EAST TENNESSEE STATE
U N I V E R S I T Y

College of Arts and Sciences

COMM 2025
Fundamentals of Communication
Learning Support Sections
Fall 2021

Department of Communication & Performance

Mission Statement:

The Department of Communication and Performance advances the understanding of communication by focusing on the ways people communicate with each other personally and professionally, embracing the complexity of human diversity, and examining the ways in which identity and meaning are created through the stories we tell and the stories we are told.

Syllabus

Contact Information
Instructor: Jamie Sproles
Email: sprolesj@etsu.edu
Phone: Office Landline: (423) 439-6522
Office: Campus Center Building Room 107
Virtual Office Hours: MWF 2:40-3:40 @ MWF 2025 LS Zoom Class Meeting

 https://etsu.zoom.us/j/93208614328

Instructor Availability
Please email to request an appointment. Due to COVID 19, it is recommended to meet virtually using Zoom. I am happy to virtually meet with you during a scheduled Zoom meeting or via email. I will respond to all emails within 24 hours.

Meetings and Location
- Class Meeting Schedule: Our class is considered a **hybrid** class for Fall 2021.

- What this means is described as follows: In accordance with ETSU's adapted plan to protect against COVID 19, our class will hold online meetings on MWF using Zoom and D2L platforms until October 18.

- For the first weeks and our first class meeting: Please go to elearn.etsu.edu to find our class site. All assignments will still be submitted via D2L Dropbox, Discussion Board, or Assessments Tab.

This course is using a Flipped Classroom teaching and lecture method whether we are meeting live or in person. What this means is that you should view the material for the class BEFORE attending the class meeting. Each lecture and course material covered is available to you in each coinciding Weekly Folder under the Content section of our D2L site. You should view the lecture and coinciding material before logging into our class meeting. You should be prepared to discuss the material in the class meeting. Attendance and participation will be taken based on your individual ability to discuss the material and answer discussion questions about the material, demonstrating your understanding of the material. Each class meeting will be a discussion and review format of the material from the lecture available to you in the Weekly Folder.

Our class meets virtually on Mondays and Wednesdays and Fridays
9:50 until 11:20 (section L01)
11:30 until 12:55 (section L02)
1:10 until 2:35 (section L14)

The Zoom Meet Link for our virtual class meetings is:
- Topic: COMM 2025 LS Meeting
Time: MWF 9:50 to 11:20 or 11:30 to 12:55 or 1:10 to 2:35

- Join Zoom Meeting
https://etsu.zoom.us/j/93208614328

- Upon a tentative return to campus beginning October 18, we will meet live in the classroom in the university's designated classroom.

- 9:50 until 11:20 Warf Pickel Hall Room 421 (section L01)
11:30 until 12:55 Warf Pickel Hall Room 421 (section L02)
1:10 until 2:35 Warf Pickel Hall Room 511 (section L14)

For any on-campus activity (another class that may be live)
Please wear a mask or other appropriate face covering to class. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. For the safety of your classmates, it is recommended that you wear a mask during the duration of our class meeting. Students with medical conditions that inhibit their ability to wear masks should register through disability services. We will follow ETSU protocols and mask policy. We are beginning the semester as Modified Stage 4 and all University polices that will be adhered to in our classroom can be found here: modified-stage-4-bucs-are-back-frequently-asked-questions.pdf (etsu.edu)

Course Information

Credit Hours
3.0

Course Description and Purpose

This course provides a thorough foundation of communication theory, research, and skills as they relate to intrapersonal, interpersonal, group, and public communication contexts, emphasizing both verbal and nonverbal messages. This course will be an intensive study of human communication from both theoretical and performance perspectives.

Course Goals

➢ Recognize communication as a science, as a process, and the foundation for all learning
➢ Prepare and deliver effective oral presentations
➢ Learn and apply research skills
➢ Demonstrate verbal and nonverbal communication competencies
➢ Display an understanding, appreciation, and application of fundamental communication principles.

Course Objectives

By the end of the course you should be able to:
➢ Understand and apply communication theories to the following areas:
  o Intrapersonal communication
  o Interpersonal communication
  o Group communication
  o Public communication
➢ Demonstrate verbal and nonverbal communication competencies in:
  o Listening
  o Message construction
  o Message presentation
➢ Assess different communication events/situations and identify communication behaviors appropriate to each
➢ Display an understanding, appreciation, and application of fundamental oral communication principles.
➢ Make responsible communication choices that are mindful of human diversity (e.g. age, ethnicity, gender, nationality, sexual orientation)
➢ Exhibit an acceptable level of competence as a communicator.
➢ Demonstrate research competency to develop oral presentations.
➢ Prepare and deliver effective oral presentations
  o Per PAF on Organization, Body, and Language & Delivery

Course Requirements

Textbooks and Readings

This course will use Outside Educational Resources (OERs) provided by the instructor on D2L.

Communication in the Real World: An Introduction to Communication Studies

https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Book%3A_Communication_in_the_Real_World_-_An_Introduction_to_Communication_Studies

You may have noticed that all the readings and other course materials are free and easily accessible. This is intentional. As part of a grant program sponsored by the university, we are using Open Educational Resources (OERs) and other resources freely available online and through the Sherrod Library to both reduce the cost and improve the quality and relevance of the course materials. I welcome any feedback on the course materials and will ask you to complete a brief survey about your experience with them toward the end of the semester.

Technical Requirements

- This is a course that has been taken partially online which means there will be virtual elements. You will need reliable access to a computer, Wifi, and a webcam. ETSU should help you access these materials if you do not already have them. All assignments will still be submitted via D2L Dropbox, Discussion Board, or Assessments Tab.

- As this class is offered online, you will be expected to have a working knowledge of Desire2Learn and your ETSU email. I will post a video on how to work D2L. The University Advisement Center should also be available to assist you with the technological components of this course. ALL online communications with your classmates or your instructor must be conducted through these venues. Do not email your instructor or classmates from a personal email unless a technological malfunction necessitates that action (ETSU's email server will often mark outside emails as spam so I may not receive your message).

- Your instructor will contact you via D2L and your ETSU account. **You will be notified of changes to the syllabus, course schedule, assignments, or course content via an email *and* a D2L homepage News post so check email and D2L regularly.**

Course Policies and Expectations

Classroom and Communication Policies

Online Communication Helpful Hints

1. When you email your Instructor:
    a. Always include a subject line.
    b. Always include a proper greeting and use proper grammar when composing an email.

    c. Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
    d. Use standard fonts.
    e. Respect the privacy of other class members.

2. When Posting in Discussion groups:
    a. Review the discussion threads thoroughly before entering the discussion.
    b. Try to maintain threads by using the "Reply" button rather than starting a new topic.
    c. Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
    d. Be patient and read the comments of other group members thoroughly before entering your remarks.
    e. Be cooperative with group leaders in completing assigned tasks.
    f. Be positive and constructive in group discussions.
    g. Respond in a thoughtful and timely manner.

Attendance and Participation

You are required to attend class by logging into our weekly class meetings, logging into D2L daily, and completing daily assignments. Due to the online component of the course, this is how I see and account for your presence in the course. Attendance will be taken in our virtual meetings in the chat box. **You are allowed 5 absences**. Absences are not considered excused or unexcused so use your days wisely! **After 5 absences, there will be a 1 point grade deduction off of your final grade for any following absence after the 5th absence.**

Camera On/Camera Off
I do not require you have your camera on, though I cannot emphasize enough how much it helps me (as a teacher and a human) to see you (dogs, cats, children, roommates and all). If your camera is off it will be harder for me to gauge your participation, which means you will have to be that much more vocal to demonstrate you are actively listening. If you choose to not have your camera on, you will need to email me to discuss your options for demonstrating class participation.

Presentation Day Absences:

You are expected to be present on Presentation Days. The absence policy for those days is as follows:

- You are required to attend virtually or in person our class presentation days. This means you must turn in your speech video link in the dropbox and on the discussion board for your classmates to view your presentation as well as attend the class to complete your

presentation during the class meeting. This also means that you will respond to your classmates' presentations by viewing their speeches and providing them with feedback on the required peer evaluation form.

- In all cases contacting your instructor in advance of the absence is preferred. That said, you will only be allowed to make-up a missed presentation if the absence was unforeseeable, unpreventable, urgent in nature that necessitated missing class. You must document the event with the instructor within {24} hours of the missed class.

Technical difficulties DO NOT SERVE as an excuse to miss or turn in late assignments.

• Foreseeable absences should be arranged with me in advance. "Foreseeable" includes university-approved absences (athletic obligations) or court dates. These absences must come with proper documentation (e.g. schedule of classes to be missed signed by pertinent athletic director) and must be approved by me before the missed class.
• You will only be allowed to make-up a missed presentation if the absence was unforeseeable, unpreventable, urgent in nature, necessitated missing class. This includes virtual attendance. You will be assigned a day to attend a Zoom meeting and perform your speech. If you aren't able to attend that meeting due to the above unforeseen circumstances, you will need to follow the above policy.

Testing Guidelines

Tests will be offered in the Evaluation > Assessments tab in D2L. Please contact your instructor if you have an difficultly finding your exams. We will go over study habits and test-taking skills in class! A Lockdown Browser will not be required.

Late and Missing Submission Policy

1. **The instructor's discretion will be used in determining if the work will be accepted.** If the instructor **approves** late work, you have seven days from the original due date to submit it.

2. **Technological malfunctions will not count as extenuating circumstances due to the abundance of time given to submit any assignment.** If you choose to wait until the last minute to submit your work, and your technology malfunctions, that will not serve as an excuse for a time extension. However, if you are in contact with the instructor well **before** the deadline in question, there will be more flexibility in working with you.

3. If you know you are going to miss class, please let the instructor know in advance. Although you will receive an absence (if you cannot follow the above policy), your work can still be accepted if on time.

4. If the instructor does not approve late submissions, there will be no credit for the missed work.

Grievance Procedure

First Step

Meet with your Professor. I don't anticipate anyone needing to use this policy, especially if all parties strive to be professional and respectful. My hope is that each student will discuss grievances directly with me. I am accessible during office hours and via email (sprolesj@etsu.edu).

Second Step

Meet with the Program Head, Dr. Wesley Buerkle (Buerkle@etsu.edu) to review grievances and examine options/strategies for resolution.

Third Step

Meet with the Department Chair. Dr. Kinser is always willing to hear students' feedback. However, let's make sure that it doesn't get to this point. Talk with me first.

Grading Procedures

Point Breakdown:

Informative Rough Draft Outline	10 points
Informative Final Outline	15 points
Informative Speech	20 points
Informative Peer Evaluations	10 points
Persuasive Rough Draft Outline	10 points
Persuasive Final Outline	15 points
Persuasive Speech	30 points
Persuasive Peer Evaluations	10 points
Speech Critiques (2 @ 5points)	10 points
Professional Email	10 points
Campus Resources Video	10 points
Social Media Project	10 points
Cultural Privilege Post	10 points
Discussion Posts (10 original posts @ 1 point)	10 points
Chapter Quizzes (2 @ 10 points)	20 points
Final	30 points

Total: **230 points**

Grading Scale:

A 93—100	B 83-86	C 73—76	D 63—66
A-90—92	B- 80—82	C-70—72	F 0--62
B+87—89	C+77—79	D+ 67—69	

Points Achieved Grading Scale:

A 200-186	B+ 179-174	C+ 159-154	D+ 139-134
A- 185-180	B 173-166	C 153-146	D 133-126
	B- 165-160	C- 145-140	F 125-0

V. Major Assignments

Informative Presentation

The overall goal of this assignment is for you to present information to your class colleagues that increases their understanding and/or knowledge of a subject that is at least somewhat unfamiliar to them. You will know that you have presented a successful informative speech if, at the end of your presentation, your audience is capable of doing one or more of the following: recognize or distinguish between different things, concepts, people, etc.; define concepts, words, etc.; and/or state or reiterate what they have learned.

You are required to use an extemporaneous mode of delivery ("talking with" your audience rather than reading to them or "talking at" them), which lends itself to a key word or key phrase outline. **You are required to consult, include, and verbally cite 3 - 5 sources for this presentation**. Only one of these sources can be a personal interview with an expert. Make sure your sources are current, credible, and academically sound. You are required to follow APA, 5th edition. Your presentation should be 3 - 5 minutes long. This Youtube video should be posted in the dropbox under informative speeches.

> The speech will be videoed then submitted to the Video Dropbox. You will need to be prepared to speak to a digital audience, making your presentation video formal. **Make sure the camera is set up with a clear shot of the speaker and do not forget professionalism. You should be talking with your digital audience, not reading off of a computer screen. Eye contact, professional presentation, and appropriate background are all things to consider for your digital presentation.** Video your presentation, then upload the video. **I have found that the best results are to copy & paste your youtube link to a word document then upload the word document to the D2L dropbox.** Please see "How to Send Videos through the Internet" under "Unit Six: Support Materials." Upload times will vary and could take up to an hour or more to load, so allot your time appropriately. Please note: I must receive an email with the YouTube link or D2L Dropbox receipt by the due date.

Persuasive Presentation

For this assignment, you are required to prepare and deliver a presentation designed to influence the attitudes, opinions, and/or behaviors of your class colleagues about a particular issue or topic. Your instructor will ask you to make a topic decision early in the semester.

It is your audience who determines whether your topic is significant, whether your goal is feasible, whether you demonstrate credibility, and whether your arguments are convincing. Using one of the audience analysis methods discussed in class, you should strive to determine where your

audience stands on your topic. Your approach should depend on your audience analysis research. For example, if you believe your audience is opposed to your position, then you should spend more time in the process of refutation, so you encourage audience members to question their existing attitudes. By refuting the opposition's position, you have prepared the foundation for building your position. If you believe the audience is neutral or predisposed to agree with your position, you probably would not want to introduce or attack opposing arguments.

You are required to consult, incorporate, and verbally cite 5 - 7 sources for this presentation. No more than two of these sources may be personal interviews with experts. Make sure your sources are current and credible. You are required to follow APA, 5th edition. You will have 5 - 7 minutes to deliver your presentation (and up to eight additional minutes for class discussion).

This Youtube video should be posted in the dropbox under persuasive speeches.

The speech will be videoed in a professional setting (speaker appearance, gestures, eye contact, video background) then submitted to the Video Dropbox. **Make sure the camera is set up with a clear shot of the speaker and do not forget professionalism. You should be talking with your digital audience, not reading off of a computer screen. You will be graded on eye contact, professional appearance, appropriate video background, and improvement based on your previous speech feedback.** Video your presentation, then upload the video. **I have found that the best results are to copy & paste your youtube link to a word document then upload the word document to the D2L dropbox.** Please see "How to Send Videos through the Internet" under "Unit Six: Support Materials." Upload times will vary and could take up to an hour or more to load, so allot your time appropriately. Please note: I must receive an email with the YouTube link or D2L Dropbox receipt by the due date.

Speech Outlines

For both speeches, students will be required to complete and turn in BOTH a rough draft and a formal outline. Outline templates are available on the class website and should be completed and followed as directed. For the rough draft, your main ideas for each main point, the introduction, body, and conclusion of your speech, and possibly the research you are considering should be included.

The final draft of your outline means complete sentences, parenthetical citations for the required number of sources per speech (3 to 5 for the informative outline; 5 to 7 for the persuasive outline), a complete works cited page, and a complete introduction, body, and conclusion. Your outline will include the 3 to 5 OR 5 to 7 sources you plan on including in your speech.

You will NOT BE ABLE to submit the Final Draft of your speech outline until you have viewed the feedback and made the edits provided on the Rough Draft.

Peer Evaluations
Using the peer evaluation form provided on d2l, you will view and critique 5 of your classmate's speeches found on the discussion board. The peer evaluation form can be found in the weekly folder or in the supplemental documents folder. The speeches you will evaluate can be found on the

discussion board (your classmates' posted video links). You are to write constructive criticism and helpful commentary on each item found on the peer evaluation form. To get full credit, you must write useful comments to help your classmates' continuous improvement in debate skill while showing your ability to evaluate effective argumentation. You will post your peer evaluation form in the discussion board under the video you have critiqued. You will get two points (to reach a total of 10 points on this assignment) for each peer evaluation you complete.

Speech Critiques

You will also be asked to provide feedback on sample presentations posted to D2L. You should watch the sample presentations, fill out the presentation feedback form, and post the feedback form to the d2l dropbox. You should have two feedback forms; one for the informative speech, one for the persuasive speech for 5 points each.

Professional Email

This assignment is intended to set the precedent for professional computer mediated communication in this and other academic and professional settings. It is also intended to help you locate instructor contact information on both the syllabus and in the Classlist listed in the D2L A to Z tab. You are being asked to send your instructor a professional email based on the following guidelines listed above in the syllabus:

When YOU Email your INSTRUCTOR:
    a. Always include a subject line.
    b. Always include a proper greeting and use proper grammar when composing an email.
    c. Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
    d. Use standard fonts.
    e. Respect the privacy of other class members.
    f. The subject of this email should entail your academic goals in this class. For example, you hope to master professional communication skills OR you hope to achieve confidence in your public speaking abilities.
    g. Your email should be no less than 3 sentences. Anything less than three sentences will not receive full credit.

Social Media Project

Business News Daily (2017) reported employers now search candidates' social media accounts as part of the hiring process. In fact, a CareerBuilder study revealed that 70 percent of employers use social media to screen jobs candidates before hiring them. Additionally, 70 percent of employers also use Google. As a result, it is important to examine your social media presence (e.g. Facebook, Instagram, Twitter) and create a brand that employers would want to hire.

This assignment will consist of an evaluation of your social media and online presence. Please complete the following steps to gather information for your report:

Step 1: Research your social media presence
- Name of social media platform(s)
- Number of followers/friends
- Types of activity (do you post photos, text, videos?)
- Frequency of social media activity (how often do you post?)

Step 2: Research your digital footprint
- What do you find when you run a basic Google search?

Step 3: Analyze and evaluate your findings
- Analyze and evaluate the social media use as a whole
    - What image does the overall social media presence depict you?
    - Are you making the most of your social media presence to create a brand?
    - What could you improve upon?
- Expand your analysis and evaluation to include your digital footprint
    - What does your digital footprint say about you?

Step 4: Social Media Report
- The report should be no longer than 1-2 pages.
- Make sure to follow the outline listed and use headers to separate out the different parts of your project. Make sure to proof read your work for format issues, grammar, spelling, and sentence structure.

Cultural Privilege Post

To recognize social injustice based on race, religion, affectional orientation, age, gender, socio economic status and other cultures with which we identify, we must first examine our own privilege. In seeking out our own privilege and communicating about privilege and injustice, we begin to create a more equitable world for all.

In this assignment, you will watch two videos on culture and privilege. After viewing the videos students will post 3 to 5 sentences discussion their own cultural experiences of privilege (or perhaps injustices) as well as respond to one classmate's original post. For full credit, you must post an original discussion post *and* respond to a classmate's post. Only ½ credit will be given if you only post an original. *No* credit will be given if you only respond to a classmate.

Campus Resources Video

To familiarize yourself with campus life at ETSU, and to share this information with your classmates, you will choose from one of the Campus Resources Listed Below. You will research this campus resource and submit a 60 second recorded video of yourself describing this resource to your classmates on the D2L Discussion Board. Instructions for creating and uploading a YouTube video will be provided (this is also practice for when your speech videos are to be recorded and uploaded). Your video will be graded on the quality of information you provide about your designated campus resource, meeting the time limits of 60 seconds, and about the quality of your delivery in the video.

- The questions you should answer in your video about your campus resource include:
    - What is the name of the resource?
    - What service or services does this resource provide for students?

    o   Where is this resource located on campus? (the website to find this resource should also be included)
    o   Who is the contact person or persons for this resource? (their name and title, email and phone number should be included)
    o   What is something beneficial to you and your classmates about having this resource on campus?

- You should choose from the following Campus Resources:
  - The Campus Bookstore
  - Student Counseling Center
  - Disability Services
  - Financial Aid
  - Sherrod Library
  - The Center for Academic Achievement (Tutoring)
  - ETSU Information Technology Services (ITS)
  - Student Health Clinic
  - Parking Services
  - Public Safety

Participation/Discussions

You are required to participate in unit discussions on d2l's discussion board. I will post the requirements for each forum when forums are opened. Since we are not in a classroom and do not have the benefit of lecture or the dynamics of a live discussion, this method of discussion will reinforce the reading material as well as help identify the communication theory issues which you are interested in learning more about. To get full credit for the discussion posts, you will need to provide a response that is *at least* one paragraph, relates a current event (social, political, economic, environmental…) to the material being covered, and gives your own insights on the relation to the current event and the course material. In addition to your original post, you must respond to one other person's post to receive full credit. You will only receive ½ of a point if you only post an original discussion. You will receive NO credit if you do not post an original and only respond to others'. You should have 10 Discussion Posts total for 10 points.

Quizzes and Final

There are two quizzes covering chapter content and a comprehensive final exam reviewing material from the chapter quizzes and the public speaking skills covered in chapter readings and speech assignment practice. Quizzes and final are found under the Evaluation tab and may contain multiple choice, true/false, and short answer questions.

You will see a checklist of assignments and due dates in the course schedule below. Please check the list often and make sure you are turning in assignments on time. It is your responsibility turn in assignments on or before the due dates! Technical difficulties do not serve as an excuse for late or missed assignments. The policy of this course is not to accept

late work. *Assignments are to be turned in on or before the due date. There are no make-ups or extensions without meeting aforementioned policy for presentation and/or other assignments*.

<div align="center">

Course Schedule
Instructor Reserves Right to Adapt

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Week 1
Monday
<mark>Meet On Zoom: Everyone</mark>
Intro to course & class
Overview of syllabus

Locate the Revel Link and sign up for your account to access your ebook for next week (for this week, please use the chapter powerpoints on d2l to complete discussion post 1).

<mark>Watch the YouTube video and</mark> to begin learning the components of a textbook.

Take <mark>**Syllabus**</mark> Quiz. You will not be able to submit your Course Contract until making a 100% on the Syllabus Quiz. There are unlimited attempts to the quiz to ensure you are familiar with our course.

Review the **Course Contract** at the end of this syllabus. Type your name and the date in the space provided and submit this as a doc file to the Dropbox marked "Course Contracts" on D2L. No other work will be graded until the Contract is submitted.

- ☐ **Syllabus Quiz Due**
- ☐ **Course Contract Due in Dropbox**

Wednesday
<mark>Meet On Zoom: Everyone</mark>
Chapter 1: Essential Human Communication
- ☐ Ch. 1 Reading Assignment
  <mark>Remember, you should view the lecture in the Weekly Folder FIRST then be prepared to discuss in the class meeting</mark>
- ☐ **1 Discussion Post (1 point)**

Friday
Meet on Zoom

Week 2
Monday
<mark>Meet on Zoom: Everyone</mark>
Chapter 2: Perception of Self and Others
- ☐ Ch. 2 Reading Assignment
- ☐ **Professional Email Assignment Due (10 points)**
- ☐ **2 Discussion Post (1 point)**

Wednesday
<mark>Meet on Zoom: Everyone</mark>
Chapter 5: Listening in Human Communication

☐ Ch. 5 Reading Assignment
☐ **3 Discussion Post (1 point)**

Friday
Meet on Zoom

Week 3
Monday
<mark>Labor Day: No Class Meeting</mark>

Wednesday
<mark>Meet on Zoom: Everyone</mark>
Chapter 3: Verbal Messages
☐ Ch. 3 Reading Assignment
☐ **Campus Resource Video due on Discussion Board (10 points)**
☐ **4 Discussion Post (1 point)**

Friday
Meet on Zoom

Week 4
Monday
<mark>Meet on Zoom: Everyone</mark>
Chapter 4: Nonverbal Messages
☐ Ch. 4 Reading Assignment
☐ **5 Discussion Post (1 point)**
☐ **Cultural Privilege Post (10 Points)**

Wednesday
<mark>Meet on Zoom: Everyone</mark>
☐ **Quiz #1 on Chapters 1 through 5**

Chapter 9: Public Speaking Preparation
☐ Ch. 9 Reading Assignment
☐ **Submit topics for both informative and persuasive speeches in discussion post**

Friday
Meet on Zoom

Week 5
Monday
<mark>Meet on Zoom: Everyone</mark>
Chapter 10/11: Public Speaking Preparation and Delivery
☐ Ch. 10/11 Reading Assignment

Wednesday
<mark>Meet on Zoom: Everyone</mark>
Chapter 11: The Informative Speech
  □ Ch. 11 Reading Assignment
  □ **Watch and Critique Sample Informative Presentation/Submit Critique to dropbox**

Friday
Meet on Zoom

Week 6
Monday
<mark>Meet on Zoom: Everyone</mark>
  □ **Informative rough draft outline due in dropbox**
  □ **After you receive feedback on your rough draft:** Go to <u>libraries.etsu.edu</u> and locate 2-3 sources you can use for your presentation.

  □ Cite sources in APA or MLA for bibliography AND <mark><u>identify Author, Title, and Year</u></mark> for your oral citations.

  □ Identify and highlight quotes and paraphrased information from your sources. Add this information to your "First Outline Draft" assignment from last week.

  □ Using the <mark>"Save As'</mark> function, rename and save your file **Last Name First Name SECOND Outline Draft.**

Wednesday
<mark>Meet on Zoom: Everyone</mark>
We will cover outlining and properly citing sources in the meeting

Friday
Meet on Zoom

Week 7
Monday
<mark>Meet on Zoom: Everyone</mark>
  □ **Informative Final outline due in dropbox with your added sources**

Week 8
Wednesday
<mark>Meet on Zoom: Everyone</mark>
***EVERYONE still must submit their speech link on the discussion board and in the dropbox
  □ **Informative Speech Link due in dropbox and on discussion board**
  □ **Informative Presentations in Class**

Friday
Meet on Zoom

Week 9
Monday
<mark>Meet in Classroom: Everyone</mark>
***those coming to the live classroom will conduct their Informative Speeches in the classroom
***EVERYONE still must submit their speech link on the discussion board and in the dropbox
- ☐ **Informative Peer Evaluations due on discussion board**

Chapter 6/7: Interpersonal Communication
- ☐ Ch. 6/7 Reading Assignment
- ☐ **6 Discussion Post (1 point)**

Wednesday
<mark>Meet in Classroom: Everyone</mark>
Chapter 7: Interpersonal Relationships
- ☐ Ch. 7 Reading Assignment
- ☐ **7 Discussion Post (1 point)**

Friday
Meet in Classroom

Week 10
Monday
<mark>Meet in Classroom: Everyone</mark>
Managing Interpersonal Conflict
- ☐ Ch. 7 Reading Assignment
- ☐ **8 Discussion Post (1 point)**

Wednesday
<mark>Meet in Classroom: Everyone</mark>
Chapter 13/14: Small Group Communication
- ☐ Ch. 13/14 Reading Assignment
- ☐ **9 Discussion Post (1 point)**

Friday
Meet in Classroom

Week 11
Monday
<mark>Meet in Classroom: Everyone</mark>
Chapter 13/14: Members and Leaders in Small Group Communication

☐ Ch. 13/14 Reading Assignment
☐ **10 Discussion Post (1 point)**

Wednesday
<mark>No Meeting Today</mark>
☐ **Quiz #2 on Chapters 6 through 10**

Friday
Meet in Classroom

Week 12
Monday
<mark>Meet in Classroom: Everyone</mark>
☐ **Social Media Project due in dropbox**

Wednesday
<mark>Meet in Classroom: Everyone</mark>
Chapter 11: The Persuasive Speech
☐ Ch. 11 Reading Assignment
☐ **Watch and Critique Sample Persuasive Presentation/Submit Critique to dropbox**

Friday
Meet in Classroom

Week 13
Monday
<mark>Meet in Classroom: Everyone</mark>
☐ **Persuasive rough draft outline due in dropbox**
☐ **After you receive feedback on your rough draft:** Go to <u>libraries.etsu.edu</u> and locate 2-3 sources you can use for your presentation.

☐ Cite sources in APA or MLA for bibliography AND <mark><u>identify Author, Title, and Year</u></mark> for your oral citations.

☐ Identify and highlight quotes and paraphrased information from your sources. Add this information to your "First Outline Draft" assignment from last week.

☐ Using the <mark>"Save As'</mark> function, rename and save your file **Last Name First Name SECOND Outline Draft.**

Wednesday
<mark>Meet in Classroom: Everyone</mark>
☐ **Persuasive Final outline due in dropbox**

Week 14
Thanksgiving

Week 15
Monday
<mark>Meet in Classroom: Everyone</mark>
***those coming to the live classroom will conduct their Informative Speeches in the classroom
***EVERYONE still must submit their speech link on the discussion board and in the dropbox

- ☐ **Persuasive speech link due in dropbox and in discussion board**
- ☐ **Persuasive Presentations in Class**

Wednesday
<mark>Meet in Classroom: Everyone</mark>
- ☐ **Persuasive Peer Evaluations Due on discussion board**

- ☐ Course Reflection Due in Dropbox for 1 bonus point
    Study exams 1 and 2 for a comprehensive final

Friday
Meet in Classroom

Final Exam Week
Monday, December 6
- ☐ **Final Exam available on D2L from 8 a.m. until 11:59 p.m.** (although available, there is a one hour time limit to complete the final)

Student Services and Technical Resources

Student Services
The ETSU Services webpage includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities
It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. Visit the Disability Services webpage for more information.

Technical Resources

Help Desk
The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the Help Desk website, call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help
Many answers to D2L related questions can be found on the D2L Help Student Home. If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software
Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection
Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the Turnitin home page.

ETSU Technical Resources
Many other technical resources can be found on the Online Help webpage.

University Information

Syllabus Attachment
The ETSU syllabus attachment includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

Current Undergraduate Catalog

Current Graduate Catalog