SPCH 104 – SPEAKING THROUGH TECHNOLOGY (Online)*
2016 Term 1 (January 19, 2016 – March 9, 2016)

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Office Hours: Virtual Office in Moodle 24/7, phone or video chat by appointment.

Contacting Instructor: Please contact me through the Virtual Office in Moodle any time with any questions or concerns, or send a private e-mail to me using your student e-mail account. If you e-mail me, please include the following information in any message: (1) a proper greeting, e.g., "Hello Dr. Jeffress," (2) your name, (2) that you are in my SPCH 104 course, (3) a brief explanation of your request, (4) your phone number and best time to reach you (if you want me to talk on the phone or do a video chat), and (5) correct grammar and spelling. Before you contact me with a question, please make sure that you have referenced the syllabus and checked the Virtual Office to see if I have already answered your question there.

Course Description and Objectives: This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Students will demonstrate their understanding of verbal and nonverbal communication through recorded videos and online presentations. Emphasis is placed on communication theories and techniques used in interpersonal, group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain, illustrate, and demonstrate fundamental principles and techniques of human communication through technology in a variety of contexts.

Oral Competency: This course focuses student attention on the importance of good communication skills in interpersonal and business relationships. Students will discuss, analyze, and study in varied communication contexts, in an effort to better understand our differences through discussion and sharing. Although this course is not a substitute for *SPCH 101: Fundamentals of Public Speaking*, it has been designed to satisfy the university's oral competency requirement for majors in applied sciences and students enrolled in Nicholls Online. Therefore, video-recorded oral presentations are a core component of this course.

Materials Required: Textbooks: DeVito, Joseph A. *Essentials of Human Communication*; (8th Ed.); Boston: Allyn & Bacon, 2013. ISBN #978-0205930661. Baym, Nancy K. Personal Connections in the Digital Age; (2nd Ed.) Cambridge: Polity Press, 2015. **Software**: MS-Word, Adobe, MS-PowerPoint, Skype, Skype video recording software. **Hardware**: A computer with Internet connection and a high quality HD webcam for recording video presentations.

Instructional Methods: Lecture (via instructor notes and PowerPoint presentations), supplemental instruction through links to Internet resources, class discussion of textbook readings and course concepts via Moodle discussion forum, as well as student participation in quizzes and assignments.

Computer Access and Software/Hardware Requirements: By virtue of the fact that

you have signed up for this online course, it is assumed that you have access to a reliable computer with Internet access. It is imperative that you have access to a computer and Internet connection sufficient to view and hear multimedia files, such as videos and PowerPoint presentations. You must also be able read MS-Word and PDF documents. You will also need either a Web cam or some other type of digital video recording device (e.g., a smartphone, digital camera, etc.) and a microphone in order to record audio-visual presentations and upload them to the Internet for sharing and grading. Most computers and cell phones have built-in video cameras and microphones. Free video editing software can be downloaded, if not already installed on your device. This course also requires that you upload videos to YouTube and that you use Skype (or Google Chatroom in some cases) in order to communicate in real time with your instructor and/or classmates on some assignments. These sites are free, easy to use, but you will need to register for an account tied to your student e-mail account, if you do not already have one. You will also be required to have a device and software that will allow you to record a Skype video call (i.e., the computer screen with audio and video while the Skype video call is taking place).

Students will need access to a desktop or a laptop computer with an HD built-in or external webcam for video assignments. If you choose to use a mobile device or iPad you need a hands-free stand to keep it stationary and to ensure that it is compatible with Skype for video conference calls. A myriad of possible combinations between devices and software (some free and some ranging in price from $20-$100—most programs offer a free trial period that could be utilized without obligation to purchase) exists that makes it impossible for me to provide specific instructions for how to record a Skype video call. Students are expected to: 1) search the Internet for relevant tutorials and resources based on their device and operating system, 2) secure/purchase any necessary software, 3) familiarize themselves ahead of time with the process of recording a Skype video call using their software on their device, and 4) contact a tech savvy friend or an IT support service (e.g., Geek Squad) ahead of time, if necessary, to ensure their ability to record their Skype video call.

Please be advised that a broken or ill-functioning computer or device, or the inability to retrieve, produce, or submit your assignments from your device will *not* be accepted as a valid excuse for missing an assignment deadline. Students are advised to back up all electronic files to a cloud drive (e.g., Google Drive, Dropbox), to e-mail, and to an external data storage device, e.g., a flash drive. This way, if your device malfunctions or you experience a problem with your Internet connection, then you have the option of using another device to retrieve and submit your documents.

Academic Honesty Policy: Assignments and presentations are expected to be the result of your own work and preparation. Academic dishonesty will be dealt with severely and without exception. Each semester I have students who fail one of my classes because they were guilty of cheating or plagiarism. All proven or suspected cases of cheating, plagiarism, purchased papers, borrowed papers, and work copied from the Internet, as well as any other act deemed dishonest will be reported to the College of Arts and Sciences Academic Integrity Committee (AIC) for permanent record keeping and disciplinary action.

It is especially important that students understand how to avoid plagiarism before enrolling in a course. Plagiarism includes taking works without proper quotations and citations from the Internet, any publications, or having someone else do your work for

you. The following resource is available for guidance in this manner:
http://www.nicholls.edu/library/student-portal/#PLAGIARISM. Records of academic dishonesty will be maintained in the Office of Academic Affairs. If a student is recorded as a multiple offender (more than one listing in the data file) of the academic dishonest policy, the student will be brought before the Academic Affairs Integrity committee for review as per Section 5.46 of the *Code of Student Conduct.*

Nicholls Online Honor Code: By enrolling in an online course, I agree that I will:

- Complete all assignments, exams and other assessment activities with my own work and only my own work (unless otherwise permitted by instructor). I will not submit the work of any other person.
- Maintain only one user account and not allow anyone else to use my username and/or password.
- Not engage in any activity that would dishonestly improve my results, or improve or hurt the results of others.
- Not post answers to problems, assignments or exams that are being used to assess student performance.
- Follow all codes of student conduct as specified in the published *Code of Student Conduct: http://www.nicholls.edu/documents/student_life/ code_of_conduct.pdf*

Dropping a Course: If a student desires to drop a course, it is the student's responsibility to fulfill the necessary requirements, or the student runs the risk of receiving a failing grade at the end of the semester. It is the student's responsibility to complete the drop form by the deadline posted in the academic calendar. If the student
stops participating in the course without fulfilling the requirements to drop the course,
then the student will receive an F as the final grade.

Assessments: Detailed descriptions of what is expected for each assignment listed below are posted in the FAQ Module in Moodle. Please read the instructions and view the examples thoroughly before beginning the assignments. Students are required to
complete *all* video assignments in order to pass this course. This means that if you miss a video assignment deadline, then you still must complete the assignment in order to be cleared to pass the course, even if you will earn a zero on it because it is late. Grades for the weekly quizzes and discussion forums will be weighted to equal the following category totals:

Skype Call (Week 2)	25 points
Vlog	25 points
How-To Speech Video	50 points
Weekly quizzes	75 points
Resume Video	75 points
Skype Job Interview Video (Week 7)	75 points
Baym book review	75 points
Discussion forums	100 points
Course total:	500 points

Evaluation and Grading Techniques: Grades are assigned strictly on the basis of

points earned. Students are provided with grading rubrics in Moodle for all assignments ahead of time and can see a weighted average of their points total throughout the semester by viewing the gradebook in Moodle. The scale is as follows:

        A = 450-500   D = 300-349
        B = 400-449   F = 0-299
        C = 350-399

Academic Grievances: The proper procedure for filing grade appeals or grievances related to academic matters is listed in Section 5 of the Code of Student Conduct and at the following link: *http://www.nicholls.edu/documents/student_life/code_of_conduct.pdf*.

Course Format: This 8-week online course is delivered through Moodle. It consists of 15 learning units called modules. Each module will contain various items, including: lecture notes, links to resources and assignments, discussion forums, and a reading quiz. There are check boxes to the right of each item to allow students to track their progress through the materials. Quizzes will show a checkmark once you complete them and receive a grade.

You must complete weekly activities by the assigned deadlines. Modules have weekly deadlines, and once deadlines are past no late work will be accepted. Students will generally have two modules to complete each week. Students may access current and future modules in order to see what assignments are on the horizon, and students may complete readings and quizzes ahead of time. Students may work ahead, but they will need to revisit discussion forums during the week they are assigned in order to read and respond to the posts of classmates who are not working ahead.

Weekly Readings & Quizzes: Students are expected to have read each chapter in the textbook *prior* to the week of the discussion and quiz on it. Each module will have a quiz based on the assigned readings. Unless otherwise noted, quizzes are always due by midnight on Sunday during the week that the respective module is active. Quizzes consist of an average of 20 questions. One question on each quiz will ask whether or not the chapter was read. It is up to the student to answer truthfully. The remaining questions will be a combination of true/false and multiple-choice. Students will receive the same questions and answer choices in the multiple choice questions, but questions and answer choices appear in a different random order each time the quiz is launched. This is to encourage students to read carefully and answer each question independently.

Unless noted otherwise, quizzes are open book and are not timed, but you may only submit your answers once, so make sure you are done and satisfied with your answers before you submit the quiz for a grade. After the quiz deadline passes, students may click on their grade for the quiz in order to review their quiz attempt and see the correct answers. Reading the assigned materials each week is essential for engaging in group discussion and succeeding in this course.

Attendance/Participation: Although this is an online course, "attendance" still counts.

Moodle keeps track of when and how often students log onto the course, what pages they view, what files they download, links they access, and how much time they spend on each page. You will not do well in this course if you do not spend adequate time (10 hrs./per wk. minimum) reading the textbook, being logged onto the course reading class notes, viewing PowerPoints, accessing links to other Internet resources referenced in the course materials, taking quizzes, participating in the discussion forums, and working on assignments. Keep in mind that this course is for three credit hours. You would normally be in a classroom three hours per week, in addition to the time you would spend doing homework and other assignments. However, this has to be multiplied by two, since this is an 8-week term. So that means you would be expected to spend six hours in class and six hours outside of class each week. You must be disciplined to put in the time and keep up with course announcements, assignments, and deadlines. I recommend that you check your student e-mail every day and log on to the course in Moodle several times per week to ensure that you do not miss any announcements.

Weekly Deadlines: Unless noted otherwise, each week for each Module assigned you can expect the following deadlines:

Thursday at 11:59 p.m.:　　　Initial post to all discussion forums due.
Sunday at 11:59 p.m.:　　　Comments/replies on forum posts due
　　　　　　　　　　　　　Quiz on assigned readings due

Discussion Forum Guidelines: Each Sunday at midnight one or more discussion forums begin. Each forum includes a question that I will raise based on the week's topic or assigned activities. Students are required to read and respond to the discussion question by: (1) posting an original, substantive response of a minimum of 300 words to each forum by midnight on Thursday, (2) reading the posts of classmates and replying with a thoughtful response of a minimum of 150 words to promote scholarly dialogue to the substantive post of least two classmates by midnight on Sunday for each forum. Each forum is worth 25 points: 10 points for the quality of your first post, 5 points for timeliness (5 pts/on or before Thursday, 3 pts/on Friday, 1 pt/on Saturday, 0 pts/on Sunday), 10 points for peer reviews (5 pts/ea). A penalty of -1 point is applied for each of the following errors: not including a greeting, each typo, each misspelling, each grammatical error (subject-verb disagreement, noun-pronoun disagreement, improper capitalization or punctuation).

The default forum format is question and answer. This means that when you first click on the forum, you will only see the instructions and a post from me. After reading the instructions, you add your response by replying to my post. Thirty minutes after you reply, your post will become available for everyone to view and you will also be able to see any posts that have been made by your classmates. However, any posts made by your classmates are hidden from view until 30 minutes after you add your own post. This creates one long threaded discussion with indents in the alignment to show the different levels of the posts (i.e., someone's first post, then a reply, then a reply to a reply, etc.). Everyone's profile pictures and the indents aid in navigating through the threaded discussion. You can also do a search using Ctrl-F and type in your first and/or last name (case sensitive) to jump directly to your post(s) when you only want to check for responses.

The Moodle Discussion Forum provides the virtual space for classroom discussion. It is a critical component to online learning. Having both taken many online courses as a student and taught even more, I have put together the following guidelines to make our discussion forums a more rewarding experience. These guidelines pertain only to the weekly discussion forums.

Rules for Discussion Board Posts:
1. *Run Spellcheck.* Type your posts in a word processor with grammar and spellcheck, and then copy and paste them into Moodle. This may help you not only on your grade by reducing grammatical mistakes and typos, but it may also save you the time and headache of losing text from accidentally closing a window, the loss of Internet connection, etc.
2. *Be respectful.* Our class is to be an open and safe place for everyone to share ideas, raise questions, and engage in critical thinking. We will be rich in diversity. We will be from different backgrounds with varied social, political, religious, and philosophical views. We will have different types and levels of education and experience. There will be *zero tolerance* for any disrespectful behavior, rude comments, or cyber bullying of any kind. You are free to disagree and engage in scholarly debate, but keep the focus of the debate centered on propositions and not the people who make them. Those who violate this guideline will be warned and subsequent violations may result in expulsion from the course.
3. *Use proper grammar and style.* This is a college class, and a certain level of formality and netiquette is expected. Complete sentences that include correct spelling, grammar, and punctuation are expected. All comments and replies in the forum should also have a salutation and valediction.
4. *Be brief.* Unless otherwise indicated, all posts should be limited to two paragraphs or less. This might be a challenge, but learning to provide concise comments and feedback is important.
5. *Be specific.* If you quote or reference the text, then provide the page number(s). If you quote from another source, then provide the link or bibliographic information.
6. *Give proper identification.* You must attach your name to every post either at the beginning or end of your post and identify the recipient (s) of your post, if you are responding to someone else's post. When you respond to a post, always begin your response by typing the name of the person(s) to whom you are replying. With up to 25 students in class, the threaded discussions can become a tangled web without following this guideline.
7. *Keep focused.* The discussion forum is for discussions about the content of the course. Please do not clutter it with personal notes or discussions unrelated to the posted topic. You can always extend conversations in the Classroom Café or by contacting others through e-mail.
8. *Sleep on it.* You do not have to reply to every post or comment, and you never have to reply or post immediately. Let your posts reflect thoughtfulness and introspection.
9. *Do not use ALL CAPS or overdo exclamation points (!) or **bold type***. Computer mediated communication is devoid of presence and nonverbal cues and, therefore, more susceptible to miscommunication.
10. *Acronyms and Emoticons.* Do not overuse emoticons and texting acronyms (e.g., JK, TTYL, ICYMI, LOL, etc.). An occasional smiley face or winkey face is fine, but every post does not need an emoticon, and please leave out the acronyms.

Makeup Work/Bonus Points: It is not conducive to good health or success in this course to put off readings and assignments until the last minute. Remember the wise proverb: *"By the inch,*

it's a cinch; but by the yard it's hard." <u>I will *not* accept for credit any assignment that is turned in late without *prior* approval</u>. Quizzes cannot be made up. Any assignment that is turned in past its due date will receive a zero in the grade book. Extensions on assignments may be granted only for extreme and verifiable reasons (e.g., serious personal illness, death in immediate family, documented wide-spread power outage.). **If** a student requests an extension for an assignment, **and** the request is approved, **then** the assignment will be penalized by 5% off the final grade for each day that it is late; however, no assignment more than 7 days past its original due date will be accepted for credit.

I understand that students have unique needs and abilities, I also have an obligation to be fair and impartial. Therefore, it is *not* my practice to give makeup work or bonus work to individual students in my online classes. Everyone has equal opportunity to earn points throughout the semester. A lack of preparation on the student's part will not constitute an emergency on the instructor's part. Please do not contact me near the end of the semester asking, "What can I do to bring up my grade?"

The Virtual Office: A separate discussion forum called "The Virtual Office" will be open throughout the semester. This is the place to post any thoughts or questions that you want to share or discuss with your instructor and fellow classmates. I check the Virtual Office at least four times per week, so you can usually expect a reply within 24-48 hours, except on some weekends. Students are also welcome to help each other by sharing their knowledge in replies to questions in this space, as well.

Continued Learning Following an Extreme Emergency

Students are responsible for:
> –reading regular emergency notifications on the NSU website;
> –knowing how to use and access Moodle (or university designated electronic delivery system);
> –being familiar with emergency guidelines;
> –evacuating textbooks and other course materials;
> –knowing their Moodle (or designated system) student login and password;
> –contacting faculty regarding their intentions for completing the course.

Faculty are responsible for:
> –their development in the use of the Moodle (or designated) software;
> –having a plan for continuing their courses using only Moodle and email;
> –continuing their course in whatever way suits the completion of the course best, and being creative in the continuation of these courses.

Student Support Services
Technical Problems: If you are having problems with the technology involved in this course, you can either e-mail the instructor or itsupport@its.nicholls.edu
Grievance: If you have an issue relating to the instructor or your fellow classmates, you can follow the procedures set up in the Code of Student Conduct. This document and the Student Academic Grievance Form are located at http://www.nicholls.edu/sja/

Library: The Library Home Page has a link to a specific webpage dedicated to distance education students. This webpage contains tutorials on accessing the library from home, finding and using electronic books, using the electronic research databases, emailing a reference librarian, and other useful information. The page also offers a direct contact with reference librarian through e-mail or telephone:
http://www.nicholls.edu/library/distance.htm

Counseling: Nicholls Counseling Center provides professional assistance for students dealing with a range of mental health, wellness, and adjustment issues through individual, couple, and group counseling; consultation; and various forms of outreach, you can go to the following website: http://www.nicholls.edu/counseling/

Disability Services: Disability Services acts as a liaison between students and faculty to facilitate the provision of accommodations as per Americans with Disabilities Act. "If you have a documented disability that requires assistance, you will need to register with the Office of Disability Services for coordination of your academic accommodations. The Office of Disability Services is located in Shaver Gym, Room 158. The phone number is (985) 448- 4430 (TDD 449-7002)." http://www.nicholls.edu/disability/

Career Services: Career Services offers placement assistance for students and alumni for temporary and permanent part-time and full-time employment and internships in addition to professional coaching in resume writing, interviewing, and dressing for success. For more info, visit: http://www.nicholls.edu/career/ and http://www.collegecentral.com/nicholls/ .

Assistance with Studying and Assigments

–**The Tutoring Center at** 143 Peltier Hall. Call 985-448-4100, email: tutoring@nicholls.edu, or visit http://www.nicholls.edu/academic-enhancement/
–**The Writing Center at** 144 Peltier Hall. Call 985-448-4100, email: tutoring@nicholls.edu, or visit http://www.nicholls.edu/academic-enhancement/
–**Online Tutoring through Moodle.** Look for the Brainfuse log-in link on the home page, http://moodle2.nicholls.edu/moodle/

* **Important Note/Disclaimer:** The course syllabus and class schedule may be modified at any point in the semester based on the instructor's evaluation of the needs of the class.