

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): COMM 15000, Introduction to Human Communication (3 credits)

Department/School: Communication Studies

Proposed Kent Core Category: Additional Courses

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	By the end of the semester, students should be able to demonstrate effective and professional-looking presentations.	Students give multiple speeches in class. Requirements for all of the speeches include researching and selecting credible sources of information to support claims made. This makes a speech more effective. Students learn how to critically evaluate sources and determine what sources are appropriate to support their arguments. Speeches are filmed for assessment.	A random sample of student speeches will be assessed by instructors (not the speaker's) trained in using an edited version of the AAC&U's Oral Communication Rubric. This rubric allows assessment of the overall quality of a presentation as well as breaking out several different learning outcomes. One learning outcome is the use of quality supporting materials. Scores on this outcome from speeches given earlier in the semester can be compared to scores on speeches given later. These change scores can be reported for review of this course. Improvement in scores would serve as an indication of the improvement in selecting, evaluating, and using credible sources in a logical manner.
Apply principles of effective written and oral communication	Communicate effectively	By the end of the semester, students should be able to demonstrate effective and professional-looking presentations.	Students give multiple speeches in class. Successful speeches must incorporate a variety of components (organization, language, delivery, supporting material, clear central message, etc.). Students learn these components from lectures, readings, and in-class activities. Speeches are filmed for assessment.	A random sample of student speeches will be assessed by instructors (not the speaker's) trained in using an edited version of the AAC&U's Oral Communication Rubric. Total scores on speeches given earlier in the semester can be compared to total scores on speeches given later. These change scores can be reported for review of this course. In addition, these scores can provide us with details on where students are improving the most and where additional instruction might be needed to help aid learning.
Broaden their imagination and develop their creativity				

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy			
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	By the end of the semester, students should be able to describe selected interpersonal, group, and public communication theories and how they are applied.	The course integrates this outcome throughout the entire semester. In order to assess student understanding of these elements, a pretest will be administered at the beginning of the course and a post-test will be administered at the end.	Both assessments will be multiple-choice tests. Change scores can be calculated to serve as an indication where students are improving in their knowledge acquisition of the selected interpersonal, group, and public communication theories and how they are applied. These scores and analyses can be reported in the review of the course.

Kent Core Learning Outcomes Assessment Plan

24 April 2010 (approved by the University Requirements Curriculum Committee)

17 May 2010 (approved by the Educational Policies Council)

13 September 2010 (approved by the Faculty Senate)

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date _____

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Level Learning Outcome	Capstone 4	3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic by clearly demonstrating that the material is from relevant and credible authorities.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic by demonstrating for the most part that the material is from relevant and credible authorities.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic by somewhat demonstrating that the material is from relevant and credible authorities.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic by barely demonstrating that the material is from relevant and credible authorities.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Total Score: _____/ 20

COMM 15000 – Introduction to Human Communication
Standard Course Syllabus
A Kent Core Course

Insert Instructor Information from Welcome Email Here

Name:	Office Hours:
E-Mail:	Office Location:
Classroom Location:	
Classroom Meeting Days/Times:	

If you have any questions or issues, you should contact your instructor first. For issues that cannot be resolved with your instructor, contact Course Director, Dr. Jennifer McCullough at jmccul11@kent.edu.

Syllabus Disclaimer: This syllabus included in your textbook is the standard syllabus for the online lecture/lab sections which meet twice a week. If you are enrolled in the Distance Learning section, Honors section, or section that meets in person once a week, please make sure to check on Vista and with your instructor for the correct breakdown of grades and due dates. These sections have specific requirements, and you will be held to the syllabus posted on Vista rather than this standard form included in the textbook.

Course Structure: Students are required to complete online lectures & activities and attend 2 hours of class each week. This totals to 3 hours of class each week. Students are required to complete the online lectures and participation activities before the first in-person class each week.

Required Web Site: The online component of this course runs through Vista (<http://vista8.kent.edu>). Students can access Vista by logging in through Flashline (<http://flashline.kent.edu>) or by going directly to the Vista site and clicking on this course.

E-mail: Include “COMM 15000” in subject line of all emails. Include your name **and** section number in all email correspondence.

University Course Description: Introduction to Human Communication explores communication theories and practices in a variety of contexts: interpersonal, group, and public. Students are introduced to the transactional nature of communication and the impact of context, culture, and audience on competent communication. Students explore the processes of active listening, message construction, and communicating common ground.

Kent Core: This course may be used to satisfy a Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Course Overview

This course is designed to show students how theories of human communication can be applied in a variety of contexts with diverse audiences.

Course Learning Outcomes

- To develop an understanding of selected interpersonal, group, and public communication theories and how they may be applied.
- To understand the elements of ethical communication.
- To demonstrate effective and professional-looking presentations.

Graded Assignments

Online Components	
Online Weekly Quizzes (14 x 10 points)	140 pts
Online Midterm Exam	70 pts
Online Final Exam	70 pts
Bridging Online and In-Class Work	
Weekly Participation (15 x 4 points)	60 pts
In-class Components***	
Informative Speech w/Outline	150 pts
Self-Critique of Informative Speech	50 pts
Persuasive Speech w/Outline	200 pts
Group Presentation w/Outline and Paperwork	200 pts
Communication Research Participation	60 pts
<hr/>	
Total	1000 pts

***** You must complete every speech (Informative, Persuasive, and Group) in order to pass this class. If you fail to deliver a speech, you will receive no points on the assignment and an “F” in the course. The informative speech will be filmed for the self-critique, and all speeches may be filmed for assessment purposes.*****

Online Weekly Quizzes. Each week, including the week of your midterm, you will be required to complete a quiz over the material presented in the online lectures, readings, and any video clips shown online during that week. Although you have until the **Friday of that week at 11:59 pm EST** to complete the quizzes, you must complete the lectures and corresponding participation activities before the first in-class session for the week. Each quiz will be worth 10 points, and they may include multiple choice, true-false, and/or matching questions.

Online Midterm Exam. During **Week 8**, you will have until **Sunday, March 4th at 11:59pm EST** to complete the online midterm exam. It will cover all material from Week 1 through Week 8. This exam is worth 70 points, and it may include multiple choice, true-false, and/or matching questions. Please see the course schedule for exact deadline for completing the midterm exam.

Online Final Exam. During **Finals week**, you will have until **Thursday, May 3rd at 11:59pm EST** to complete the online final exam. It will cover all material from Week 9 to Week 16. This exam is worth 70 points, and it may include multiple choice, true-false, and/or matching questions. Please see the course schedule for exact deadline for completing the final exam.

Weekly Participation. Each week, you have the opportunity to earn up to 4 points for participation. In each weekly module, you will see a short assignment that you must complete before the first time you meet with your class in-person. These assignments will vary from week to week. However, they usually will ask you to respond to questions, complete a survey, work on a component of your speech, or complete a similar task. To receive credit for completing these tasks, you must bring your work to the first class meeting of the week as indicated in the tentative course schedule. These tasks (no matter how small) should be typed in order to receive full credit. A failure to bring this assignment will result in a loss of participation points for that week. Instructors may decide to assign a portion of the 4 points to a task that will occur on the second class session that week. Therefore, it is important that you pay attention to any announcements made in class or online regarding this breakdown. If no announcement is made, the activity described online will be worth 4 points.

Informative and Persuasive Speeches and Outlines. Your instructor will discuss guidelines for your topic selection. The grading of the informative speech is broken down into four parts: 1) organization, 2) delivery, 3) time, and 4) preparation. The first three are graded on the day you present your speech. The preparation grade, however, is based on a typed outline due on your speaking day. The persuasive speech also adds a grade for the quality of the PowerPoint presentation used for the speech. Reference lists should accompany your outlines to document your sources, and the outlines should be typed in APA format. Additional requirements for the outline will be posted on Vista. The informative speech is worth 150 points, and the persuasive speech is worth 200 points.

Self-Critique of Informative Speech. Your informative speech will be filmed. You will be required to view this recording and write a self-evaluation of the speech. This evaluation will help you set goals for your future speeches, better understand instructor and peer feedback, and chart your progress. Guidelines for this paper will be available on Vista. In addition to the paper, you will be required to rework a small portion of your speech to practice areas your instructor notes as needing the most improvement. This critique and practice is worth 50 points.

Group Presentation, Outline, and Paperwork. Your instructor will discuss guidelines for your topic selection. You will be assigned to a group no later than after the persuasive speeches have been completed. A majority of this grade will be a group grade. However, each student will receive an individual grade for the delivery of their portion of the presentation. In general, the grade is broken down into six parts: 1) organization, 2) delivery, 3) time, 4) PowerPoint presentation, 5) group cohesion, and 6) preparation. The first five are graded on the day you

present your speech. The preparation grade, however, is based on a typed outline and paperwork due at various times leading up to and upon completion of the presentation. Reference lists should accompany your outlines to document your sources, and the outlines should be typed in APA format. Additional requirements for the outline and paperwork will be posted on Vista.

Communication Research Participation. This assignment allows students to see how communication research is conducted and be a part of the research process. Throughout the semester, faculty and graduate students will be conducting research projects. The point value of research opportunities varies, but research participation counts for 60 points of your total course grade. Typically, each research participation opportunity is worth 15 or 30 points each. Alternative assignments are available during the last weeks of class for any student who was unable to participate or who decided not to participate.

Grading. If you have concerns about your grades, you should make an appointment to speak with your instructor outside of class. Grades will be posted on Vista, so please make sure to let your instructor know if you think there is an error. Make sure to keep all of your graded work as evidence.

Course Registration: Students who are not officially registered may not attend classes. If you do not officially register by the deadline, you will not receive credit for this course.

Grading Scale			
A = 93%- 100%	B+ = 87%- 89.99%	C+ = 77%- 79.99%	D+ = 67%- 69.99%
A- = 90%- 92.99%	B = 83%- 86.99%	C = 73%- 76.99%	D = 60%- 66.99%
	B- = 80%- 82.99%	C- = 70%- 72.99%	F = 59.99% & Below

Attendance Policy

Due to the nature of this course, attendance is crucial. This is an active class that requires your full participation as a speaker and listener. You are expected to attend class regularly and be on time; your participation is a vital part of the classroom experience. Regular attendance is essential to success in this course. Therefore, the following policy is enforced strictly:

- You are allowed **two** unexcused absences during the semester before penalties for absences begin. That is, you are permitted to miss 2 hours of class before you will be penalized.
- Attendance is taken at the beginning of each class. Tardiness is counted as ½ an absence. Therefore, coming to class late twice counts as one unexcused absence.
- For each unexcused absence after the first two, your final course grade will be reduced by 5% (50 points).
- For example: If you earned 850 (B) of the 1000 points available in the course and had four unexcused absences (two free plus two penalized), your final grade would be a 750/1000 (C).
- Note: For sections that only meet once a week, a student is only allowed one unexcused absence before penalties are administered, and each unexcused absence

after that results in a 10% penalty (100 points). This is consistent with the policy that students are allowed to miss 2 hours of class before penalties begin.

Excused Absences. There are some absences that the university considers to be excused. For this class, these include a documented illness, death in the immediate family, religious observance, academic field trip, KSU concerts or athletic event, KSU disciplinary hearing, or court-ordered appearance.

Students missing class due to one of the non-emergency related approved excuses listed above should contact their instructor prior to missing class. Since emergencies, by definition, would make this difficult, students are expected to contact their instructor as soon as possible. You must provide **written** documentation that your instructor can keep as proof of the legitimacy of the reason for your absence when you return to class. Late documentation will not be accepted, and the absence, regardless of the reason, will count as unexcused.

Doctor/dentist appointments (non-emergency), work, vacation or family trip, car trouble, undocumented illness, or advising appointments are some reasons for absences that will not be excused.

Save your free unexcused absences in case you experience a situation such as these.

If you miss class for any reason, you are responsible for understanding any material (course content, assignment details, or announcements) that may have been covered that day. You should obtain this information from a classmate and make sure to check with your instructor if you have any questions.

Missed Deadlines or Late Assignments

Missed Test Deadlines. Since you know all test deadlines at the beginning of the semester and have one week to complete quizzes and exams, make-up tests are made available online **only** if you supply a documented excuse (which would qualify for an excused absence) that prohibited the use of Vista for a significant portion of the week leading up to the test deadline.

Procrastination and/or potential computer problems are not unavoidable circumstances. You should take tests on reliable and familiar computer in a quiet location, and you should not procrastinate. You may experience technical difficulties, so you should plan to take the tests with enough time to deal with any unforeseen issues.

Late Participation Assignments. Late participation assignments which are explained online and due in class during the first meeting that week will **not** be accepted late without a documented excuse that would satisfy the excused absence policy.

Other Late Assignments. Other late assignments or paperwork are penalized one full letter grade for each class day late without an excused absence.

Missed Speeches due to an Unexcused Absences. If a speech is missed due to an unexcused absence, you will not be allowed to make it up. If you fail to deliver a speech, you will

receive no points on the assignment and an “F” in the course. You must complete every speech (Informative, Persuasive, and Group) in order to pass this class.

Missed Speeches due to an Excused Absence. If a speech is missed due to an excused absence, you may deliver a make-up speech on a date established by your instructor. Remember, for an absence to be excused, you must provide written documentation that your instructor can keep as proof of the legitimacy of the reason for your absence when you return to class. **In addition, your instructor should be emailed prior to this in every instance possible to allow the instructor time to prepare for the extra class time.** The same policy applies to the make-up date that your instructor provides you.

Incomplete Grades. According to university policy, “The administrative mark of IN (Incomplete) may be given to students who have completed at least 12 weeks of the semester (**if they are currently passing**) and are unable to complete the work due to extenuating circumstances.” Instructors are not obligated to assign a grade of “Incomplete.” The only valid reasons for an “Incomplete” are medical or other serious circumstances that prohibit the student’s ability to complete the course **after the last day to withdraw from the course.** Student **must have earned a 70% or better** in the class at the time of the request

Student Responsibilities

Students are expected to:

- Become familiar with the course website on Vista.
- Complete the initial course assessment online during Week 1.
- Complete all online lectures and participation activities prior to the first day class meets each week.
- Complete and/or submit graded work according the criteria and deadlines described by the instructor and established in this Syllabus, the Tentative Course Schedule, and assignment sheets.
- Understand that according to the University Administrative Code (3342-3-07), “Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.” Therefore, the student understands that speeches and other work submitted must be his or her own and created for this course.
- Contact your instructor with any course-related questions you may have.
- Foster an atmosphere that is comfortable and respectful.
- Understand that to ask for special consideration is unfair to your peers, and the granting of special consideration to any student is a violation of the code of ethics.
- Communicate professionally in all correspondence.

Academic Dishonesty

You are not permitted to use notes, textbooks or offer/receive help from others during quizzes & exams. Students found in noncompliance will be subject to *University Administrative Code (3342-3-07), cheating and plagiarism.*

Your instructor is **required** to respond to any form of academic dishonesty, including intentional or unintentional plagiarism (see Administrative code 3342-3-07 for more detailed information). If an instructor believes they have a case of plagiarism, they must:

- Inform the student that they believe he or she has plagiarized.
- Provide the student with an opportunity to explain why he or she believes that is not the case.
- If this explanation is deemed inadequate to the instructor, the instructor will notify the student of the sanction imposed based on the seriousness of the infraction (large or small assignments). These sanctions could include failing the assignment or failing the class.
- The instructor must inform the Basic Course Director and the Director of the School of Communication Studies of the nature of the infraction and the action taken, and
- If directed:
 - Email memo to Judicial Affairs (j-affairs@kent.edu) of the nature of the infraction and the action taken (include student name and number, course name and number).
 - Judicial Affairs will notify student and instructor of scheduled hearing.
 - Student may appeal and can bring someone to speak on their behalf.
 - Instructor must prove case with evidence (papers, proof of plagiarism, etc.).
 - Instructor recommends sanctions.
 - Student provided time to respond to instructor's evidence.
 - Judicial Affairs board decides the merit of the case and approves/overturns sanctions.
 - Hearings are videotaped.

Classroom Disruptions

From: Kent State University's *Administrative Code*
Administrative policy and procedures regarding class disruptions (3342-4-02.2)

- (A) Policy statement. In the event of classroom disruption, under no circumstance is a member of the faculty expected to take physical action to control a disturbance. Faculty should also make every effort to discourage students from taking physical action against disrupters.
- (B) Disruption of classes by student. Class order and discipline are the responsibility of the class instructor insofar as possible. In the event of a disruption, the following procedures should be followed:
 - (1) The instructor should ask student(s) causing the disruption to cease and desist. Identification of the student(s) involved should be attempted.
 - (2) The instructor should notify the disrupter(s) of possible suspension and/or dismissal from the class and of further possible action under rule 3342-4-02 of the Administrative Code (the student conduct code), or the Revised Code, or both.

- (3) If disruption does not cease, the instructor should order the disrupter(s) out of the classroom and inform those involved that failure to do so will subject the disrupter(s) to student conduct sanction and/or criminal arrest.
- (4) If the disruption continues, the university police should be immediately notified to resolve the problem. [330-672-2212 or 911 if considered emergency]
- (5) The instructor should not dismiss the class unless there is reason to believe that physical harm to person(s) or property is possible, or unless by allowing the students to remain, the disruption would increase.
- (6) The instructor should subsequently notify the chairperson and/or dean of the incident to coordinate and facilitate the student conduct referral process.

Students with Accessibility Needs

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, **please contact the instructor within the first week of classes** to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (visit www.kent.edu/sas for more information on registration procedures).

Tentative Course Schedule for Standard Sections

Note: All readings and online lectures should be completed **before** class meets the first time each week. Weekly quizzes should be completed before 11:59pm each Friday. Weekly Participation Activity deadlines are listed on the day they are due in class. Speech Days are in bold. It is your responsibility to note which days you have been assigned to speak.

Week	Day	Topic	Readings	Weekly Participation Assignments	Other Due Dates
1	Online	Course Orientation; Getting Started in Communication	Chapter 1 (p. 3-35)		Online Course Assessment due by Tuesday, January 10 th at 11:59pm EST. Online Weekly Quiz due by Friday, January 13 th at 11:59pm EST.
	M/T	Introduction to Course; Ice-breakers			
	W/R	Ethics		Bring in signed Syllabus Contract	
2	Online	Public Speaking – Getting Started; Informative Speech Assignment Explained	Chapter 10 (p.261-285)		Online Weekly Quiz due by Friday, January 20 th at 11:59pm EST.
	M/T	Communication Anxiety		Communication Anxiety Activity	
	W/R	Audience Analysis			
3	Online	Selecting a Topic; Researching	Chapter 11 (p. 287-313) and Chapter 13 (p. 366-368)		Online Weekly Quiz due by Friday, January 27 th at 11:59pm EST.
	M/T	Topic Selection		Topic Selection Activity	
	W/R	Citations			
4	Online	Informative Speaking and Organizing	Chapter 12 (p. 315-343)		Online Weekly Quiz due by Friday, February 3 rd at 11:59pm EST.
	M/T	Outlining		Outlining Activity	
	W/R	Introductions, Conclusions, and Transitions			
5	Online	Delivery; PowerPoint Presentations	Chapter 13 (p. 345-373)		Online Weekly Quiz due by Friday, February 10 th at 11:59pm EST.
	M/T	Delivery		Delivery Activity	
	W/R	Informative Speeches			
6	Online	Listening	Chapter 3 (p. 67-93)		Online Weekly Quiz due by Friday, February 17 th at 11:59pm EST.
	M/T	Informative Speeches		Listening Activity	
	W/R	Informative Speeches			

Week	Day	Topic	Readings	Weekly Participation Assignments	Other Due Dates
7	Online	Perceptions	Chapter 2 (p. 37-65)		Online Weekly Quiz due by Friday, February 24 th at 11:59pm EST.
	M/T	Informative Speeches			
	W/R	Developing Perceptual Skills		Perception Activity	
8	Online	Persuasion; Persuasive Speech Explained	Chapter 14 (p. 375-405)		Online Weekly Quiz due by Friday, March 2 nd at 11:59pm EST. Online Midterm Exam due by Sunday, March 4 th at 11:59 pm EST.
	M/T	Topic Selection; Organizing for Audience Type		Audience Type Activity	
	W/R	Persuasive Appeals			
9	Online	Verbal Communication	Chapter 4 (p. 95-117)		Online Weekly Quiz due by Friday, March 9 th at 11:59pm EST. Self-Critique of Informative Speech due in class.
	M/T	Obstacles to Encoding		Obstacles Activity	
	W/R	Reworking Your Informative Speech			
10	Online	Nonverbal Communication	Chapter 5 (p. 119-149)		Online Weekly Quiz due by Friday, March 16 th at 11:59pm EST.
	M/T	Functions of Nonverbal Messages		Nonverbal Activity	
	W/R	Persuasive Speeches			
11	M-R	Spring Break – No Classes			
12	Online	Building Interpersonal Relationships	Chapter 6 (p. 151-175)		Online Weekly Quiz due by Friday, March 30 th at 11:59pm EST.
	M/T	Persuasive Speeches		Interpersonal Activity	
	W/R	Persuasive Speeches			
13	Online	Communication in Groups; Group Presentation Explained	Chapter 8 (p. 203-231)		Online Weekly Quiz due by Friday, April 6 th at 11:59pm EST.
	M/T	Persuasive Speeches			
	W/R	Problem Solving Process; Group Assignments		Problem Solving Activity	
14	Online	Effective Group Members and Leaders	Chapter 9 (p. 233-259)		Online Weekly Quiz due by Friday, April 13 th at 11:59pm EST.
	M/T	Effective Group Members		Characteristics Activity	
	W/R	Effective Leaders			

Week	Day	Topic	Readings	Weekly Participation Assignments	Other Due Dates
15	Online	Managing Conflict	Chapter 7 (p. 177-201)		Online Weekly Quiz due by Friday, April 20 th at 11:59pm EST.
	M/T	Conflict Styles		Conflict Activity	
	W/R	Group Delivery and Dysfunctional Members			
16	Online	Communication and Your Career Overview	No New Readings		Online Weekly Quiz due by Friday, April 27 th at 11:59pm EST. Communication Research Participation or Alternative Assignments due by Friday, April 27 th at 11:59pm EST.
	M/T	Group Presentations		Career Activity	
	W/R	Group Presentations			

Final Exam

You must complete the online final exam during finals week. **The exam will be available from Sunday, April 29th at 9am to Thursday, May 3rd at 11:59pm EST.**

The schedule on these pages is tentative. The instructor reserves the right to make any necessary changes to the schedule deemed necessary and appropriate. You are responsible for any changes announced in class, on Vista, or via email. Remember, this schedule applies to the standard online lecture/two lab sessions per week course. Those students in the Distance Learning section, Honors Section, or section that meets one day per week should refer to the syllabus on your Vista site.