines or priorities; thus, timely feedback (like what is given for assignments submitted on time) is not guaranteed for late work.

Exceptions: Assignment make-ups will be allowed only in emergency situations with verifiable documentation (e.g., doctor's note, jury duty summons). 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, please plan accordingly. 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.
- Verifiable documentation that excuses the student's absence must be provided to the professor before a make-up opportunity is discussed or scheduled. Such documentation should be provided to the professor within two days of the student's absence.

- 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.
- 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.

### **Attendance**

You are a vital part of this class; so, come and check-in on a regular, weekly basis! While attendance in an asynchronous class is quite different than a face-to-face class, students should still check-in and 'attend' class on a regular basis. I advise that students check our Canvas Announcements every day, schedule regular times to complete course readings and assignments, and schedule regular times to watch the micro-lectures and engage in course participation. Failure to keep consistent and regular 'attendance' in an online course can be detrimental to your success; so, make a plan and keep to your schedule!

If you know you will miss class due to a university-related activity, let me know beforehand. These are excused *with proper notice*, but course work is still expected to be turned in on time. If you are absent from class—for any reason—it is *your* responsibility to determine what was missed, to hand in any work, and complete any homework or readings that were assigned in-class during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), you must contact me before the missed class.

### **Diversity and Classroom Civility**

People and ideas must be treated with respect in the classroom. We all bring unique, valid, and diverse experiences to the classroom. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Disrespectful, threatening, diminishing, minimizing, racist, sexist, homophobic, etc. and/or inappropriate talk, nonverbals, suggestions, drawings/writing, etc. will not be tolerated. Such actions will result in point deductions and the student(s) being removed from the classroom. The Department Chair and/or College Dean may be notified if the infraction is major, which may result in more serious repercussions.

### **Expectations for Respectful Dialogue & Behavior**

We all come to the classroom with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from our differences. Rather, we should show respect for differences by seeking to understand, taking ownership for our learning and growth, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody walks away with new perspectives on the issue and respecting others with different values or beliefs.

If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what they meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them,

assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

At your comfort and convenience, please let the professor (and the class, if desired) know your preferred name and preferred gender pronouns. Please note, you do not and are not required to ever share this information if you do not want to.

Everyone's diverse identities are to be respected. In the case that a student ridicules, threatens, violates, disrespects, etc. another student's gender, sexual, racial, religious, ethnic, physical, etc. identity/ies, that student will be in violation of the Classroom Civility policy and likely the Expectations for Respectful Dialogue policy (and likely other policies for our class and at the university-level, too). In these instance, the student will be asked to leave the classroom and the incident will be reported to the appropriate university personnel, such as the Office of Student Conduct and Intervention, the CAS Dean, etc.

### **Online Etiquette**

"Netiquette" guidelines address communication behaviors that are particular to an online environment. Below are some general netiquette guidelines for our asynchronous course.

**Be inclusive.** It's important to be intentional about making sure we "see" each other in an online community. You can do this by making sure that everyone has at least one response.

**Tip:** If you are unsure who to respond to, try looking for posts that have not yet received a reply. Also, be sure to reply back to people who post questions or comments to you.

**Be on time.** Your contributions to our discussions are important, but our learning community will not benefit from them unless you post on time.

**Tip:** Set calendar reminders to make sure you contribute on time.

**Disagree respectfully.** Disagreement and different ideas are essential parts of learning, problem-solving, and creativity. However, in order for different ideas to be heard and shared, it is important to maintain a respectful stance even through vehement disagreement; otherwise communication may break down.

**Tip:** You might start the conversation with a question to clarify or get more information before you explain your different perspective. For example, "Nathan, can you tell me more about what you meant when you said that recycling programs are a waste of public resources?"

**Tip:** Refrain from using judgmental evaluations of what someone posted, and instead present your own perspective supported by factual information. For example, instead of "Jamal, your analysis makes no sense," you can say, "Jamal, I interpreted the results of

the study differently. As I see it, there was no statistically significant difference in the children's test scores, which implies that the new program is not working."

**Be concise.** Lengthy paragraphs are difficult for readers to digest. Keep your paragraphs short and your writing concise.

**Tip:** Consider using bullet points to help highlight your main points or headings if your post needs to be lengthy.

**Stay on topic.** Off-topic comments can derail our conversation. You can post off-topic comments in our open discussion forum or one of the other communication modes we are using in the course.

**NO YELLING.** When you write in upper case letters in online communication, it is usually interpreted as yelling.

**Add some emotion :-)** Sometimes it helps communicate the tone of your message when you add an emoticon. However, only do so as necessary for it can end up being annoying to readers if you have too many (which is probably the opposite of your intention).

**Use humor carefully.** Sarcasm in particular does not translate well in an online environment. It's best to avoid the potential pitfalls of misunderstood messages.

### **Guidelines for Challenging Discussions Online**

Some subjects lend themselves to more emotionally charged or challenging discussions. Be sure to address this possibility preemptively in your guidelines. Below are some guidelines that might be useful for course content that might be sensitive or personal in nature:

**Demonstrate respect for differences.** We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

**Respect confidentiality.** While it is fine to talk about the things you are learning with your peers outside of class, please do not share what other participants post without their explicit permission.

**Assume good intentions.** If someone says something that bothers you for any reason, craft a response based on the assumption that they did not mean to be offensive. Ask them to clarify what they meant, then explain the impact it had on you.

If someone tells you that something you wrote bothered them, assume that they are not attacking you, but rather that they are providing an opportunity for you to learn something that could be important for you to know. For example,

*“Morgan, thank you for that feedback; I can now see why my comment was concerning, and I appreciate your telling me. I will be more thoughtful in the future.”*

**Be generous.** Your discussion board posts are not simply requirements for participation; they are your contributions to group learning. Please be generous to your peers by being thoughtful, open, and honest.

### **Zoom/Online Lectures**

For any asynchronous lectures that are pre-recorded and uploaded to Canvas, *I try to keep the videos for each chapter 40 minutes or less.* The video lectures will be uploaded via Canvas Studio and located under the “Modules” tab in the appropriate week/module number section (unless noted otherwise). Within most video lectures, there are “at-home activities” or practice examples that I will ask you to complete on your own time (consider this ‘homework’). Since this is an asynchronous class and we cannot converse in real time, it is important that you complete these practice activities to help you better understand course concepts and grow your analysis and application skills. These will be paramount for course quizzes/exams as well as course assignments.

In the event that we have a Zoom meeting, please show up on time. Your camera should be turned for the entirety of class. You should be visible from the chest up. This helps us build a sense of community and promotes an engaged classroom environment. You are required to be prepared to engage in discussion; thus, be sure to ‘unmute’ yourself when asked. **You must join through your UT Tyler Zoom accounts.** You must have your full name displayed when using Zoom for class. Please ensure you have a working laptop, camera, microphone/audio, and solid internet connection. Synchronous meetings/lectures will *not* be recorded and uploaded to Canvas, unless noted otherwise. Synchronous meetings/lectures will *not* be recorded for student use nor uploaded to Canvas, unless noted otherwise.

Please use proper online etiquette (e.g., ensuring you are muted when the professor or another student is presenting, refraining from surfing the web during class, responding to the professor if you are called on, etc.). There may be instances when the professor might record group lectures and post them to Canvas. Thus, please be aware of this policy. No one but the professor is to record the Zoom/online lectures or meetings. Only registered students are permitted to attend Zoom/online lectures or meetings. Students are not permitted to share any online/Zoom course content, share Zoom invite links or passcodes, etc. or anything else that would threaten the safety and security of the class, your peers, or the professor. Unless otherwise noted, lectures will not be recorded when operating our regularly scheduled course modality (i.e., synchronous online or synchronous face-to-face). Lecture will only be recorded if and when the professor deems necessary and/or we are unexpectedly mandated to function as an online course. The university positions on course

recordings is presented below:

*Class sessions may be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.*

Students are responsible for understanding how to operate Zoom and having the proper technology and materials needed to comply with Zoom/online lectures.

### **Canvas Support**

It is your responsibility as a student to understand how to operate Canvas and access/upload assignments. If you need assistance with Canvas, seek out help:

- call the Canvas Support hotline at: 844.214.6949
- visit UT-Tyler's Canvas Help page: <https://www.uttyler.edu/canvas/>
- visit UT-Tyler's Canvas Student Resources page: <https://www.uttyler.edu/canvas/canvas-student-help.php>
- Contact UT-Tyler's Office of Digital Learning for Canvas at: 903.566.6200 or [canvas@uttyler.edu](mailto:canvas@uttyler.edu)

### **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. All assignments 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 bibliographic sources used in your papers/outlines (using APA format), within text and on a reference 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](#).

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 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, syntax, punctuation, and neatness count towards your grade, for all assignments.

### **Elasticity Clause**

The professor reserves the right to modify the existing course calendar and assignments. If changes must be made, the professor will notify students as soon as possible. Students are expected to adapt to and abide by any changes. Further, if it is decided that moving to a hybrid

or online format is needed (for face-to-face classes), students will be notified immediately of such changes.

### **Plagiarism**

In addition to UT Tyler's Academic Honesty and Student Standards of Academic Conduct policies (listed in forthcoming sections), students are also required to adhere to the following standards:

*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., Berlin is the capital of Germany.).

*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, unless noted otherwise. Having someone proofread your work is fine and encouraged, 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 a "F" for the course and further possible disciplinary action by the university.

### **Financial & Tutoring Resources for Students**

- On-Campus Food Pantry  
Website: <https://www.uttyler.edu/service/food-pantry.php>  
Location: Library 223  
Email: [patriotpantry@uttyler.edu](mailto:patriotpantry@uttyler.edu)  
Phone: 903.565.5645 (Student Engagement)
- University Health Clinic  
Website: <https://www.uttyler.edu/clinic/>

Location: 3310 Patriot Drive, Tyler, TX 75701

Option for student health insurance:

<https://www.uttyler.edu/wellness/studenthealthinsurance.php>

Phone: 903.939.7870

- Center for Student Financial Wellness  
Website: <https://www.uttyler.edu/center-for-student-financial-wellness/tools-and-resources/>  
Location: Center for Student Financial Wellness, STE 381, 3900 University Blvd.  
Email: [csfw@uttyler.edu](mailto:csfw@uttyler.edu)  
Phone: 903.565.5978
- Student Financial Aid and Scholarships  
Website: <https://www.uttyler.edu/admissions/financialaid/>  
Email: [admissions@uttyler.edu](mailto:admissions@uttyler.edu)  
Phone: 903.566.7203  
Scholarship info.: <https://www.uttyler.edu/scholarships/>  
Grants info: <https://www.uttyler.edu/admissions/grants/>
- Resources for New Students  
Website: <https://www.uttyler.edu/admissions/newstudents/>
- PASS Tutoring Center  
The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.  
Website: <https://www.uttyler.edu/tutoring/>  
Phone: 903.565.5964  
Email: [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- Upswing (24/7 Online Tutoring)  
Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.  
Website: <https://uttyler.upswing.io/>

### **Extra Credit**

Over the course of this semester, I **may** present a few opportunities for extra credit. I want students to have the opportunity to demonstrate their learning and work towards mastering the learning outcomes and skills relevant to this class. Opportunities are noted below and any ad-hoc opportunities (if any) will be posted to Canvas and/or discussed in class:

If you go to the writing center to get help on your Final Paper (any component) and submit verifiable documentation to the professor, you can earn up to +10 bonus points. You can only



earn these bonus points once. April 22<sup>nd</sup> is the last day that this opportunity can be submitted to the professor.

## **University Policies**

### **COVID-19 Guidance**

*Information for Classrooms and Laboratories:* Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

### **Recording of Class Sessions**

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

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

### **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>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis,

kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Academic Honesty and Academic Misconduct**

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy \(Links to an external site.\)](#) in the Student Manual Of Operating Procedures (Section 8).

### **Student Standards of Academic Conduct**

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.

- "Cheating" includes, but is not limited to:
  1. copying from another student's test paper;
  2. using, during a test, materials not authorized by the person giving the test;
  3. failure to comply with instructions given by the person administering the test;
  4. 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;
  5. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  6. collaborating with or seeking aid from another student during a test or other assignment without authority;
  7. discussing the contents of an examination with another student who will take the examination;
  8. 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;
  9. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  10. 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;

11. falsifying research data, laboratory reports, and/or other academic work offered for credit;
  12. 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
  13. 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.
- “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.
  - “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.
  - All written work that is submitted will be subject to review by plagiarism software.

### **The UT-Tyler Writing Center**

The Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903.565-5995, [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

### **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 Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible 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 of 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.

### **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. 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 (January 24<sup>th</sup>, 2022)** 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

### **Final Exam Policy**

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

### **Incomplete Grade Policy**

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and

assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

### **Grade Appeal Policy**

UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the Dean of the College offering that course who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the [Registrar's Form Library](#).

### **Withdrawing from Class**

Students you are allowed to [withdraw \(Links to an external site.\)](#) (drop) from this course through the University's [Withdrawal Portal \(Links to an external site.\)](#). Texas law prohibits students 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 other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule \(Links to an external site.\)](#). CAUTION #2: All international students must check with the [Office of International Programs \(Links to an external site.\)](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.

### **Absence for Official University Events or Activities**

This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 -501 \(Links to an external site.\)](#))

### **Absence for Religious Holidays**

Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

### **FERPA**

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3 \(Links to an external site.\)](#). The course instructor will follow all requirements in protecting your confidential information.

### **Military Affiliated Students**

UT Tyler honors the service and sacrifices of our military affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of your present or prior service or

family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military affiliated students are in the [Military and Veterans Success Center \(MVSC \(Links to an external site.\)\)](#) The MVSC can be reached at [MVSC@uttyler.edu](mailto:MVSC@uttyler.edu), or via phone at 903.565.5972.

### **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)

## Course Calendar Spring 2022

| Week  | Readings/Topics  | Assignment Due Dates<br><i>Due by 11:59 CST on<br/>Sundays</i>                                    |
|---|--|---|
| <b>Module 1: Foundations in Communication</b>     |  |   |
| Week 1<br>Jan 10 <sup>th</sup> -16 <sup>th</sup>  | <p>Introduction to the Course</p> <p>Review instructions for Online Discussion Board Posts &amp; Chapter Quizzes</p> <p>Chapter 1: An Overview of Communication</p> <p><i>On your own, review:</i><br/> --Planning Worktime Template<br/> --Syllabus<br/> --Course assignments &amp; grading rubrics<br/> --Small Group Assignment details</p>   | <p>--Chapter 1 Quiz due</p> <p>--Syllabus Quiz due (<i>two attempts permitted</i>)</p>            |
| <b>Module 2: Communication Contexts</b>           |  |   |
| Week 2<br>Jan 17 <sup>th</sup> -23 <sup>rd</sup>  | <p>Chapter 7: Personal Relationships<br/>Chapter 8: Family Communication</p> <p><i>On your own, review:</i><br/> --Review Small Group Presentation instructions<br/> --Groups assigned by Dr. J (see "People" tab &gt; Small Group Assignment on Canvas)</p>   | <p>--Chapter 7 &amp; 8 Quizzes due</p> <p>--Discussion Post due</p>                               |
| Week 3<br>Jan 24 <sup>th</sup> – 30 <sup>th</sup> | <p>Chapter 9: Groups and Leaders<br/>Chapter 10: Communication in the Workplace</p> <p>BBC (2014): <a href="#">"Young people lack workplace skills, firms say in survey"</a></p> <p>Youth.gov: <a href="#">"Qualifications and attributes critical to employers"</a></p> <p><i>On your own, review:</i><br/> --Review "Logical Subordination Outlining" &amp; "Effective Outlines-Building the Skeleton of the Speech," in the Small Group Assignment folder</p> | <p>--Chapter 9 &amp; 10 Quizzes due</p> <p>--Discussion Post due</p> <p>--Group Contracts due</p> |

|  |   |  |
|--|---|--|
|  | <p><i>on Canvas</i></p> <p>--Review the instructions for and begin drafting the "Ethical Reasoning Paper"</p>   |  |
| <p>Week 4<br/>Jan 31<sup>st</sup> – Feb 6<sup>th</sup></p>     | <p>Chapter 11: Health Communication</p> <p>Kaptein &amp; Wempe (2002): Three General Theories of Ethics and the Integrative Role of Integrity Theory (PDF on Canvas)</p>  | <p>--Rough Draft Outline for Small Group Assignment due</p> <p>--Chapter 11 Quiz due</p> <p>--<i>Ethical Reasoning Paper due</i></p> |
| <p>Week 5<br/>Feb 7<sup>th</sup> – Feb 13<sup>th</sup></p>     | <p>Chapter 12: Technology and Media in Everyday Life</p> <p>Chapter 13: Interpersonal Influence</p> <p><i>Groups: Apply the feedback from your Rough Draft outline. Continue to work with your groups on your project! Be sure to practice your presentation ahead of time!</i></p> | <p>--Chapter 12 &amp; 13 Quizzes due</p> <p>--Discussion Post due</p>  |
| <p>Week 6<br/>Feb 14<sup>th</sup> – Feb 20<sup>th</sup></p>    | <p><b>Work Week for the Small Group Assignment!</b></p> <p>Group 'check-ins' with Dr. J</p> <p><i>Each group is expected to 'meet' at least twice this week &amp; detail that in your group summary post.</i></p>   | <p>--Summary of what your group did for this work week due (post on the Discussion Board)</p>  |
| <p>Week 7<br/>Feb 21<sup>st</sup> – Feb 27<sup>th</sup></p>    | <p><b>GROUP PRESENTATIONS</b></p> <p><i>Review the Midterm study guide</i></p>  | <p><b>GROUP PRESENTATIONS</b></p> <p>All materials due (upload to Canvas)</p> <p>--Performance Prognosis Inventory Survey due</p>    |
| <p>Week 8<br/>Feb 28<sup>th</sup> – March 6<sup>th</sup></p>   | <p><b>MIDTERM EXAM (on Canvas)</b></p> <p>Chapters 1, 7-13</p>  | <p><b>MIDTERM EXAM (on Canvas)</b></p> <p>--Self &amp; Group Evaluation due</p>  |
| <p>Week 9<br/>March 7<sup>th</sup> – March 13<sup>th</sup></p> | <p><b>NO CLASS – SPRING BREAK</b></p>   |  |



| <b>Module 3: Communication Skills</b>                         |   |   |
|---|---|---|
| Week 10<br>March 14 <sup>th</sup> –<br>March 20 <sup>th</sup> | Chapter 2: Identities, Perceptions, and<br>Communication<br><br><i>Review Final Project instructions</i>  | --Chapter 2 Quiz due<br>--Final Project Topic ideas<br>due (Discussion Board<br>post)   |
| Week 11<br>March 21 <sup>st</sup> –<br>March 27 <sup>th</sup> | Chapter 3: Verbal Communication   | --Chapter 3 Quiz due<br>--3-2-1 Assessment Survey<br>due  |
| Week 12<br>March 28 <sup>th</sup> –<br>April 3 <sup>rd</sup>  | Chapter 4: Nonverbal Communication  | --Chapter 4 Quiz due<br>--Final Paper Rough Drafts<br>due   |
| Week 13<br>April 4 <sup>th</sup> – April<br>10 <sup>th</sup>  | Chapter 5: Culture and Communication<br>Chapter 6: Listening  | --Chapter 5 & 6 Quizzes<br>due<br><br><i>Read Dr. J's feedback on<br/>your rough drafts &amp; start<br/>revising your papers!</i> |
| Week 14<br>April 11 <sup>th</sup> –<br>April 17 <sup>th</sup> | Work Week for the Final Project<br><br><i>--Review of Final Project instructions<br/>--Review Using Professional Visual Aids (in the<br/>"Class Notes" folder)<br/>--Review the past student examples for the<br/>Final Paper, Presentation, &amp; PowerPoint<br/>--Review Dr. J's feedback on your Rough<br/>Drafts. Review &amp; complete the Response to<br/>Feedback paper. See the assignment<br/>instructions on Canvas (Final Project folder).</i> | Response to Feedback<br>paper due <b>by</b> 4/17  |
| Week 15<br>April 18 <sup>th</sup> –<br>April 24 <sup>th</sup> | FINAL PROJECT PRESENTATIONS<br><br>Submit your video-recorded presentation and<br>visual aid on Canvas.<br><br><i>Review the Final Exam study guide</i>   | Final Project due<br>(Presentations + Paper)  |
| STUDY<br>April 25 <sup>th</sup>                               | <b>NO CLASSES – UNIVERSITY STUDY DAY</b>  |   |

|   |                        |   |
|---|------------------------|---|
| FINAL<br>Week of April -<br>26 <sup>th</sup> - April 29 <sup>th</sup> | FINAL EXAM (on Canvas) | <b>DUE BY 11:59pm CST on<br/>Friday April 29<sup>th</sup></b> |
|---|------------------------|---|

*\*The Course Calendar is subject to change. In such circumstances, students will be notified by the professor and an updated calendar will be provided.\**