<table>
<thead>
<tr>
<th>Course Information</th>
<th>Instructor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Communication</td>
<td>Anne Morag Nocher</td>
</tr>
<tr>
<td>Summer I, 2019</td>
<td><a href="mailto:anocher@dccc.edu">anocher@dccc.edu</a></td>
</tr>
<tr>
<td>SPCH 1311</td>
<td>Ofc 972-860-8123  BEST Talk or text: 8172353468</td>
</tr>
<tr>
<td>Section: 35420</td>
<td>Office: D225</td>
</tr>
</tbody>
</table>

**Course Description**
Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking.

*Due to the emphasis on Communication, both speeches and the Group assignment are required elements that cannot be substituted and must be submitted (with paperwork and video where required) or the result will be an automatic grade of F.*

**Required Materials, Including Textbooks**

*Note: A minimum of 1 hour PER DAY should be devoted to course material. WHEN YOU ORDER THE ONLINE ACCESS CODE YOU GET ACCESS TO THE E-BOOK FOR FREE, AND YOU DO NOT HAVE TO BUY THE HARD COPY BOOK (UNLESS YOU WANT TO). Your textbook is: Communication in Our Lives, 7th (NEW) Edition!! By Julia T Wood (Publ: Cengage)*

**Course Prerequisites**
TSI met or ENGL 1301 or permission of the instructor

**Disclaimer**
The instructor reserves the right to amend this syllabus as necessary.

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**Texas Core Objectives for Student Learning**
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Teamwork** - to include the ability to consider different points of view and to work effectively with others toward a shared purpose or goal
4. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
5. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcomes**
Upon successful completion of this course, students will:

- Apply the principles of human communication including: perception, verbal communication, nonverbal communication, listening, and audience analysis.
- Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
- Apply small group communication skills including: problem solving, group roles, leadership styles, and cohesiveness.
- Develop, research, organize, and deliver formal public speeches
- Recognize how to communicate within diverse environments

**CVC Learning Signature**
CVC’s Learning Signature is **One College Transforming Lives**: Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.
CVC Faculty and Staff expect students to:

- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

CVC Faculty and Staff expect to:

- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

This Learning Signature was designed by many faculty, staff, and administrators who put many hours and days into this Signature. This code of ethical conduct for all of us should guide us in whatever aspect of instruction we are involved in, whether you are learning communication skills or learning to fill out a form. We see this as clarifying expectations.

READ THIS!!!!!!!!!!

The Summer courses are ACCELERATED. Please commit at least one hour per day to your studies, whether that be reading, taking quizzes, doing research for your presentations, communicating with your Groupies, or other class-related work.

DO NOT GET BEHIND!!!!!

This class is about communication, and a significant part of the learning that you will undertake involves the concept of using your own voice to affect change. You are not setting yourself up for success if you, literally, cannot compute. Deadlines do not change—they are there for one reason only—to make sure the course is structured fairly for ALL students. If your work is not in by the deadline then you have lost access to possible points.

You will have personal judgment calls to make during the course of your matriculation. While I understand that life can work awfully hard to get in the way, I cannot always make exceptions. Since this is a class about communication, and we do have to communicate about our lives with each other, I urge you to keep me in the loop if you see something popping up in your way. Stay honest and real with me and keep letting me know what’s happening. I. Do. Care!

LATE WORK: Late work will not be accepted without penalty unless accompanied by a doctor’s note or some other seriously official documentation of the emergency in question. When in doubt, get a note. If you have already made it home, call the doc immediately and have someone fax or e-mail you a note. Official persons in many fields of trade are good at that. Your computer’s failure to do or process ANY assignment is not acceptable, EVER, in any online setting. The computer is simply a tool. YOU are responsible for scheduling your time, and completing your work, and you can use the resources available on ANY community college campus. By virtue of taxpayer support a college listed as a Community College should be open-access, although you may have to obtain some form of ID related to the organization. You can also use almost any library. You could go over to a friend’s house to finish your work. You may have had your flash drive wiped out, but that doesn’t mean your brain has been wiped out, so start writing again, look up your library database sources again, create your Works Cited page again, title page again, and SAVE your work. If you haven’t discovered it yet, the hot keys CTRL-S should become your very best computer keyboard friend. Save your materials to a flash drive AND send it to your e-mail. Send it to your e-mail AND save it to the hard drive. Always have your work in two places. Should you contact me with information about some event preventing you from completing your work, I will refer you to read this page again—so do not be offended. MOST IMPORTANT: Tell your Groupies!! Not me, they expect to “see” you online constantly unless you tell them what’s keeping you from attending Discussions and meetings or text jam sessions.

After reading this syllabus, go read the additional documents in the Course Information and Getting Started areas of our BlackBoard class! This will answer many questions. Course Documents has folders with tons of information and in some cases, actual examples (some created by me or former students!).

Excuses

WE DO NOT HAVE TIME. I will not award I grades (incompletes) under almost any circumstances.

You chose this accelerated pace, so don’t create obstacles for yourself.

Don’t waste time complaining.

Let’s spend our time being productive and getting this work DONE!!!! 😊
**Course Outline**

Advice: Print this page and keep a copy next to your PC or wherever you see it constantly.

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>Groups meet to elect (a) leader(s). Read the Group Description in the My Group area. Your attendance and participation will be noted as we approach Certification day—YOU MUST SUBMIT WORK TO BE CERTIFIED!!! CHECK when done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week I</td>
<td>6/6/18</td>
<td>READ: Chapter 1-take quiz.</td>
</tr>
<tr>
<td>Week I</td>
<td>Group Leader(s): Submit choice of leader(s) in BlackBoard. Access our online course, go into the My Group/Assignments Due area, and submit the name(s) of your leader(s).</td>
<td>READ: Chapter 2-take quiz.</td>
</tr>
<tr>
<td>Week I</td>
<td>Groups submit Topic: Remember to keep it environmental or sustainable</td>
<td>DO: TOPIC DUE for Individual Informative Presentation READ: Chapter 3-take quiz.</td>
</tr>
<tr>
<td>Week I</td>
<td><strong>DUE 6/9</strong> Certification Day is JUNE 10!! Groups Individuals submit Roles—See handout in Course Documents/Group Materials folder</td>
<td>READ: Chapter 4-take quiz.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Groups submit Rough Outline</td>
<td>READ: Chapter 5-take quiz.</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>DUE 6/16</strong></td>
<td>Groups Individuals submit Materials #1 READ: Chapter 6-take quiz.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Prep for Informative Speech Groups Individuals submit Materials #2</td>
<td>READ: Chapter 7-take quiz. To prepare for our first speech, chapters 12 and 13</td>
</tr>
<tr>
<td>Week 3</td>
<td>Prep for Informative Speech</td>
<td>READ: Chapter 8-take quiz. To prepare for our first speech, Chapters 14 and 15</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>DUE 6/23</strong> Last Day To Drop Without Grade Penalty is Tuesday, MAY 25! INFORMATIVE PRESENTATION #1 DUE! Submit materials online, in the Assignments Due area. A list of required documents awaits you there.</td>
<td>READ: Chapter 9-take quiz.</td>
</tr>
<tr>
<td>Week 4</td>
<td>DO: TOPIC DUE for Individual Persuasive Presentation</td>
<td>READ: Chapter 10-take quiz.</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>DUE 6/30</strong></td>
<td>Groups Individuals submit Materials #1 READ: Chapter 11-take quiz. To prepare for the second speech, read chapter 16</td>
</tr>
<tr>
<td>Week 4</td>
<td>Prep for Persuasive Speech</td>
<td>READ: Chapter 12 &amp; 13 if not done earlier Take Ch 12 and 13 quiz.</td>
</tr>
<tr>
<td>Day 18</td>
<td><strong>SHORT WEEK!!</strong></td>
<td>Prep for Persuasive Speech READ: Chapter 14 &amp; 15 if not done earlier Take Ch 14 and 15 quiz.</td>
</tr>
<tr>
<td>Day 19</td>
<td><strong>DUE 7/3</strong> PERSUASIVE PRESENTATION #2 DUE! Submit materials online, in the Assignments Due area. A list of required documents awaits you there.</td>
<td>Groups submit Final Paper and PowerPoint</td>
</tr>
</tbody>
</table>

**Certification Date**

Certification for SUMMER I, 2019, occurs at 8pm on Monday, June 10, 2019. Certification is a process by which two major financial events occur: The State of Texas is given a headcount of attendees so the college may be reimbursed certain expenses AND the Financial Aid office notifies the State and Federal Boards of Education that a student is enrolled, has attended so far, and disbursement of Financial Aid may begin. This is why attendance is pivotal—if at some time a student stops attending, this can be verified and Financial Aid payments will be stopped and/or a student will be billed for repayment. It is essential that a student always communicate clearly with Financial Aid—continue to politely question staff until an answer comes. Try to develop a relationship with one person in that office and go back to that person every time. Bringing chocolate helps (LOL).
Evaluation Procedures

At the beginning of the course, the instructor provides a schedule of exams and assignments that contribute to the final grade in the course for each student. Final grades are NOT rounded.

Grading scale for all assignments, quizzes, exams, homework, and overall grade for the course (subject to minor changes):

- 100% - 90% = A (1090 - 1107 points)
- 89% - 80% = B (1106 - 984 points)
- 79% - 70% = C (983 - 861 points)
- 69% - 60% = D (860 - 738 points)
- 59% - 00% = F (737 or less points)

ALL SPEECHES ARE REQUIRED TO PASS THE COURSE. THE GROUP PROJECT IS ALSO A REQUIRED ELEMENT OF THE COURSE.

Grades are automatically calculated in the Grade Book. Your My Grades button will let you see a complete listing of all assignments and your grade as you have completed your work. Thus, your grade accumulates. The system however is dumb and doesn’t take into account the possible points—it only sees what you have earned out of what you have completed. So, if the total points possible for the entire course is 900, but we are at mid-term, it is possible that up to that point you may have earned let’s say 385 out of 400 possible. Don’t let the system freak you out. ☺

Exams and Assignments

The final grade for the course reflects evaluation of the student’s work on the following assignments that are calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion Board</td>
<td>10</td>
</tr>
<tr>
<td>Chapter Quizzes in MindTap</td>
<td>260</td>
</tr>
<tr>
<td>Informative Speech – The Global Citizen</td>
<td>110</td>
</tr>
<tr>
<td>Persuasive Speech—A Citizen’s Voice</td>
<td>160</td>
</tr>
<tr>
<td>Group Project, Total Possible</td>
<td>550</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1090</strong></td>
</tr>
</tbody>
</table>

Chapter Quizzes

Quizzes will be taken after completion of related readings of the text book. These questions come directly from the literature in the text book and focus on the big concepts and terminology that the student will need to know during continued matriculation and professional work. This is a chunk of points, and you cannot pass the class unless you have taken at least six quizzes. Use the online e-book for quizzes.

QUICK NOTE: DO NOT E-MAIL ME YOUR WORK. if it’s not in the system, it doesn’t count.

Informative Speech- The Global Citizen

The informative speech is a presentation in which the student is the teacher on a particular area, country, or city of the world (NOT America, because we live here). This speech will be presented for review by the professor and possibly peers. This topic must be cleared with the professor prior to building the speech, so this is given extra points and its own Assignment link. An outline form is given in the Course Documents area to guide the construction of the speech, and it is expected to be used. In this presentation the student is simply relaying information. It is important that the student does not turn this speech into a persuasive effort. Topics should be substantial and should have an impact on fellow students. Pedantic topics such as “how to make Mexican Tortilla soup” should be avoided in favor of topics that speak to the current human condition in a part of the world, how a student’s major sets the stage for impacting the world, student hobbies/interests in other areas of the world, current events in the news, or personal experiences (travel, study abroad, student exchange) that could inform other students about issues that may not be well understood. Usually, a topic that comes from the student’s own experiences or passions makes for the best topic.
To be crystal clear, topics that are off-limits for any type of speech include abortion (I just can’t take it anymore), “medical” or any other type of marijuana, or unethical topics in which violence or illegal activity is advocated. Likewise, unproven topics such as bigfoot, aliens, or other mythic or potentially fraudulent topics, are not allowed. When in doubt, choose a topic that uplifts or strengthens our communities, or our world.

Once your topic is chosen and a rough outline is put together, you are then expected to use the library’s databases to find material to support your speech. There are instructions on how to access the library’s databases in the Course Documents area. You will find the abstracts helpful, as the author of an article is asked to take the entire document and create a synopsis of the entire article, known as an abstract, placed in the front of the article and listed with the article information page. Read the abstract before you read the entire article. This will easily tell you whether or not the article will pertain to your topic or if it is only loosely related and may not apply. It is recommended that if you use the article in your speech (or in papers!) you download the .pdf version of the article to your own computer.

**Do not** use web sources until after you have obtained the minimum number of database sources if you want to achieve full points on this assignment. When researching in the databases, one can make use of the Citation Builder to find the MLA citation for each article, and copy-and-paste that citation into one’s own Works Cited page. This makes the whole process of citations super-fast and much, much easier!!

Because of the travel-related nature of this assignment students may use no more than TWO of the following sources:

- www.ricksteves.com
- www.fodors.com
- www.lonelyplanet.com
- https://walkingtree.org/smithsonian-student-adventures/?ref=ssa

The Works Cited page should be completely formatted according to the MLA Style guide. If you decide to construct citations by hand, be sure you have obtained the wise guidance of a librarian or the actual MLA style guide itself. Again, use that easy Cite Tool!!

You will also compile a series of images in a PowerPoint presentation to accompany your speech. This could be shown to your audience while you are speaking. Again, this should be images, not text. Pictures are for PowerPoint, words are to be spoken in speeches and written in papers. Review all of the materials on PowerPoint in Course Documents, including the two examples, to be sure you understand the power of PowerPoint when it is used properly. This will ensure you obtain the most points you can get. A rubric will be provided in advance of the due date.

**For each speech the student will submit:**

- an outline
- a properly MLA-formatted Works Cited page
- the PowerPoint file used
- and a complete written manuscript of the speech (the “perfect” speech)
- the video file (this is REQUIRED for credit) OR the YouTube link to the video

on or before the date due.

**Persuasive Speech- A Citizen’s Voice**

A persuasive speech will be created and presented by the student. This topic must be cleared with the professor prior to building the speech. An outline form specific to Persuasion is given in the Course Documents area to guide the construction of the speech, and it is expected to be used. In this presentation the student must try to convince listeners to agree with the topic, or to take action. Topics should be substantial, and should have an impact on fellow students. Pedantic topics such as “buy my favorite flavor of ice cream” should be avoided in favor of topics that speak to the current human condition (Stop Mining Coal to Stop High Cancer Rates in Nearby Communities), a student’s major (Steroid Use Should be Banned in All Sports), student hobbies/interests (Spay/neuter Your Pet to Prolong Life), current events in the news (Guns on Campus), or
personal experiences that could inform other students about issues that may not be well understood. Usually, a topic that comes from the student’s own experiences or passions makes for the best topic. Topics that are off-limits for any type of speech include abortion (I just can’t take it anymore), medical marijuana, religious proselytizing which can be offensive, or unethical topics in which violence or illegal activity is advocated. Likewise, unproven topics such as bigfoot, aliens, or other mythic or potentially fraudulent topics are not allowed. Remember, choose a topic that uplifts or strengthens our communities or our world.

Once your topic is chosen, approved, and a rough outline is put together, you are then expected to use the library’s databases to find material to support your speech. There are instructions on how to access the library’s databases in the Course Documents area. You will find the abstracts helpful. The author of each article is asked to create a one-paragraph synopsis of the article, known as an abstract. It is then placed in the front of the article and listed with the article information page. Read the abstract before you read the entire article. This will easily tell you whether or not the article will pertain to your topic or if it is only loosely related and may not contain information that will apply. It is recommended that if you use the article in your speech (or in papers!) you download the .pdf version of the article to your own computer.

Do not use web sources until after you have obtained the minimum number of database sources if you want to achieve full points on this assignment. When researching in the databases, one can make use of the citation builder to find the MLA citation for each article, and copy-and-paste that citation into one’s own Works Cited page. This makes the whole process of citations super-fast and much, much easier!! The Works Cited page should be completely formatted according to the MLA Style guide. If you decide to construct citations by hand, be sure you obtain the wise guidance of a librarian or the actual style guide itself.

You will also compile a series of images in a PowerPoint presentation to accompany your speech. This could be shown to your audience while you are speaking. Again, this should be images, not text. Review all of the materials on PowerPoint in Course Documents, including the two examples, to be sure you understand the power of PowerPoint when it is used properly. This will ensure you obtain the most points you can get. A rubric will be provided in advance of the due date.

In the Assignments area of BlackBoard, the student will submit:
- an outline
- a properly MLA-formatted Works Cited page
- the PowerPoint file used
- and a complete written manuscript of the speech
- the video file OR the YouTube link to the video (REQUIRED for credit)

on or before the date due.

Group Project—Global Sustainability (What the World Needs Now, or, WWNN)

The term project will be an analysis of an environmental or sustainability issue with recommendations for action to be taken. Students will partner with other students to share the workload on developing a paper that researches three or four major subtopics under one overarching topic. For instance, should students choose Global Warming for the overarching topic, each student will take one subtopic, such as air quality, car emissions, water quality, slash-and-burn techniques devastating rain forests, the implementation of natural water sheds as filters for purifying water, electric v. LED bulb use in the home, proper disposal of computers to avoid hazardous waste issues, etc. Each student will work with the others to develop parallel outline schemes and yet each student is ultimately responsible for the subtopic chosen by that student. This grade will incorporate teamwork, a major outcome for this course. This grade is not negotiable. Your teammates are assigned by the computer. It is recommended that teams choose their big and sub-topics quickly and work week by week toward completion of this assignment.

Group Project—What the World Needs Now

The structure of this assignment is partially conceptually based on chapter discussions of Small Group Communication. You will submit materials to the Assignments Due area when turning in your work. You can also find links to turn in the Group work in the My Group area of our course (scroll down to the bottom).
LEADERSHIP (Group Grade)
Your Group will choose a Leader or up to two Co-Leaders. This person, if one Leader is chosen, will be the person to submit the Group Grade materials when necessary for all of the members to receive the Group Grade. If there are two leaders, one person will elect or be assigned to be the designated person to make these submissions.

Leadership = 25 points possible through Assignments

TOPIC (Group Grade)
Your Group will choose a topic for your project. This topic MUST include an Environmentally- or Sustainability-oriented purpose. It should be something that applies at a local level, and is do-able. For instance, one topic may be to raise money for the construction of a community garden in an area of one city that has experienced blight and neglect. That’s perfect! We do not however need to expand the topic to include providing community gardens in every city in America. That’s a commendable idea, but perhaps a bit much for our purposes.

Topic = 25 points possible through Assignments

ROLES (DIY!! Individual Grade)
Your Group will include the task of establishing individual Roles (p. 164-5) as needed—but everyone MUST have a Role. Find a list of Roles online and post it so your Group can comment. Will you choose your Roles or will the Leader(s) assign Roles? Your Group decides. Each Group member will identify the individual role by submitting this information in the Assignments area.

Roles = 50 points possible

ROUGH OUTLINE (Group Grade)
The structure (outline) of the paper should be established fairly quickly so you all have a shared understanding of what materials will be appropriate and pertain to your project. Early submission to the Grade Center is encouraged. Create one over-arching outline for the Group. One individual will submit the outline and each individual in the Group will receive the same amount of points. See example attached to the Assignment entry.

Group Rough Outline = 50 points possible

This outline can of course change as you get further into the research- and image-sharing process. Outlines for Individual portions of the paper are also appropriate if each member of your Group is taking on a particular portion of the overall outline. Since some may choose to focus on technical aspects of the project (such as compiling the paper, or PowerPoint, or revising or editing/proofing the work) there is no grade for this section of the assignment.

MATERIALS #1 and #2 (DIY!! Individual Grade)
Each member of the group will submit his/her own individually acquired material, whether pictures to use in your PowerPoint, or articles from the databases, or interviews with professionals, or other evidence (does not have to all be empirical). You will submit this material BOTH in Assignments and to your Group in the agreed-upon area (Discussion Board is by far the easiest to use as an acceptable place to share your work with your colleagues). I require that each person in the group contributes no less than two items each (whether one visual and one document, or both visual, or both document, is up to the Group). For each minimum submission there is the potential for 25 points possible (50 points total possible)

Final Paper = 100 pts possible as a Group Grade
Final PowerPoint = 100 pts possible as a Group Grade
Group Communication = 150 points possible for each individual contributions/participation

Ultimately: There are 550 points possible for this entire project.

*By the end of this assignment, you will have communicated a great deal, experienced the communication model at work in your interactions, experienced the power of participating in a group to achieve a common objective, you will be familiar with roles in groups, conflict resolution and how leadership styles work, and...well, what part of this course will you NOT have learned?! That’s the ultimate beauty about this type of assignment—you get a LOT done but it doesn’t feel overwhelming—and it may not even feel like you’re working! I love that!! I hope you all do too. I am so looking forward to your work!!
Green Course

This course is being taught by an instructor who is certified in teaching issues of sustainability and environmentalism. If you complete three or more courses so designated in the catalog/schedule of classes, you qualify for not only a note on your transcript but a shiny green cord around your neck at graduation! Get that green bling!!

Stop Before you Drop

Under a Texas law (TEC Section 51.907), if you drop too many classes without having an acceptable reason, your GPA could be affected. Be sure you understand how this law may affect you before you drop a class.

The law applies to students who enroll in a Texas public institution of higher education (including the colleges of DCCCD) for the first time in fall 2007 or later. Under this law, you may not drop more than six classes without an acceptable reason during your entire undergraduate career without penalty. For more information, please see our catalog or read Facts About Dropping Classes.

If you drop or withdraw before the official drop/withdrawal deadline, you will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. You will earn a grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in your GPA as an F.

Folks, this can be so devastating to your GPA that I find it hard to communicate in words how one F or WF can hound you for the rest of your academic career. I did not take my grades seriously at first, and it cost me tons of effort to pull my overall GPA back up over a 2.8. PLEASE TALK WITH ME BEFORE dropping. I will work with you as best I can to be sure you have your best opportunity to finish the course with a passing grade, saving you time and money.

The deadline for receiving a W is indicated on the academic calendar and the current class schedule. For the SUMMER I TERM the last day to drop without a grade penalty is SUNDAY, JUNE 24, 2018

For more information, you may access:
http://www.dcccd.edu/Why/Reg/Registration/Pages/DropWithdraw.aspx

The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. More information is available at:
http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Attendance Policy

In order to be “counted” as present, a student must be engaged in work in the system (the eCampus or BlackBoard system) each day.

Keep in mind, attendance is mandatory and your Group will need you for assignment work, so please make certain you are on track with your group meetings. Scheduling issues are disrespectful to the instructor and your group members who are counting on you! FOREWARN your group if you will be out of contact for more than one day!!

Classroom Policies

In any classroom environment, especially in the Communications classes, a civil, supportive, respectful, and inquisitive tone is encouraged and expected. Please remember at all times that you are to be communicating as professionally as possible. This means attention must be paid to word choice and “tone of voice”. Represent yourself well—your profession starts here in college and your reputation goes with you out into the working world!
I expect to see in your writing a tone of respect, or inquiry, always keeping the “I wonder” in front of our minds. This phrase helps begin communication in a quiet and civil tone. Uncivil, disrespectful, or demanding tones will be questioned and corrected or the student will, sadly, be considered disruptive. Keep in mind that it is at the professor’s discretion as to whether a student can continue the course or not should the student become uncommunicative or unreceptive to communication during the course.

That said, your professors are aware that we are here to teach, and you are here to learn, so this instructor in particular, teaching in the field of communication, will attempt to assume your communication comes from a place of simple ignorance (that of un-knowing) and you can be taught to (know and) communicate appropriately in any situation. It is important that all students master this ability before going out into the working world where communication errors may become responsible for one losing a job, or causing an accident, or worse.

Consider the following e-mail from a new student:

hi i cant find the syllabus when is it gonna be there? this is not my fault u kno its not my job to make a syllabus also u r not gonna dock me right?

Yes, I made this up. But sadly, no, this is not an uncommon communique. I hope you were mildly horrified. Students can make the error of thinking the world communicates this way because a student might be new to the way the world works. Perhaps this student has never had a job (like a student from an Early College High School—some are not old enough yet to take a job, and we learn MUCH on the job!). Perhaps this student has been out of the workforce raising a family and has only communicated with persons under four years of age for the past few years. Whatever the circumstance, this almost mean-spirited tone and style of communication is unacceptable. Because I am the communication teacher, I will point out what is unacceptable and give the student a chance to revise this communication so I too may respond in a professional manner.

Please remember that ALL students want an A in the class. The really interesting question there is not what I will “give” you, but **what you are prepared to EARN**. Attend, participate, do your work, turn it in on time, and be prepared to EARN the best grade possible!! Professors often tire of hearing how students want an A while watching attendance and quiz grades slip.

Finally, dear students, your professors **do not want to fail you**, or dock you, or penalize you—we want to HELP, to teach you, and to share with you in the potential for success.

**INSTITUTIONAL POLICIES**

_Institutional Policies relating to this course can be accessed from the following link:_

[www.cedarvalleycollege.edu/syllabipolicies](http://www.cedarvalleycollege.edu/syllabipolicies)

The college uses this link so that any updates to policies are instantaneous. You are expected to have read and understood these policies, and by participating in the course, you are agreeing to comply with the policies and any updates.

The instructor reserves the right to alter the course/this syllabus with adequate notice given to students.