## COMM 2200.030: Interpersonal Communication  3 HRS

<table>
<thead>
<tr>
<th>Department of</th>
<th>Languages and Communication</th>
<th>Division of</th>
<th>Liberal Arts and Sciences</th>
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<tbody>
<tr>
<td><strong>Instructor Name:</strong></td>
<td>Dr. Glenda R. Balas</td>
<td><strong>Office Location:</strong></td>
<td>DAL 2 317</td>
</tr>
<tr>
<td><strong>Office Phone:</strong></td>
<td>972.338.1526</td>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:Glenda.Balas@untdallas.edu">Glenda.Balas@untdallas.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>TR 10:00 am – 12 noon (online): and by appointment</td>
<td><strong>Classroom Location:</strong></td>
<td>Online</td>
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<td><strong>Class Meeting Days &amp; Times:</strong></td>
<td>Online</td>
<td><strong>Course Catalog Description:</strong></td>
<td>3 hours. This course is designed to help students better understand interpersonal communication situations and improve how they manage these interactions. The course examines major communication theories, issues, concepts, and research findings relevant to initiating, developing, maintaining, and terminating relationships (including romantic relationships, family relationships, friendships, and co-worker relationships).</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>None.</td>
<td><strong>Co-requisites:</strong></td>
<td>None.</td>
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• Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer  
• Notecards for delivering oral presentations  
• OWL Purdue Online Writing Lab at [http://owl.english.purdue.edu/owl/resource/560/1/](http://owl.english.purdue.edu/owl/resource/560/1/)  
• Additional readings and materials may be supplied in class or posted to Blackboard. |
| **Access to Learning Resources:** | UNT Dallas Library:  
phone: (972) 780-3625:  
web: [http://www.unt.edu/unt-dallas/library.htm](http://www.unt.edu/unt-dallas/library.htm)  
UNT Dallas Bookstore:  
phone: (972) 780-3652:  
e-mail: 1012mgr@fheg.follett.com | **Course Goals or Overview:** | The goals of this course are as follows -  
To increase familiarity with the fundamental principles of interpersonal communication.  
To examine key issues, theories, and research findings related to the nature, function, and development of interpersonal communication.  
To stimulate awareness of the role interpersonal communication plays in everyday interactions.  
To exercise creative, critical, and analytical thinking and evaluation skills in simulations, exercises, and case studies of interpersonal communication.  
To build awareness of the diversity of participants in communicative processes and the relationship of diversity to the processes and outcomes of interpersonal communication. |
Learning Objectives/Outcomes: At the end of this course, students will be able to:

1. Apply the principles of human communication as it relates to interpersonal communication, perception, nonverbal communication, and audience analysis.
2. Demonstrate how to establish and maintain relationships through the use of interpersonal communication.
3. Apply small group communication skills, including the following: problem solving, group roles, leadership styles, and cohesiveness.
4. Learn to recognize and evaluate interpersonal communication processes in daily life.
5. Develop, research, organize, and deliver formal public speeches.
6. Recognize how to communicate within diverse environments.

Information About Canvas

Supported Browsers:
- Chrome 67 & 68
- Firefox 60 & 61
- Flash 29, 30 (for audio/video)
- Internet Explorer 11
- Edge 41, 42
- Respondus Lockdown Browser
- Safari 10, 11

Supported Devices:
- iPhone
- Android
- Chromebook
- (Tablet users can use the Canvas app)

Screen Readers:
- VoiceOver (Safari)
- JAWS (Internet Explorer)
- NVDA (Firefox)

Note: There is no screen reader support for Canvas in Chrome

Getting Help with Canvas:
- Canvas 24/7 Phone Support for Students: 1-833-668-8634
- Canvas Help Resources:
  - Web: Canvas Student Guide

For additional assistance, contact Student Assistance (Distance Learning):
- Founders Hall, Rm 124
- phone: (972)338-5580
- email: distancelearning@untdallas.edu

If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.

Online Course Outline

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Content</th>
<th>Assignments/Readings Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>August 26-31</td>
<td>What Is Interpersonal Communication?</td>
<td>Read Ch. 1</td>
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<tr>
<td></td>
<td>Why Study Interpersonal Communication?</td>
<td>Photo ID: DUE Aug 27</td>
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<td></td>
<td>Practicing Interpersonal Communication</td>
<td>Getting Started Activities: DUE Aug 28</td>
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<td>Interpersonal Communication Ethics</td>
<td>1-Canvas Quiz #1</td>
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<td>2-Canvas Quiz #2</td>
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<td>Discussion Board #1: DUE Aug 31</td>
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<td>Week 2</td>
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<tr>
<td>September 1-7</td>
<td>Culture and Interpersonal Communication</td>
<td>Read Ch. 2</td>
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<td>Culture and Communication</td>
<td>Discussion Board #2: DUE Sept 7</td>
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<td></td>
<td>Intercultural Communication</td>
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<td>Week 3</td>
<td>September 8-14</td>
<td>Identity and Interpersonal Communication</td>
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<td>Self-Concept: How You See Yourself</td>
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<td>Identity: The Communicated Self</td>
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<td>Identities in Transition</td>
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<tr>
<th>Week 4</th>
<th>September 15-21</th>
<th>Perception and Interpersonal Communication</th>
<th>Read Ch. 4</th>
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<td></td>
<td></td>
<td>Stages of Perception</td>
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<td>Attribution: Perceiving and Misperceiving Causes</td>
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<td>Factors That Affect Perception</td>
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<tr>
<th>Week 5</th>
<th>September 22-28</th>
<th>Language and Interpersonal Communication</th>
<th>Read Chapter 5</th>
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<tr>
<td></td>
<td></td>
<td>The Nature of Verbal Communication</td>
<td>Presentation Topic Paper #2: DUE Sept 25</td>
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<td>The Rules of Language</td>
<td>Discussion Board #5: DUE Sept 28</td>
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<td>Factors That Affect Language Use</td>
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<td>Biased Language</td>
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<tr>
<th>Week 6</th>
<th>September 29-October 5</th>
<th>Nonverbal Communication</th>
<th>Read Ch. 6</th>
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<tr>
<td></td>
<td>The Functions of Nonverbal Messages</td>
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<td>Quiz #2: DUE Oct 5</td>
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<td>Individual Differences</td>
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<td>Combining Verbal and Nonverbal Cues</td>
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<tr>
<th>Week 7</th>
<th>October 6-12</th>
<th>Emotions and Communication</th>
<th>Read Ch. 7</th>
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<tr>
<td></td>
<td>What Are Emotions?</td>
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<td>Discussion Board #7: DUE Oct 12</td>
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<tr>
<td></td>
<td>Feelings and Communication</td>
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<td>Factors That Affect Emotions and Communication</td>
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<td>The Dark Side of Emotion in Close Relationships</td>
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<tr>
<th>Week 8</th>
<th>October 13-19</th>
<th>Listening</th>
<th>Read Ch. 8</th>
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<tbody>
<tr>
<td></td>
<td>What Is Listening?</td>
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<td>Discussion Board #8: DUE Oct 19</td>
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<td></td>
<td>Active Listening</td>
<td></td>
<td>Presentation #2 (Informative Presentation About Interpersonal Communication): DUE Oct 19</td>
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<td>Listening for Relational Meanings</td>
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</tbody>
</table>
| Week 9 | October 20-26 | Developing and Ending Relationships  
|--------|---------------|---------------------------------|
| Forming Relationships  
| Escalating Relationships  
| Ending Relationships  
| When Things Go Wrong | Read Ch. 9  
| Presentation Topic Paper #3: DUE Oct 23  
| Discussion Board #9: DUE Oct 26  
| Quiz #3: DUE Oct 26 |
| Week 10 | October 27-November 2 | Intimacy and Interpersonal Communication  
| The Nature of Intimacy  
| Communication in Intimate Relationships  
| Individual Differences in Intimacy  
| Extremes of Intimacy | Read Ch. 10  
| Discussion Board #10: DUE Nov 2 |
| Week 11 | November 3-9 | Communication in Families  
| What Is a Family?  
| Communication in Family Systems  
| The Family Lifespan | Read Ch. 11  
| Discussion Board #11: DUE Nov 9  
| Presentation #3 (Linkages Between Interpersonal Communication and Relationships): DUE Nov 9 |
| Week 12 | November 10-16 | Interpersonal Influence  
| Goals  
| Influence Messages  
| Interpersonal Influence in Action | Read Ch. 12  
| Presentation Topic Paper #4: DUE Nov 13  
| Discussion Board #12: DUE Nov 16  
| Quiz #4: DUE Nov 16 |
| Week 13 | November 17-23 | Interpersonal Conflict  
| What Is Conflict?  
| Managing Conflict  
| Conflict Dynamics | Read Ch. 13  
| Discussion Board #13: DUE Nov 23 |
| Week 14 | November 24-30 | Communicating Comfort and Support  
| Providing Comfort  
| Individual Differences in Comforting Behavior  
| Comfort When It Counts | Read Ch. 14  
| Discussion Board #14: DUE Nov 30 |
| Week 15 | December 1-7 | Wrap-Up: Final Project/Part 1--Self-Analysis: Discussion Board | Final Discussion Board (Self-Analysis): DUE Dec 7  
| Presentation #4 (Group Project Focusing on Interpersonal Communication Concept): DUE Dec 7 |
| Week 16 | December 8-14 | FINALS WEEK: Final Project/Part 2--Final Reflection Paper | Quiz #5: DUE Dec 11  
| Final Reflection Paper: DUE Dec 12 |
Grading Scale

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. Each assignment below is coded with the appropriate Learning Objective (LO).

- **Discussion Boards (14 Discussion Boards—each 10 points):** LO 1 140 points
- **Final Proj Reflection Paper (120 pts) & Discussion Bd Reflection (50 pts):** LO 2, LO 6 170 points
- **Quizzes (5 quizzes—each 30 points):** LO 1 150 points
- **Pres 1-Personal Artifact Presentation:** LO 5 100 points
- **Pres 2-Informative Presentation About Interpersonal Communication:** LO 5 100 points
- **Pres 3-Linkages Between Interpersonal Communication & Relationships:** LO 5, LO 4 100 points
- **Group Proj 4-In-Depth Examination of Interpersonal Communication Concept:** LO 3 200 points
- **Topic Papers (#1, #2, #3, #4—each 10 points):** 40 points
- **Total** 1000 points

Your final grade is based on a total out of 1000 points. 900-1000 = A 800-899 = B 700-799 = C 600-699 = D 599 ↓ = F

Assignments and Grades:

Students should keep track of assignment due dates, grades, absences, and college deadlines. Assignments and tasks you are expected to complete in this course are described below.

Course Evaluation

1. **Discussion Boards (140 points):** There will be 14 regular discussion boards throughout the course. Each discussion board is worth 10 points. Discussion Boards will address issues related to Interpersonal Communication and will involve expressing opinions as well as facts that are relevant to the class discourse. Participation in Discussion Boards requires posting one long post and two shorter posts that reply to comments made by other students in the class. Failure to submit an original post and/or response to two different peers will result in loss of partial or all points. Consider Discussion Boards as equivalent to class discussion—but you will participate online.

2. **Self-Analysis & Reflection Paper/Discussion Board Reflections (170 points):** The Final Paper and Discussion Board post for the course will reflect on what you have learned about interpersonal communication from the course materials and experience of working with peers. You will be asked to keep a one-week log that allows you to identify and analyze your own interpersonal communication and interactions. During the final weeks of the course, you will share your insights with the class through the Discussion Board reflection prompts and develop a Reflection Paper. The Discussion Board is worth 50 points; the Reflection Essay is valued at 120 points.

3. **Quizzes (150 points):** There will be five quizzes for the course (30 points each). Quizzes will be available through Canvas from the first day of class and close at 11:59 pm on the scheduled dates below. This allows you to take each quiz at your leisure. Quizzes will cover multiple chapters of the text and will include both multiple choice and true/false response formats to probe your understanding of the main points of the reading. Quizzes 1-4 are not cumulative—each one covers separate information from the text. Quiz #5 includes questions from Chapters 13-14, as well as questions posted earlier in the term from other chapters. To prepare for quizzes, be sure to keep up with your readings and regularly review notes. Because of the extensive time allowed to take quizzes, there are no make-up quizzes.

<table>
<thead>
<tr>
<th>Quiz #1</th>
<th>Ch. 1-3</th>
<th>Closes: Sept 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #2</td>
<td>Ch. 4-6</td>
<td>Closes: Oct 5</td>
</tr>
<tr>
<td>Quiz #3</td>
<td>Ch. 7-9</td>
<td>Closes: Oct 26</td>
</tr>
<tr>
<td>Quiz #4</td>
<td>Ch. 10-12</td>
<td>Closes: Nov 16</td>
</tr>
<tr>
<td>Quiz #5</td>
<td>Cumulative (Focus on Ch. 13-14)</td>
<td>Closes: Dec 11</td>
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</tbody>
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4. **Presentations (Individual Presentations are worth 100 points each; the Group Project is valued at 200 points):**
You will complete four speaking assignments, including the Personal Artifact, Informative, and Persuasive presentations, as well as the Group Project. Each assignment has several parts, which are outlined in the assignment postings on Canvas. Each assignment post includes a checklist of all assignment requirements. Components for each assignment are also listed below. You are also responsible for a two-paragraph topic paper for each presentation.

- **Presentation #1: 3-4 minutes (100 points)-Due Sept 21**
  - Physical Artifact
  - Speaking Outline
  - Personal Analysis: Communication Style

- **Presentation #2: 4-5 minutes (100 points)-Due Oct 19**
  - Speaking Outline
  - Two Annotated Bibliographies
  - PowerPoint

- **Presentation #3: 5-6 minutes (100 points)-Due Nov 9**
  - Speaking Outline
  - Two Annotated Bibliographies
  - PowerPoint

- **Group Project: Varies due to number of group presenters (200 points)-Dec 7**
  - Two Annotated Bibliographies (two per group member)
  - PowerPoint (one per group)
  - Speaking Outline (one per group; should include content for each presentation)

  a. **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.

  b. **Informative Presentation (100 points):** The primary goal of this presentation is to inform your audience about an interpersonal communication topic of interest that you research and bring forward to the class.

  c. **Linkages Between Interpersonal Communication & Relationships Presentation (100 points):** The goal of this presentation is to discuss how interpersonal communication is linked to relationship development. (This presentation format is informative.)

  a. **Group Project (200 points):** The goal of this assignment is to work within a group to develop a project demonstrating knowledge of an interpersonal communication concept/theory discussed in our textbook, using supporting materials such as scholarly research and popular culture media texts. You will be divided into groups (randomly selected), and your group will connect existing research to your concept. Group members will be graded individually and as a whole on the group project.
University Policies and Procedures

Students with Disabilities (ADA Compliance):
Chapter 7(7.004) Disability Accommodations for Students

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 Building 2, room 204.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure Accessibility Statement is also provided.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may not be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student’s evaluations 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:
(According to the instructor’s discretion while working in concert with the division/program’s guidelines).

Exam Policy:
(Online exams and the ability to retake is solely at the instructor’s discretion). NOTE: Online exams may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, 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, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.
Our Online Classroom Policies

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class attendance and participation are expected because 1) the class is designed as a shared learning experience, and 2) essential information not in the textbook will be discussed in the Discussion Boards. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online course is considered when you are logged in and active in Canvas, e.g., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is your responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes:
Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & 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.

Technology Requirements:
In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- UNT Dallas Canvas Technical Requirements
- Canvas Instructure Supported & Unsupported Operating Systems
Assigned Readings and Presentations
This course is a fast-paced online course. As such, students are expected to keep up with assigned reading materials and quizzes and to participate actively in Discussion Boards. This includes actively engaging in Discussion Board conversations. Online courses require a great deal of commitment on the student’s behalf and, therefore, it is your responsibility to know what is due and when it is due. Additionally, please be prepared to submit your presentations on the assigned date in the course calendar. Failure to upload your video and send your active hyperlink may result in a zero. Make-ups will be considered only for major emergencies or serious illnesses when properly documented.

Active Learning
You are expected to take an active role in learning. If you are having trouble, please email me ASAP – I am happy to help (within the confines of college regulations). If there are things you do not understand, raise questions in the discussions, as others may benefit from your inquiry. If you are hesitant to speak up “in class,” send me an email. I am here to assist in your learning, so don’t hesitate to contact me if you need clarification or assistance.

Missed or Late Assignments
Failure to complete a quiz, submit an assignment, or upload your oral presentation will result in a zero for the work in question. Late assignments will not be accepted unless the delay is due to a crisis for which you have documentation.

Drop/Withdrawal Policy
Withdrawing from a course is a formal procedure which the student 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 through the Learning Commons. 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 midnight on the day they are due.
• Be sure to proofread your written work before submitting in order to correct any grammatical errors or spelling mistakes. Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.
***If these requirements are not met, points will be deducted from your paper grade.***

Presentation Policies
No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. 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.

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

Plagiarism
Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.
Grade Disputes
Grades will be discussed only during the instructor’s office hours. Please do not ask grade questions in the Discussion Boards. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

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

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

The Americans with Disabilities Act (ADA)
If you have any recognized disability that may require special/reasonable accommodation, please notify me within the first week of classes so that arrangements may be made. It is the student’s responsibility to inform me of these special circumstances and to provide authorized documentation through designated administrative channels. The Disability Services Office is open to students with disabilities during regular school hours. Disability Services staff can be reached at 972.338.1777. DSO hours are M-TH 8.30am-5.00pm and 10.00am-7.00pm on Friday. DSO offices are located at UNT Dallas, 7350 University Hills Blvd, Student Center Suite 1104, Dallas, TX 75241.

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:

<table>
<thead>
<tr>
<th>Disability Services</th>
<th>Financial Aid &amp; Scholarships</th>
<th>Career Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>972.338.1777</td>
<td>972.780.3662</td>
<td>972.338.1782</td>
</tr>
<tr>
<td>Library &amp; Resources</td>
<td>Academic Advising</td>
<td>Counseling &amp; Wellness</td>
</tr>
<tr>
<td>972.338.1616</td>
<td>972.338.1645</td>
<td>972.338.1779</td>
</tr>
<tr>
<td>Leadership &amp; Multicultural Center</td>
<td>Learning Commons</td>
<td>Campus Police</td>
</tr>
<tr>
<td>972.780.3662</td>
<td><a href="http://www.untdallas.edu/aas/tutoring">http://www.untdallas.edu/aas/tutoring</a></td>
<td>972.780.3009</td>
</tr>
</tbody>
</table>
Reminders
➢ Grades cannot be based on effort. Professors 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.
➢ Professors, on average, are objective and are not out to “nail” their students. Most professors 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.
➢ Final grades are based on the actual grades earned by students; grades are not “rounded up.”