

University of North Texas at Dallas  
Fall 2024  
SYLLABUS

**COMM 2300 Fundamentals of Public Speaking    3 HRS**

<b>Department of</b>		Communication and Digital Media
<b>Instructor Name:</b>		Jennifer E. Sanmiguel
<b>Office Location:</b>		<b>In-Person:</b> FH 200H or FH 213A <b>Virtual By Appointment:</b> Microsoft Teams
<b>Email Address:</b>		<a href="mailto:Jennifer.Sanmiguel@untdallas.edu">Jennifer.Sanmiguel@untdallas.edu</a>
<b>Office Hours:</b>		In-Person and Microsoft Teams MTW: 1pm – 2pm; and by appointment
<b>Course Format/Structure:</b>		100% Face to Face only.
<b>Classroom Location:</b>		Dal 1 204
<b>Class Meeting Days &amp; Times:</b>		M & W: 11:30 am – 12:50 pm
<b>Course Catalog Description:</b>		The course overviews the principles of effective public speaking and their applications to a variety of speaking situations. Satisfies a portion of the Communication requirement of the University Core Curriculum.
<b>Pre-/Co-requisites:</b>		None.
<b>Required Text:</b>		<ul style="list-style-type: none"> <li>Beebe, S. A., &amp; Beebe, S. J. (2018). <i>A concise public speaking handbook</i>, 5<sup>th</sup> ed. New York: Pearson. (ISBN: 9780134380902)</li> <li>Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer</li> <li>Notecards for delivering oral presentations</li> </ul>
<b>Recommended Text and References:</b>		<ul style="list-style-type: none"> <li>Additional readings and materials may be supplied in class or posted to Canvas.</li> <li>American Psychological Association. (2021). <i>Publication manual of the American Psychological Association</i>, (7<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-0-357-63296-3)</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> </ul>
<b>Access to Learning Resources:</b>		<div> <div> <b>UNT Dallas Library:</b> (Founders Hall)  phone: (972) 338-1616  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> </div> <div> <b>UNT Dallas Bookstore:</b> (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> </div> </div>
<b>Canvas Resources</b> <b>Supported Browsers:</b> <ul style="list-style-type: none"> <li>Chrome 67 &amp; 68</li> <li>Firefox 60 &amp; 61</li> <li>Flash 29, 30 (for audio/video)</li> <li>Respondus Lockdown Browser</li> <li>Safari 10, 11</li> </ul> <b>Supported Devices:</b> <ul style="list-style-type: none"> <li>iPhone</li> <li>Android</li> <li>Chromebook</li> </ul> <i>Note: Tablet users can use the Canvas app</i>  <b>Screen Readers:</b> <ul style="list-style-type: none"> <li>VoiceOver (Safari)</li> <li>JAWS (Internet Explorer)</li> <li>NVDA (Firefox)</li> </ul> <i>Note: There is no screen reader support for Canvas in Chrome</i>		<b>Getting Help with Canvas</b> <b>Canvas 24/7 Phone Support for Students:</b> 1-833-668-8634  <b>Canvas Help Resources:</b>  <b>Canvas Student Guide –</b> <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a>  For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL 1, Rm 157 phone: (972)338-5580 email: <a href="mailto:distancelearning@untdallas.edu">distancelearning@untdallas.edu</a>  <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i>  <i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i>

<b>Course Goals or Overview:</b> The goals of this course are as follows -	
1	To increase your confidence in your public speaking ability.
2	To learn principles of effective public speaking.
3	To reinforce existing speaking skills and identify areas for improvement.
4	To demonstrate effective aspects of presentation preparation.
5	To demonstrate effective aspects of presentation delivery.
6	To appropriately apply public speaking skills to a variety of presentation contexts.

<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Demonstrate effective and ethical presentation preparation, including planning, research, forms of elaboration, critical and creative thinking, organization, outlining, audience adaptation, and presentation introductions and conclusions.
2	Describe and interpret the theoretical framework behind public speaking.
3	Demonstrate critical thinking skills when examining arguments, sources, processes, etc.
4	Apply appropriate presentational skills across a variety of contexts, ranging from interpersonal, to the workplace, to formal encounters.
5	Evaluate and critique a variety of presentations including classmates and student's own presentations, in order to become a more effective speaker and audience member.
6	Demonstrate effective presentation delivery through use of language, nonverbal elements and the creation of presentation aids.
7	Develop impromptu and extemporaneous delivery skills.
8	Develop proficiency in presenting a variety of speeches as an individual or group (e.g. narrative, informative or persuasive).
9	Manage speaking anxiety and apply elements of audience analysis.

## Course Outline

This schedule is subject to change by the instructor. Any 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 Exercises/Assignments sections

Dates	Course Content	Assignments/Readings Due
<b>Week 1</b>		
Monday, 26	<b>Course introduction</b> Set ground rules and guidelines Why study Public Speaking?	
Wednesday, 28	<b>Introductory Activity</b> Community Building Discuss Personal Artifact Presentation Speaking in Public <i>Discuss Personal Artifact Presentation – if time allows</i>	Ch. 1 & 3

<b>Week 2</b>		
Monday, 2	<b>Labor Day</b>	<b>No Class</b>
Wednesday, 4	Managing Speaking Anxiety Speaking in Public <i>Discuss Personal Artifact Presentation – if time allows</i>	Ch. 2 <b>Syllabus Quiz &amp; Contract</b> <b>Welcome Survey</b> <b>MCE</b>

<b>Week 3</b>		
Monday, 9	Analyzing Your Audience and Listening	Ch. 5-7
Wednesday, 11	Developing Your Presentation, Introduction, and Conclusion	Ch. 8, 12, & 13

**Quiz #1 Due Sept. 15<sup>th</sup> at 11:59 pm**

**Week 4 – Personal Artifact Full-Sentence Outlines due Sunday, 9/22, at 11:59 pm**

Monday, 16	Organizing and Outlining Your Presentation <i>Workshop Personal Artifact Presentation – If time allows</i>	Ch. 11 & 14
Wednesday, 18	Informative Speaking <i>Workshop Personal Artifact Presentation – If time allows</i>	Ch. 22

**Week 5**

Monday, 23	<b>Personal Artifact Presentations</b>	
Wednesday, 25	<b>Personal Artifact Presentations</b> Language and Delivery (time permitting)	Ch. 15-19

**Week 6**

Monday, 30	Language and Delivery	Ch. 15-19
Wednesday, 2	Delivering an Impromptu Presentation Practice Impromptu Presentation	Impromptu Handout SGDP Groups made

**Quiz #2 Due Oct. 13<sup>th</sup> at 11:59pm****Week 7 – Demonstrative Presentation Full-Sentence Outline due Sunday, 10/13, at 11:59 pm**

Monday, 7	<b>Impromptu Presentations</b> <i>Discuss Demonstrative Presentation</i>	
Wednesday, 9	Working with Presentation Aids Working with Supporting Materials	Ch. 20-21 Ch. 9-10

**Week 8 – Demonstrative Presentation PowerPoint due Sunday, 10/20, at 11:59 pm**

Monday, 14	Using Library Resources and Citing Credible Sources Speaking in Small Groups if time allows	Ch. 26
Wednesday, 16	<i>Workshop Demonstrative Presentation</i>	

**Quiz #3 Due Oct. 20<sup>th</sup> at 11:59pm****Week 9**

Monday, 21	<b>Demonstration Presentations</b>	
Wednesday, 23	<b>Demonstration Presentations</b>	

**Week 10 – Small Group Persuasive Presentation Annotated Bibliography due Sunday, 11/3, at 11:59 pm**

Monday, 28	Understanding Persuasion and Persuasive Speaking	Ch. 23-24
Wednesday, 30	Ethics and Public Speaking <i>Workshop Demonstrative Presentation</i>	Ch. 4

**Week 11 – Small Group Persuasive Presentation Outline & PowerPoint due Sunday, 11/10, at 11:59 pm**

Monday, 4	<i>Workshop Persuasive Presentation</i>	
Wednesday, 6	<i>Workshop Persuasive Presentation</i>	

**Week 12**

Monday, 11	<b>Persuasive Presentations</b>	
Wednesday, 13	<b>Persuasive Presentations</b>	

**Week 13**

Monday, 18	Speaking on Special Occasions	Ch. 25
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		Special Occasion Topics Assigned
Wednesday, 20	<i>Workshop Special Occasion Presentations</i>	

**Quiz #4 Due Nov. 24<sup>th</sup>, at 11:59pm**

**11/25 – 11/28**

**Fall Break**

**No Classes**

**Week 14 – Special Occasion Presentation Full-Sentence Outline due Sunday, 12/1, at 11:59 pm**

Monday, 2	<b>Special Occasion Presentations</b>	
Wednesday, 4	<b>Special Occasion Presentations</b>	

**Week 15 – Self-Analysis due Monday 12/9 at 11:59 pm**

Wednesday, 11	<b>Oral Presentations of Self-Analysis Paper</b>	<b>11:00 am – 1:00 pm</b>
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## Course Evaluation Methods

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 (150 points):** In-class exercises will occur daily 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.
- 2. Micro Current Event Presentations (20 points):** Students will select a day within the course calendar to present. This presentation will consist of presenting an article or event that is currently happening in the world. Students will not have to present until the day they have signed up for, if missed then they have one chance to reschedule. If missed a second time, students will receive a zero for a grade. The presentation should take no more than 2-3 minutes and can mention at least one or more concepts learned from the class. These articles can be from pop culture, sports, music, current events, etc. We need to be aware of what is happening in the world around us. With social media being a rapid form of communication, we can constantly be in tune with the world around us. This allows us to learn what is currently happening in different facets of the world. This assignment is open from the second week of class up to the week before finals. Students **MUST** present to receive the points and credit for this assignment.
- 3. Syllabus Quiz (15 points):** There will be a syllabus quiz due on Canvas on the second week of the course. This quiz will cover material that is all within the course syllabus.
- 4. Quizzes (100 points):** There will be 4 quizzes (25 points each) or 2 exams (50 points each). Quizzes and exams will be available through Canvas from the first day of class and close at 11:59 pm on the final day of class. This allows you to take each quiz at your leisure but take note of the due dates to keep you on a manageable schedule. Each quiz/exam will cover only the assigned chapters of the text and may include multiple choice and true/false questions to probe your understanding of the main points of the reading. Quizzes/exams are not cumulative. To prepare for quizzes/exams, keep up with your readings and regularly review notes. Because of the extensive time allowed to take quizzes/exams, there are no make-up quizzes/exams.
 

Quiz #1	Ch. 1 – 3, 5 – 8, 12, & 13	<b>Due: 09/15</b>
Quiz #2	Ch. 11, 14 – 19, 22, & Impromptu Handout	<b>Due: 10/13</b>
Quiz #3	Ch. 20, 21, 9, 10, & 26	<b>Due: 10/20</b>
Quiz #4	Ch. 4 & 23 – 25	<b>Due: 11/24</b>
- 5. Presentations (695 points):** You will complete two extemporaneous speaking assignments, including formal and speaking outlines. Specific criteria for each assignment will be detailed on Canvas.

Personal Artifact Presentation	2 - 4 minutes	<b>100 Points</b>	<b>Due: 9/11</b>
Impromptu Experience	1 - 3 minutes	<b>50 points</b>	<b>Due: 10/2</b>
Small Group Demonstrative Presentation	5 - 7 minutes	<b>185 points</b>	<b>Due: 10/21 &amp; 10/23</b>
Small Group Persuasive Presentation	9 - 11 minutes	<b>210 points</b>	<b>Due: 11/11 &amp; 11/13</b>
Special Occasion Presentation	5 - 7 minutes	<b>100 points</b>	<b>Due: 12/2 &amp; 12/4</b>
Self-Analysis	2 - 3 minutes	<b>50 points</b>	<b>Due: 12/11</b>

- **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.
  - **Presentation Delivery (75 points):** Due to the personal nature of this presentation, students will receive full credit for giving this presentation.
  - **Full-Sentence Outlines (25 points):** A graded full-sentence outline must be turned in for each formal presentation. I do not accept late written work. Outlines not submitted by the scheduled deadline will be considered late.
    - Full-sentence outlines of each of your presentations must be submitted on Canvas by the end of the day on date assigned in the course calendar. Credit will not be given if the full-sentence outline consists of keywords and phrases only. Ideas must be fully developed and sources cited correctly (when required). Each point should have at least two supporting points or none at all. For the informative presentation, a reference page **MUST** be included. Please carefully **PROOFREAD** your outlines before you submit them. 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.
- **Impromptu Presentation (50 points):** The primary goal of this presentation is to give you practice thinking “on your feet,” organizing ideas quickly, and communicating them as effectively as possible.
- **Small Group Demonstrative Presentation (185 total points):** The goal of this presentation is to demonstrate or explain complex processes in a group of 3 – 4 students. This is a graded presentation, requiring the submission of both comprehensive and speaking outlines. 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. This assignment requires use of a presentation aid, which may include, but not be limited to PowerPoint.
  - **Group Presentation Delivery (75 points):** The group will be graded as a whole on the preparation and performance.
  - **Individual Presentation Delivery (50 points):** along with a group grade, students will be graded for the individual portion of their presentation.
  - **Full-Sentence Outlines (25 points):** A graded full-sentence outline must be turned in for each formal presentation. I do not accept late written work. Outlines not submitted by the scheduled deadline will be considered late.
  - **PowerPoint (20 points):** You will submit your PowerPoint through Canvas the night before your presentation is due. Make sure you review the PowerPoint Guidelines on Canvas and look at the examples to see how to cite your sources correctly. Follow the 1X6X6 rule – no more than 1 main idea per slide, 6 words per line, 6 lines on a slide. **PROOFREAD YOUR WORK.**
  - **Peer evaluation (15 points):** Students will identify their responsibilities on the presentation assignments and will be evaluated by their partner(s) at the end of the presentation.
- **Small Group Persuasive Presentation (210 points):** The goal of this presentation is to work in a small group of 3 – 4 of your peers to persuade your audience’s opinions on a made believe product and wanting to purchase it by using logical and emotional appeals. This is a graded presentation, requiring the submission of both comprehensive 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.
  - **Full-Sentence Outlines (25 points):** A graded full-sentence outline must be turned in for each formal presentation. I do not accept late written work. Outlines not submitted by the scheduled deadline will be considered late.
  - **Annotated Bibliographies (25 points):** The goal of this assignment is for students to summarize scholarly work for their persuasive presentations.
  - **PowerPoint (20 points):** You will submit your PowerPoint through Canvas the night before your presentation is due. Make sure you review the PowerPoint Guidelines on Canvas and



look at the examples to see how to cite your sources correctly. Follow the 1X6X6 rule – no more than 1 main idea per slide, 6 words per line, 6 lines on a slide. **PROOFREAD YOUR WORK.**

- **Group Presentation Delivery (75 points):** The group will be graded as a whole on the preparation and performance.
  - **Individual Presentation Delivery (50 points):** along with a group grade, students will be graded for the individual portion of their presentation.
  - **Peer evaluation (15 points):** Students will identify their responsibilities on the presentation assignments and will be evaluated by their partner(s) at the end of the presentation.
  - **Special Occasion Presentation (100 points):** The goal of this presentation is to deliver a ceremonial presentation or an after-dinner presentation of 5 to 6 minutes. This assignment demands considerable creativity on your part. It calls for a clever presentation that makes a thoughtful point even as it may approach the topic in a light-hearted, diverting manner. A PowerPoint is not required for this assignment but students **MUST** have a prop or some form of visual aid. Examples can be a photo slide show, a champagne flute for a congratulatory speech, cap and gown for a graduation speech, etc.
    - **Presentation Delivery (75 points):** along with a group grade, students will be graded for the individual portion of their presentation
    - **Full-Sentence Outlines (25 points):** A graded full-sentence outline must be turned in for each formal presentation. I do not accept late written work. Outlines not submitted by the scheduled deadline will be considered late.
  - **Self-Analysis (50 points):** The final paper and presentation for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. You will share briefly in a two-minute impromptu discussion at the final class meeting about your reflections. Failure to submit the assignment or appear at the final exam class meeting to present your paper will result in a **ZERO** for this assignment.
  - **Speaking Center Critique (20 points):** You will be required to schedule a minimum of one visit to the Speaking Center (Student Center Room #2044) to deliver and receive critique on one of your presentations. This may be either your informative or your persuasive presentations. N.B. If you and your informative presentation partner choose to visit the Speaking Center for your informative presentation, this does not exempt you from visiting for the persuasive presentation should your group members choose to practice the group presentation in the lab. You absolutely may visit both times. The more practice you have, the better your presentations will be overall! Remember, **all COMM 2300 students are required to deliver and record ONE speech in the Speaking Lab.**
6. **Extra Credit Opportunities:** Extra credit opportunities may be announced at some point in the semester and are NOT guaranteed. Any opportunity will be announced well in advance. Extra credit is given at the discretion of the instructor and may include, but is not limited to:
- Class Exercises and guest speakers attending class.
  - **Informative Video Essay (30 points):** We live in a highly technological age of communication where we often are able to speak to one another through a medium using technology. After the pandemic, virtual video streaming is a remote form of connecting and presenting a wide variety of content. For this extra credit assignment, students will work individually or in pairs and record themselves delivering an informative presentation of their choosing through Microsoft Teams or Zoom. A PowerPoint or a visual component is required. Speak with instructor before submitting this assignment to gain approval of presentation topic. You **MUST** speak with the professor before hand before submission, assignment will be a **ZERO** if you do not meet with professor.
  - Watch Randy Pausch's Last Lecture: Achieving Your Childhood Dreams on YouTube at [http://www.youtube.com/watch?v=ji5\\_MqicxSo](http://www.youtube.com/watch?v=ji5_MqicxSo) and write a 3-5 page typed reflection paper (maximum 30 points).

**PLEASE NOTE:** Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT.** Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

## 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 and In-Class Exercises	150 points
Syllabus Quiz	15 points
Micro Current Events	20 points
Quizzes	100 points
Speaking Center Critique	20 points
Personal Artifact Presentation	100 points
Presentation Delivery (75 points)	
Full-Sentence Outline (25 points)	
Impromptu Presentation	50 points
Partnered Demonstrative Presentation	185 points
Full-Sentence Outline (25 points)	
Individual Portion of Presentation (50 points)	
Group Delivery of Presentation (75 points)	
PowerPoint (20 Points)	
Peer Evaluation (15 points)	
Small Group Persuasive Presentation	210 points
Annotated Bibliography (25 points)	
Full-Sentence Outline (25 points)	
Individual Delivery of Presentation (50 points)	
Group Delivery of Presentation (75 points)	
PowerPoint (20 points)	
Peer Evaluation (15 points)	
Special Occasion Presentation	100 points
Presentation Delivery (75 points)	
Full-Sentence Outline (25 points)	
Self-Analysis Paper and Presentation	50 points
<b>Total</b>	<b>1000 points</b>

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)

**Course Eval 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 discussion 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 and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

**Ethics and Academic Integrity:** 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.

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)

**Attendance and Participation Policy:** Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. Arriving half an hour late to class **will result in an absence for the day.** If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. 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. Falling asleep, doing other coursework, and being distracted on phones or laptops in class will result in participation points being revoked for the day.

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>

**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>



**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 which 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.

### Missing Class

To help you get information about any class that you miss, you can use the ‘buddy system.’ Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: \_\_\_\_\_

Buddy Name: \_\_\_\_\_

Email: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone: \_\_\_\_\_

### Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I definitely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either share it through the class discussion boards on Canvas or in class during our next meeting.

### Mobile Technology Policy

Although there may be opportunities to use mobile technology in class, please make sure your use of mobile technology is relevant to the class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. 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/airpods, you will receive a warning. If caught or asked a second time, you will be asked to leave the class and will lose attendance and participation points for the day.

### Microsoft Teams Etiquette

This course may have classes on Microsoft Teams. In the case where we must meet on Microsoft Teams or if a student wishes to meet me during my office hours, feel free to participate using the chat function, the raising hand function, or use the microphone function to speak. All webcams **MUST** be on when attending Microsoft Teams. If class is held through Microsoft Teams, participation points will not be given if you attend class with your webcam off.

### Plagiarism

Students need to do original work and properly cite all 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.

### 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,” and “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.

### **Citizenship**

This is a communication course and the very nature of the makeup of our community speaks to cultural diversity. Naturally, respectful language is at the core of a course such as this. Please be mindful of the language and terms you use when speaking and writing. Communication shapes the way in which we see the world and the words we use matter. 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 for the class as a whole.

### **E-mail Etiquette**

When students send an email to their course instructor or course director, they must include a greeting, (“Good evening,” “Good morning,” Hello,” etc.), their name, the course they are enrolled in, their section number, a clear message, and a closing. The course section and a clear topic of the email must be included within the topic line. Additionally, students should activate and use their UNT email to contact their instructor. This policy is set in place to help students develop better communication and writing skills in a professional context. Please allow a full business day, 24 hours, from when the email was sent for a reply. Emails sent on Friday or over the weekend will be responded to within 42 hours. The course instructor will respond back as quickly as possible and to the best of their ability. Feel free to talk to the course instructor over the course material or for more in-depth questions during office hours. Please note that Canvas or Microsoft Teams messages are not reliable means of communication. If you have an immediate issue, concern, or question, please email the professor instead of a Canvas/Microsoft Teams message. Messages sent through these platforms may take longer to respond to than emails.

### **Presentation Policies**

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. 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 choosing presentation topics. Please also be sensitive to the topic choices of others. It is important that this be a **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 Social media Report & Presentation, Final Research Paper & Presentation, and “Teach the Class” Facilitation presentation assignments results in an automatic F for the course, regardless of points accumulated. **All COMM 2300 students are required to deliver and record ONE speech in the Speaking Lab.**

### **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.

## 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.
- All assignments must be submitted through Canvas **before 11:59 pm** the day they are due.
- 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.\*\*\***

## 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 SC 1104 972.338.1787	Financial Aid & Scholarships SC, One-Stop 972.780.3662	Career Services SC, 2nd Floor, Student Affairs Suite 972.338.1782
Library & Resources SC, 3rd Floor 972.338.1616	Academic Advising SC, 2nd Floor 972.338.1645	Counseling & Wellness SC 1085 972.338.1779
Student Connections and Support SC 2108 972.338.1326	Learning Commons SC, 2nd Floor <a href="https://www.untDallas.edu/learning/">https://www.untDallas.edu/learning/</a>	Campus Police FH 135 972.780.3009
Speaking Center SC 2044 <a href="mailto:UNTD-SpeakingCenter@untDallas.edu">UNTD-SpeakingCenter@untDallas.edu</a>	Office of Student Affairs SC, 2nd Floor, Student Affairs Suite 972.338.1775	Veteran Success Center SC 2096 972.338.1786

## Key Dates

Please take note of the following key dates for the Spring 16-week session:

<b>08/26/24</b> First Day of Class	<b>09/02/24</b> Labor Day
<b>08/26/24</b> Last Day to Add Classes	<b>11/28/24 - 11/29/24</b> Fall Break
<b>09/11/24</b> Census Day	<b>10/07/24 – 10/12/24</b> Midterm Exams
<b>09/11/24</b> Last Day to Drop without "W"	<b>12/09/24 – 12/14/24</b> Final Exams
<b>11/08/24</b> Last Day to Drop a Class with a "W"	<b>12/16/24</b> Final Grades due from Faculty
<b>11/22/24</b> Last Day to Drop all Classes with a "W"	<b>09/22/24</b> Last Day to Apply for Commencement

## 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 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.

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## COMM 2300

I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

\_\_\_\_\_  
NAME:

\_\_\_\_\_  
DATE: