

University of North Texas at Dallas  
FALL 2025  
SYLLABUS & COURSEPLAN

Dr. Glenda R. Balas  
Professor, Communication and Digital Media,  
UNT Dallas, Dallas, TX

COMM 1010.0001: Introduction to Communication				3 HRS	
Department of		Communication & Digital Media	School of		Liberal Arts and Life Sciences
Instructor Name:		Dr. Glenda R. Balas			
Office Location:		FH 257			
Office Phone:		505-350-9040			
Email Address:		<a href="mailto:Glenda.Balas@untDallas.edu">Glenda.Balas@untDallas.edu</a>			
Office Hours:		M 2:30-4:00 p.m.; T 10-11:30 a.m.; by appointment			
Course Format/Structure:		100% Face to Face			
Classroom Location:		FH 304			
Class Meeting Days & Times:		MW 10:00 – 11:20 pm			
Course Catalog Description:		Examination of how communication principles and skills influence our understanding of current social issues such as global climate crisis, health care, human rights, diversity, and poverty. Focus on practical applications and community engagement includes experimental learning with community partners. Oral communication skills and collaborative group building skills are emphasized. Satisfies a portion of the Understanding the Human Community requirement of the University Core Curriculum.			
Prerequisites:		None.			
Co-requisites:		None.			
Required Text:		<ul style="list-style-type: none"><li>Edwards, A., Edwards, C., Wahl, S. T., &amp; Myers, S. A. (2023). <i>The communication age: Connecting and engaging</i>, 4<sup>th</sup> ed. Thousand Oaks, CA: Sage. (ISBN: 978-1071897690)</li><li>Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer</li></ul>			
Recommended Text and References:		<ul style="list-style-type: none"><li>American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.</li><li>OWL Purdue Online Writing Lab at <a href="http://owl.english.purdue.edu/owl/resource/560/1/">http://owl.english.purdue.edu/owl/resource/560/1/</a></li><li>Additional readings and materials may be supplied in class or posted to Blackboard.</li></ul>			
Access to Learning Resources:		UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: <a href="http://www.untDallas.edu/library">http://www.untDallas.edu/library</a> e-mail: <a href="mailto:Library@untDallas.edu">Library@untDallas.edu</a> UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: <a href="http://www.untDallas.edu/bookstore">http://www.untDallas.edu/bookstore</a> e-mail: <a href="mailto:untDallas@bkstr.com">untDallas@bkstr.com</a>			
Course Goals or Overview: The goals of this course are as follows -					
1	To increase familiarity with the fundamental principles of various forms of communication.				
2	To increase understanding of a variety of concepts central to the study of communication.				
3	To teach students how to identify the structures, functions, and dynamics of various forms of communication.				

4	To exercise creative, critical, and analytical thinking and evaluation skills in simulations, exercises and case studies of communication.
5	To build awareness of the diversity of participants in communicative processes and the relationship of diversity to the processes and outcomes of communication.
<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
2	Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3	Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
4	Recognize how to communicate within diverse environments.
5	Develop, research, organize, and deliver formal public speeches.

## Course Outline

This schedule is subject to change by the instructor. Changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Dates	Course Content	Assignments/Readings Due
<b>Week 1</b>		
Monday, 8/25	<b>Course introduction</b> Introductions of class members Set ground rules and guidelines Review syllabus	
Wednesday, 8/27	<b>Introductory Activity</b> Community & Consensus Building Discuss Personal Artifact Presentation	
<b>Week 2</b>		
Monday, 9/1	<b>No Class</b> <b>Labor Day Holiday</b>	Ch. 1  Ch. 2
Wednesday, 9/3	<b>Communication in the 21<sup>st</sup> Century</b> Why study Communication? <b>Perception, Self, and Communication</b> Self-Concept; Others; Identity; Perception <b>In-Class Activity: What Is Communication?</b>	Ch. 1  Ch. 2
<b>Week 3</b>		
Monday, 9/8	<b>Communication, Culture, and Diversity</b>	Ch. 6
Wednesday, 9/10	<b>Verbal Communication</b> <b>Nonverbal Communication</b> <b>Nonverbal Communication Activity</b> <b>Quiz #1: Communication and Diversity</b>	Ch. 3 Ch. 4
<b>Week 4</b>		
Monday, 9/15	<b>Listening</b> <b>Interpersonal Communication</b> <b>In-Class Activity: Interpersonal Competence</b>	Ch. 5 Ch. 7
Wednesday, 9/17	<b>Personal Artifact Presentations</b>	
<b>Week 5</b>		
Monday, 9/22	<b>Small Group Communication</b> <b>Workplace &amp; Organizational Communication</b> <b>Personal Artifact Presentations</b>	Ch. 8 Ch. 9

Wednesday, 9/24	<b>Wrap-up: Communication in the 21<sup>st</sup> Century</b> <b>Introduction to Applied Communication: Public Speaking</b> <b>Small Group Communication Activity: Communication Model</b> <b>Personal Artifact Presentations</b>	
<b>Week 6</b>		
Monday, 9/29	<b>Selecting Your Topic</b> <b>Understanding Your Audience</b> <b>Researching Your Presentation</b>	Ch. 11  Ch. 12
Wednesday, 10/1	<b>Organizing Your Presentation</b> <b>Quiz #2: Listening and Interpersonal Communication</b>	Ch. 13
<b>Week 7</b>		
Monday, 10/6	<b>Delivering Your Presentations</b> <b>Reducing Speaking Anxiety</b> <b>Workshop: Informative Speeches</b>	Ch. 14
Wednesday, 10/8	<b>Preparing Informative Speeches (Student Choice: in-class; out of class)</b> <b>Beginning and Ending; Organizing Ideas; Supporting Materials</b>	Ch. 15
<b>Week 8</b>		
Monday, 10/13	<b>Delivering Informative Speeches</b>	
Wednesday, 10/15	<b>Delivering Informative Speeches</b>	
<b>Week 9</b>		
Monday, 10/20	<b>Group Presentations</b> <b>Define Groups; Goals; Development; Leadership and Power</b> <b>Guidelines for Group Presentation</b> <b>Delivering Informative Speeches</b> <b>Workshop: Group Discussion Topics</b>	
Wednesday, 10/22	<b>Preparing Group Discussions (Student Choice: in-class; out of class)</b> <b>Beginning and Ending; Organizing Ideas; Supporting Materials</b>	
<b>Week 10</b>		
Monday, 10/27	<b>Delivering Group Presentations</b>	
Wednesday, 10/29	<b>Delivering Group Presentations</b>	
<b>Week 11</b>		
Monday, 11/3	<b>Persuasive Presentations</b> <b>Workshop: Persuasive Presentations</b>	Ch. 16
Wednesday, 11/5	<b>Preparing Persuasive Presentations (Student Choice: in-class; out of class)</b> <b>Beginning and Ending; Organizing Ideas; Supporting Materials</b>	
<b>Week 12</b>		
Monday, 11/10	<b>Delivering Persuasive Speeches</b>	

Wednesday, 11/12	<b>Delivering Persuasive Speeches</b>	
<b>Week 13</b>		
Monday, 11/17	<b>FINAL ASSIGNMENT: Reflection Presentation and Paper: Learning Accomplishments in COMM 1010</b> <b>Workshop: Learning in 1010</b>	
Wednesday, 11/19	<b>FINAL ASSIGNMENT: Preparing Reflection Essays and Presentations (Student Choice: in-class; out of class)</b> Beginning and Ending; Organizing Ideas; Supporting Materials	
<b>Week 14</b>		
Monday, 11/24	<b>FINAL ASSIGNMENT: Preparing Reflection Essays and Presentations (Session 2-Student Choice: in-class; out of class)</b> Beginning and Ending; Organizing Ideas; Supporting Materials	
Wednesday, 11/26	<b>INDIVIDUAL PREPARATION: FINAL SPEAKING ASSIGNMENT: Oral Presentation-Persuasive Communication</b>	
Thursday-Friday, 11/28-29	<b>FALL BREAK: THANKSGIVING HOLIDAY</b>	
<b>Weeks 15 &amp; 16</b>		
Monday, 12/1	<b>FINAL SPEAKING ASSIGNMENT: Oral Presentation-Persuasive Communication</b>	
Wednesday, 12/3	<b>FINAL SPEAKING ASSIGNMENT: Oral Presentation-Persuasive Communication</b> <b>Quiz 3</b>	
Monday, 12/8	<b>FINAL SPEAKING ASSIGNMENT: Oral Presentation-Persuasive Communication</b> <b>FINAL ASSIGNMENT: Final Writing Assignment due (Learning Accomplishments in COMM 1010)</b>	<b>Deadline: 11:59 p.m. (Submission through Canvas)</b>

## Course Evaluation Method

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**1. Participation and In-Class Exercises (100 points):** In-class exercises will occur throughout the term and cannot be made up, even if you have an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day. You will also receive participation points for active participation in class (asking questions, responding to instructor prompts, active listening, etc.). Attendance will be taken at the beginning of class. The following indicates grade distribution for class attendance: A=1-3 absences; B=4-5 absences; C=6-8 absences; D=9-10 absences; F=11-plus absences.

**2. Quizzes (300 points):** There will be three quizzes over several chapters throughout the course. Quizzes will cover multiple chapters of the text and may include multiple choice and true/false questions to probe your understanding of the main points of the reading. To prepare for quizzes, keep up with your readings and review your notes. There are no make-up quizzes.

- Quiz #1: Ch. 6 Quiz (Communication & Diversity)-100 pts 9/10
- Quiz #2: Ch. 5, 7 Quiz (Listening, Interpersonal)-50 pts 10/1
- Quiz #3: Ch. 11, 12 Quiz (Selecting Topic; Understanding Audience)-50 pts 12/3

**3. Presentations (600 points):** You will complete four speaking assignments, including content and speaking outlines. Specific criteria for each assignment will be detailed on Canvas.

- Personal Artifact Presentation (100 points)
  - Informative Speech (100 points)
  - Group Presentation (200 points)
  - Dyadic Persuasive Presentation (100 points)
- Personal Artifact Presentation (100 points):** The goal of this presentation is to share with the class about yourself in two ways: 1) provide an overview of you and the highlights of your life, and 2) show and describe an artifact that communicates who you are. You will receive full credit for giving this presentation. This is an opportunity to deliver a 2-3-minute presentation without the pressure of being evaluated. The required outline is valued at 10 points.
  - Informative Speech (100 points):** The Informative Speech is a talk that provides new knowledge or expands upon current understanding of a given topic. With this assignment, you are teaching your audience something new or expanding upon their existing knowledge of the topic.
  - Group Presentation (200 points):** The goal of this presentation is to work within a group to teach your peers about an interpersonal communication concept/theory covered in or related to Chapters 6 and 7 in the textbook using supporting materials such as scholarly research and popular culture media texts. You will be divided into groups and your group will connect existing research to your concept, while incorporating media texts to facilitate class learning. Your group may select one or multiple media clips and each student will deliver a five-minute presentation describing different elements of communication that can be found in your chosen visual. There are four graded components to this assignment. The group will be graded as a whole on the preparation and performance.
    - Presentation of group project in class. (50 points)
    - Submission of annotated bibliographies of 2 scholarly sources per speaker. (25 points)
    - Submission of group PowerPoint. (25 points)
    - Submission of group outline. (25 points)
    - Presentation of individual project. (75 points)
  - Dyadic Persuasive Presentation (150 points):** The goal of this presentation is to work with a partner to change your audience's opinions or behaviors by using logical and emotional appeals. This is a graded presentation, requiring the submission of both content and speaking outlines, as well as PowerPoint as a presentation aid. This assignment includes a graded research component, where you are expected to conduct research of supporting materials as part of the overall grade for the graded persuasive speaking assignment.
    - Oral Presentation (70 points)**
    - Research References (10 points):** The team is required to explore appropriate research for the presentation, selecting two sources that are referenced orally during the presentation. These sources should also be included at the close of the PowerPoint, under the heading of "Sources Cited."
    - PowerPoint (10 points):** You will submit your PowerPoint through Canvas the night before your presentation is due. Follow the 1X6X6 rule – no more than 1 main idea per slide, 6 words per line, 6 lines on a slide. Be sure to proofread your work.
    - Content Outline (10 points):** A content outline is required. Students should adhere to instructions and standards discussed in class for both outline types. Points will be deducted for grammatical, spelling, punctuation, and word choice errors. If your outline does not meet college-level standards, no credit will be given.

**4. FINAL Reflection Assignment About Your Learning Accomplishments in COMM 1010: Self-Analysis Paper (100 points):** The final paper for the course will reflect on what you have learned from the course materials and experience of working with the content from this course.

**5. SPEAKING CENTER Evaluation and Rehearsal (25 points):** You are expected to make and attend an appointment with the Speaking Center. This activity is required; if you do not fulfil this responsibility, you will lose 25 points, which cannot be made up by other work in the class. This work with the Speaking Center Staff is useful to you as a student and speaker. Your presentation skills are likely to improve through this exercise.

#### **Grading Matrix:**

Each of the following assignments will be detailed thoroughly on Canvas. Be sure to access Canvas frequently for assignment guidelines and other important class documents.

Participation, In-Class Exercises and Attendance	100 points
3 Chapter Quizzes	300 points
Personal Artifact Presentation	100 points
Informative Speech	100 points
Dyadic Persuasive Presentation	100 points
Speaking Center Exercise (Bonus Points)	25 points
Group Project	200 points
FINAL Reflection Paper and Presentation	100 points

**TOTAL=1,000 POINTS**

Your final grade is based on a total out of 1000 points.

900-1000 = A      800-899 = B      700-799 = C      600-699 = D      599 ↓ = F

#### **University Policies and Procedures**

**Students with Disabilities (ADA Compliance):** The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

**CoursEval Policy:** Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:** Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussions and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not

be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

**Exam Policy:** Quizzes should be taken as scheduled. No makeup quizzes will be allowed except for documented emergencies (See Student Handbook).

**Ethics and Integrity:** Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at

[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) Refer to the Student Code of Student Rights, Responsibilities and Conduct at [http://www.untDallas.edu/sites/default/files/page\\_level2/hds0041/pdf/7\\_001\\_student\\_code\\_of\\_conduct\\_may\\_2014.pdf](http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf)

Students are expected to complete their own original work, including but not limited to assigned work in class or at home, examinations, and research-based projects. It is academic dishonesty to use the ideas, data, or language of another without specific or proper acknowledgment. If you use the ideas of others, regardless of who those individuals are (experts in their field, websites, friends from class, etc.), you must provide proper citations. Cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of other students, use of Artificial Intelligence software to complete your work (unless explicitly permitted), or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under university regulations.

**Citizenship:** Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and the class as a whole.

**Bad Weather Policy:** Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>

**Attendance and Participation Policy:** Attendance in class is required. Coming late to class or leaving early may be considered a whole or partial absence. **If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.** *The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>*

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

## **Class Policies and Expectations**

### Active Learning

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance. The professor also reserves the right to make changes, as needed, to meet the objectives of the class. These changes will be announced in class.

### Plagiarism

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

### Grade Disputes

Grades will be discussed only during the instructor's office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

### Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use "he or she" instead of "he" when referring to a hypothetical person. Similarly, use "everybody" instead of "you guys," "people" instead of "man" or "mankind." Use, "Asian" instead of "Oriental," etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

### Mobile Phone Policy

Please **TURN OFF AND PUT AWAY** all mobile phones. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you may be asked to leave the class and will lose participation points for the day.

### Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of "F." Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

### College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

*In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:*

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1" Margins, adhering to the APA Style Guide.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

**\*\*\*If these requirements are not met, points will be deducted from your paper grade.\*\*\***



### Presentation Policies

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects are permitted as a part of public presentations in the class. Any props you choose to use must be pre-approved by the instructor. Any prop used that has not been pre-approved will automatically reduce your grade for the presentation. All presentation topics must also be approved. Please be considerate and sensitive when safe environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers' presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

### Presentation Completion Requirement

Please note that failure to complete the informative and persuasive presentation assignments results in an automatic F for the course, regardless of points accumulated.

### Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 <sup>rd</sup> Floor <a href="http://www.untDallas.edu/aas/tutoring">http://www.untDallas.edu/aas/tutoring</a>	Campus Police Founder's Hall, 131 972.780.3009

### Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
- Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
- Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
- Generally, teachers are more experienced at assessing student work than the students themselves.
- Teachers, on average, are objective and are not out to "nail" their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
- Students are entitled to emotional reactions to the assessment of their work; however, these expressions should occur in private, NOT public.
- Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.