



2023-2024

Communication Studies (CMST) 101: Introduction to Public Speaking

Castle High School

USI Credits	3 credit hours	Core 39 (USI General Education Curriculum)	Foundations-Communication
Instructor	Beth Euler	Office Location	Room 268
Email	beuler@warrick.k12.in.us	Office Hours	before or after school
Meeting Times	Monday - Friday 7:35 - 8:25; 10:20 - 11:10	Meeting Location	Room 268
Prerequisite(s)	None		
Course Description	<p>Principles and practices of oral communications with selected experiences in their use.</p> <p>This course is an introduction to speech communication, designed to acquaint students with the fundamental techniques and basic principles of public speaking. Directed to those students with no prior experience or training in public speaking, this course provides you and opportunity to develop skills in speaking through frequent practice and graded feedback.</p> <p>This course is divided into units that emphasize different aspects of public speaking. Assignments include readings to acquaint you with important principles of speech and encourage you to think critically about the world around you, graded speaking performances to give you practice in mastering the techniques you study, exams, and oral and written exercises to aid you in developing a better understanding of the fundamental processes of speech.</p>		
Preferred or Chosen Name, Gender Identity, and Pronoun Information	<p>While participating in USI coursework, you have the option to indicate to the University a preferred or chosen name, gender identity, and pronoun. Under USI's Preferred or Chosen Name, Gender Identity, and Pronoun Change Policy, except for when the use of an individual's legal name is required by law or policy, individuals will be identified throughout all university systems, databases, and documentation by the preferred or chosen name they have designated in accordance with this policy.</p> <p>Indiana state law requires a high school to notify a parent and/or guardian of a request made by their student to change the student's name, pronoun, title, or word to identify the student. (See iga.in.gov/legislative/2023/bills/house/1608)</p>		

	Any preferred or chosen name, gender identity, or pronouns shared with the University will, by necessity of a CAP instructors' use of official USI systems, become known by your high school instructor. You should be aware this may result in your high school notifying your parent/guardian of this information.
Course Learning Objectives	Students will be able to develop skills that enable you to speak well in public situations. This includes effective organization, research, audience analysis, delivery, and writing as it relates to the presentation process. In addition, students will begin to <ul style="list-style-type: none"> ● Control communication apprehension (i.e., stage fright) ● Learn delivery, reasoning, and organizational skills necessary to present an effective speech ● Develop the ability to make connections among ideas rather than memorizing facts ● Recognize the benefits of ethical data collection and presentation ● Build confidence, maturity, and critical consciousness toward the world in which we live through investigation of different viewpoints
Core Transfer Library Course	Fundamentals of Public Speaking Visit transferin.net/transfer-resources/transfer-databases/core-transfer-library to see how this course transfers to many colleges and universities throughout Indiana.
Indiana College Core (ICC)	This course fulfills the following ICC competency area for USI: Speaking and Listening. Visit usi.edu/cap/whyicc to learn more about the ICC or use the My College Core Planning Tool at mycollegecore.org
Course Content Expectations	This course is a University of Southern Indiana college course and may contain course content that reflects mature themes and subject matter that incorporates different and/or challenging perspectives. It is your responsibility as a student to review the assignments for potential concerns prior to registering for USI credit. If you find objectionable content in this course, we suggest that you do not register for it, as dual credit enrollment is optional. If you find objection with the content of this course after registration, you have the option to withdraw from the college credit by completing the withdrawal form prior to the Friday before your final exam week, found at usi.edu/cap/drop .
Textbook and/or Course Materials	Suggested Textbook: Keith, W. M., & Lundberg, C. O. (2020). Public speaking: Choices and responsibility, 3 rd Ed. Boston: Cengage.
Program Learning Outcomes & Core 39	As a part of USI's Core 39 Curriculum, this course fulfills the Foundation Skills requirement for Communication. Students will: (1) demonstrate communication competence in a variety of contexts, (2) demonstrate understanding of how communicative interactions shape our identities and interactions, (3) identify and evaluate the role of ethics in communication, (4) show abilities to think critically and creatively, and (5) recognize communication practices that promote local and global civic engagement.
Core 39 Statement	A university education prepares individuals to live wisely in a diverse and global community by helping students acquire both discipline-specific competence and broader knowledge and skills that reach across disciplines. Core 39 includes courses in the broad traditions of the liberal

	arts and a common set of experiences that are integrated across the curriculum. In our core, students expand foundational skills in communication and critical thinking, explore how different fields create and use knowledge, broaden their viewpoints through the study of diverse and global perspectives, and refine their writing skills through writing intensive experiences.												
Important Deadlines	<p style="text-align: center;">2023-2024 USI CAP Withdrawal Calendar For schools on a two-semester schedule</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>CAP Term Length</th> <th>Last day to drop WITHOUT evaluation¹</th> <th>Last day to drop WITH evaluation²</th> </tr> </thead> <tbody> <tr> <td>Fall (Semester 1)</td> <td>10/21/23</td> <td>See Below²</td> </tr> <tr> <td>Yearlong (Semesters 1 & 2)</td> <td>10/21/23</td> <td>See Below²</td> </tr> <tr> <td>Spring (Semester 2)</td> <td>3/17/24</td> <td>See Below²</td> </tr> </tbody> </table> <p>To withdraw from a USI CAP course, visit USI.edu/cap and click the 'CAP Course Drop' button. ¹WITHOUT evaluation means a student will receive a 'W' (Withdrawal) on their transcript. ²WITH evaluation means a student will receive 'W' if passing the course at the time of withdrawal. If failing, the student may receive an 'F' at the discretion of the CAP Instructor. Last day to drop with evaluation is the Friday before the week of the CAP course's final exam/project is given or is due.</p>	CAP Term Length	Last day to drop WITHOUT evaluation ¹	Last day to drop WITH evaluation ²	Fall (Semester 1)	10/21/23	See Below ²	Yearlong (Semesters 1 & 2)	10/21/23	See Below ²	Spring (Semester 2)	3/17/24	See Below ²
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How USI Grade will be Calculated	<p>Your grade will be assessed by your speech and exam performances.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 40%;">CMST 101</td> <td style="text-align: center; width: 20%;">1000 points</td> <td style="width: 40%;"></td> </tr> <tr> <td>Speeches</td> <td></td> <td style="text-align: right;">700 points (70%)</td> </tr> <tr> <td>Participation/Graded Activities</td> <td></td> <td style="text-align: right;">100 points (10%)</td> </tr> <tr> <td>Exams</td> <td></td> <td style="text-align: right;">200 points (20%)</td> </tr> </table>	CMST 101	1000 points		Speeches		700 points (70%)	Participation/Graded Activities		100 points (10%)	Exams		200 points (20%)
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How High School Grade will be Calculated	Your CHS grade is figured the same as your USI grade; we follow the percentage, not the overall points.												
USI Grading Scale	<p>Use this scale for all CMST 101 sections. You can use percentages or points.</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>A: 90-100% (900-1000 points)</td> <td>C: 70-76.9% (700-769 points)</td> </tr> <tr> <td>B+: 87-89.9% (870-899 points)</td> <td>D+: 67-69.9% (670-699 points)</td> </tr> <tr> <td>B: 80-86.9% (800-869 points)</td> <td>D: 60-66.9% (600-669 points)</td> </tr> <tr> <td>C+: 77-79.9% (770-799 points)</td> <td>F: 59.9% & below (599 or below)</td> </tr> </tbody> </table>	A: 90-100% (900-1000 points)	C: 70-76.9% (700-769 points)	B+: 87-89.9% (870-899 points)	D+: 67-69.9% (670-699 points)	B: 80-86.9% (800-869 points)	D: 60-66.9% (600-669 points)	C+: 77-79.9% (770-799 points)	F: 59.9% & below (599 or below)				
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High School Grading Scale	points.	
AI Tools	<p>Artificial intelligence (AI) tools that generate text, images, code, and other content are widely available. If you submit work containing any content generated by AI when not explicitly allowed and not in a way directed by me, the instructor, then this will be considered academic dishonesty and a violation of USI’s academic integrity policy. If you are not sure about what may be academic dishonesty or plagiarism and what is acceptable use in this course and on specific assignments, please contact me to discuss.</p> <p>You are not permitted to use AI tools that generate content (such as ChatGPT, Bing Chat, Bard, DALL-E) for work done for this class. Writing, analytical, and critical thinking skills are part of your learning outcomes in this course; therefore, all writing assignments should be prepared by you, the student. Content created by AI tools may not be considered your own original work.</p> <p>This course assumes that work submitted by students (all process work, drafts, final versions, and all other submissions) will be generated by the students themselves, working individually or in groups (as directed).</p>	
Course Outline and Schedule of Assignments	<p>Tentative Schedule of Assignments:</p> <p>Week 1: Syllabus, course/tech requirements, Covid adjustments, anxiety rating</p> <p>Week 2: Speech rubric breakdown, speech process, anxiety strategies (relaxation/breathing techniques); CH. 1-2</p> <p>Week 3: CH. 9- Delivery techniques, CH. 3 - Audience Analysis, CH. 4 - Listening; discussion of each chapter and added notes</p> <p>Week 4: CH. 7.- Organization; Outlines, Online submission instructions, CH. 11- Informative Speaking; Speech -part 1 syllabus, topic selection</p> <p>Week 5: Speech 1-part 1 research, planning, practice</p> <p>Week 6: Speech 1-part 1 Delivery, Listener Critique</p> <p>Week 7: Post speech discussion; Speech 1-part 2 syllabus, topic selection, audience analysis</p> <p>Week 8: Speech 1-part 2 research, planning, practice</p> <p>Week 9: Speech 1-part 2 Delivery, Listener Critique; Midterm Exam</p>	

	<p>Week 10: Great Debaters; discussion of speaking techniques and historical context;</p> <p>Week 11: Speech 2 Syllabus; topic selection, audience analysis</p> <p>Week 12: Speech 2 research, planning, practice</p> <p>Week 13: Speech 2 Delivery, Listener critique</p> <p>Week 14: Persuasive Speech techniques, Ch. 12; Speech 3 Syllabus, topic selection</p> <p>Week 15: Speech 3 audience analysis, research, planning, practice</p> <p>Week 16: Speech 3 Delivery, Listener critique; Speech 4 syllabus</p> <p>Week 17: Speech 4 audience analysis, research, planning, practice</p> <p>Week 18: Speech 4 Delivery, Listener critique, Final Exam</p>										
Exams	<p>Exams: 20%</p> <p>Midterm 10% (100 points)</p> <p>Final Exam 10% (100 points)</p> <p>Exams will cover the textbook, lectures, class discussions, and activities. Exams may include multiple choice, short answer, and fill-in-the-blank.</p>										
Participation/Graded Activities	<p>Participation/Graded Activities 10%</p> <p>Throughout the semester, you will be given opportunities to earn participation points through in-class activities and graded assignments. These may include, but are not limited to, impromptu speech activities, speech exercises, video/film speech analysis, class discussion posts, pop quizzes, reading responses, audience feedback, speech planning forms, and other homework assignments. (100 total points possible)</p>										
Speeches	<p>Speeches: 70%</p> <p>All speeches are extemporaneous; no memorization or reading. All students must submit a typed speaking packet consisting of 1) a full sentence outline, 2) audience analysis, and 3) attached references. No packet means no speech. This packet should be submitted prior to your assigned presentation day. All written work should be in APA or MLA and adhere to practices of good writing. <u>To pass this course, you must complete ALL of the assigned speeches.</u></p> <table> <tr> <td>Informative (5 min)</td> <td>15% (150 points)</td> </tr> <tr> <td>Multicultural Presentation (7 min)</td> <td>15% (150 points)</td> </tr> <tr> <td>Speech Instructor's Choice (5 min)</td> <td>10% (100 points)</td> </tr> <tr> <td>Persuasive (7 min)</td> <td>20% (200 points)</td> </tr> <tr> <td>Portfolios (4 @25 pts each)</td> <td>10% (100 points)</td> </tr> </table> <p><i>Informative Speech:</i> For this assignment, you will choose an issue, event, person, place, thing relevant to our community—the USI community, or Evansville community, or something on the state level-- to inform—NOT persuade—us about. Please choose something you are interested in learning more about or are passionate about. Keep in mind that if you pick a topic people already know about, you have not fulfilled the requirement to inform. Three</p>	Informative (5 min)	15% (150 points)	Multicultural Presentation (7 min)	15% (150 points)	Speech Instructor's Choice (5 min)	10% (100 points)	Persuasive (7 min)	20% (200 points)	Portfolios (4 @25 pts each)	10% (100 points)
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	<p>references are required for this assignment; one must be scholarly/peer reviewed. Visual aid required. Packet required.</p> <p><i>Multicultural Presentation:</i> For this informative presentation, you will need to identify a culture/co-culture and inform us about a ritual, myth, or artifact from that group. Examples include rituals like weddings, burial rites, funerals, myths, traditions, holidays, religious traditions, etc. Your presentation should include both information about your chosen topic and differences you note between it and your culture (the one in which you define yourself). Minimum of 4 sources. Visual aid required. Packet required.</p> <p><i>Persuasive Speech:</i> This presentation, possibly the most important of our semester, requires you to assemble a presentation that will move beyond providing information to focus on the need for change. Your presentation might urge the audience to take action—either as a response to an immediate need or as an element of ongoing action. Or, it might be designed to create or change. Minimum of 5 references including one of which should be an academic journal article (scholarly source). Visual aid required. Packet required.</p> <p><i>Speech—Instructor’s Choice:</i> Faculty may choose from the following options: (1) one 5-minute speech or (2) two 2.5-minute speeches. This speech may be an informative speech (e.g., an influential speaker presentation that requires you to research a person who has made an impact as a result of public speaking), an opposing viewpoints speech (which requires students to research a topic and present multiple points of view on the topic), a demonstration speech, a ceremonial speech (e.g., wedding toast, after dinner speech, introductory), a demonstration speech, or an impromptu. Packets required.</p>
<p>Criteria for Evaluating Speeches</p>	<p>All students will be evaluated by their speeches using the Speech Evaluation Form (which your instructor will provide you).</p> <p>Speeches must be within 30 seconds of the time required; students who complete their speech within a 30 second grace period (i.e., are not less than 4.30 for a 5-minute speech and 6.30 for a 7-minute speech OR that are longer than 5.30 for a 5 minute speech and 7.30 for a 7 minute speech) will be considered having effectively achieved the required time.</p> <p>Penalties will be assigned to speeches that do not meet the required time (which also includes the 30 second window below and above the 5 or 7 minute designation):</p> <ul style="list-style-type: none"> 15 seconds beyond the window---3% deduction 30 seconds beyond the window—5% deduction 45 seconds beyond the window—10% deduction 60 seconds beyond the window—20% deduction
<p>Criteria for Evaluating Written Speaking Packets</p>	<p>All written assignments should be turned in to the instructor as indicated on the weekly-daily schedule for that section. Specific assignment instructions will be covered by your instructor prior to the due date. Your work should reflect original thinking and insightful analysis of the audience and the most appropriate way to reach the particular audience given your topic and the general purpose of the speech. Writing should also reflect a clear understanding of the principles of grammar, spelling, and punctuation. Additionally, all written work including outlines should be typed and properly formatted.</p>

	<p>An A paper/outline is a superior work. The writer demonstrates unusual fluency, control of language, and sentence variety. This grade is distinguished by the quality of the content and by the amount of detail used to support/illustrate points. There may be a few mechanical errors, but generally this work is an exceptionally good one.</p> <p>A B paper/outline will be well-organized and well-developed. This grade demonstrates a clear understanding of the assignment. It completes all tasks set by the assignment. Although it may contain minor flaws, it will exhibit the writer’s ability to use language effectively and to construct sentences of appropriate variety.</p> <p>A C paper/outline shows adequate organization and development. This grade will show enough specific information to illustrate the experience described or to support generalizations. It will show an adequate use of language. Although it may contain writing errors, these errors will not be serious or so frequent that they distract the reader or that they suggest major problems in writing.</p> <p>A D paper/outline reveals one or more of the following weaknesses: (1) serious problems in organization or focus, (2) insufficient use of specific information to illustrate the experience described or to support general conclusions, (3) serious problems with sentence construction, and (4) writing errors—errors in grammar, spelling, punctuation, proofreading, word choice—that are serious and/or distracts the reader.</p> <p>An F paper/outline demonstrates little understanding of the task set by the assignment or of the mechanics of writing. It is a failing grade. This work exhibits (1) inadequate development (thinness in content, little or no detail), (2) intellectual confusion, internal contradictions, unwarranted conclusions, confusion of fact and opinion, or non sequiturs, (3) severe or persistent writing errors.</p>
<p>Classroom Policies & Information</p>	<p>Research:</p> <p>All students should have their fully charged Chrome books on a daily basis in order to conduct research via USI databases. The definition of scholarly, peer-reviewed sources will be discussed in class. Students should be utilizing the resources available through USI’s library. Under no circumstances should you head straight to the internet and simply “Google” sources. If you are having issues finding sources, you should speak to me OR contact the reference librarians at USI for assistance with your topic (this will be excellent practice for you to understand how to use the resources available at the college level). You will always be given time in class to conduct research for your speeches; it is your responsibility to use that time wisely.</p> <p>Turnitin.com and electronic access to materials:</p> <p>Students may access policies and assignments via Mrs. Euler’s website under the CMST 101 link or via Google Classroom. Turnitin.com will be utilized for outlines and audience analysis assignments. Google Classroom will be utilized for all other online assignments or assessments. Assignments must be turned in to Turnitin by 7:35am of the day they are due.</p>

	<p>(Remember that Turnitin operates on Eastern time so it will say 8:35am.) If you do not submit the assignment by the deadline, Turnitin.com automatically prevents you from submitting your work. Please allow yourself enough time to submit your work—even 1 second is late according to a computer program. Penalties will be assessed for late work (see Late Work Policy). *Each individual speech syllabus will outline late work penalties.</p> <p>24/7 Rule (Adapted from Dr. Paul Schrodt, Texas Christian University):</p> <p>I take pride in being a fair instructor, and take care when grading assignments to provide feedback for you to do better. If you have questions about how I have assessed your work, I encourage you to see me. If you have trouble reading my writing, I am happy to “translate” at any time. However, I require that you wait at least 24 hours after receiving a grade before <u>discussing your score</u> with me. Moreover, I require that you discuss any questions or concerns NO LATER than 7 days after receiving the grade on any assignment. I will strictly adhere to this course policy. I do this to avoid any immediate emotional reactions after returning an assignment and to avoid discussing a grade on any assignment long after the fact. This policy has worked well with students before, and I encourage you to see me if you have questions. However, this policy does not imply that grades are negotiable. I will only make grade changes on obvious grading errors, but I will gladly give you a more in-depth rationale of why you scored what you did on any given assignment.</p> <p>Other Rules/Expectations:</p> <ol style="list-style-type: none"> 1. This is a college-level course with fewer points than you may be used to having in a semester; please be conscientious and mindful of your assignments and deadlines. 2. Each Speech Syllabus will list the specific criteria for that speech. 3. Be a respectful classmate/audience member. <p>Read all information posted on Google Classroom. Disregarding these posts could lead to a loss of points on class assignments because you have not followed directions.</p>
<p>Attendance Policy</p>	<p>CHS/CMST 101 Attendance Policy:</p> <p>Because of the highly interactive nature of this class, students are responsible for completing ALL assignments. A successful learning experience in this course depends upon cooperation, collaboration, and contribution; consequently, we all must contribute each week to class, prepare to participate in discussion, and facilitate each other’s exploration.</p> <p>Excused absences must be documented and submitted to your instructor. Students who miss an exam, quiz, and/or speech day due to verified school obligations, e.g. athletics and “required” school-associated activity, must inform the instructor BEFORE the absences occur. (Note: Most field trips are not considered “required” activities.) It is the students’ obligation to verify their absence. Students missing exams due to verified school obligations must take the missed exam the class session immediately after the exams are administered. As students know when their respective presentations are due, students should schedule their speeches so that their presentation dates do not conflict with their other school obligations.</p>

	<p>Students who do not attend the first three weeks of class will be reported as NAW (non-attendance) for Early Alert Grades. Students whose grade may be impacted by their non-attendance in class will be notified by letter/email of the possibility of their being administratively withdrawn from their class. Students are given until the end of the fifth week when Progress Report grades are issued, to meet with their instructors to resolve the situation.</p> <p>For the entire semester, you may have 2 absences – during speech delivery days - without a participation penalty. Thereafter, deduction for each absence beyond the allotment, if your class meets: Once a week = 10 points per absence, Twice a week = 5 points per absence, Five times a week = 2 points per absence.</p> <p>Note: absences during speech delivery days means you are missing the delivery of speeches by your classmates. You are missing the listening component of the class; you are expected to complete a Listener Critique based on the delivery of the assigned speeches.</p>
<p>Late Work Policy</p>	<p>Completing assignments is your responsibility. All assignments are due at the beginning of class on the date designated on the daily schedule. Speeches cannot be “made up” except in the case of an excused absence. The portfolio (i.e., outline, audience analysis, and references) must be submitted before you present your speech. Do not email assignments. It is your responsibility to submit assignments on time.</p> <p>Late assignments (except for documented emergencies) will have 25% deduction per day. Late speeches (unexcused) will earn a 25% late deduction per class meeting.</p> <p>Late Work Policy Statement from Mrs. Euler:</p> <p>One of the skills employers and/or colleges expect from our graduates is responsibility. In the work world, your employer will not usually be forgiving if you put off your work until right before a deadline, then fail to complete the assignment. Be assured that any penalty you may sustain for failing to meet class deadlines is less significant than the potential consequences of failing to meet employment deadlines or future college assignment deadlines. By enforcing deadlines strictly in this course, I hope to instill in you the good habits of time management and planning, which will serve you well in your future endeavors. ~Borrowed (partial wording) with permission from Bradley Mitchell, professor at Ivy Tech</p>
<p>Make-up/ Re-take Exam Policy</p>	<p>*See Mrs. Euler about makeup work, if it is an option, depending on your absence and documentation.</p> <p>If a student missed a test or exam due to an absence, the student will meet with the instructor immediately upon return to schedule a make-up date for the test or exam.</p> <p>While high schools may be permitted to incorporate retesting and flexible attendance for the purpose of content mastery, CAP courses must follow the same grading and assessment practices that are utilized by the USI department. Thus, a student may have flexibility with retesting options for the high school grade, but a single opportunity to take a test, quiz, or</p>

	<p>even complete an assignment for USI. If USI permits retests options, those will be outlined below. It is worth noting that colleges do not typically permit retesting.</p>
<p>Dual Credit-High School Credit Policy Statement</p>	<p>New in 2023-2024, students may choose to enroll in USI’s College Achievement Program, CAP, to earn college credit for Communication Studies 101, Introduction to Public Speaking, from USI at no cost. Communication Studies 101 is a three-credit hour course that meets USI’s general education requirements (Core 39) and is highly transferable.</p> <p>To enroll in CAP, students should have at least a 2.5 GPA on a 4.0 scale and complete the application & registration process <u>before the given deadline</u>. College credit can only be earned during the semester (or, in the case of year-long courses, during the academic year) in which the student is enrolled. Late enrollments are <u>not</u> permitted.</p> <p>Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through USI CAP, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. In most cases, students will need to earn a C or better to transfer credit from USI to another institution. Grades of D or lower earned in CAP courses are recorded on a student’s USI transcript but may not be able to transfer.</p> <p>The rigor of this course will be periodically reviewed by University of Southern Indiana (USI) faculty in an effort to maintain the high quality of education that each student receives. To learn more about CAP, visit usi.edu/cap, call 812-228-5022 or email cap@usi.edu.</p>
<p>USI Student Rights and Responsibilities</p> <p>Academic Continuity</p>	<p>While enrolled in USI’s College Achievement Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the <i>USI Student Handbook</i>, located at USI.edu/dean-of-students/policies-procedures-and-community-standards/student-handbook. In particular, review <u>Student Rights and Responsibilities: A Code of Student Behavior</u>, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures. Note the definitions for cheating, interference, fabrication, plagiarism, and academic sabotage and the penalties related to these activities.</p> <p>CAP students also should review the information in the CAP Student Guide at USI.edu/cap/studentguide. The Guide includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, early graduation, withdrawal policies, and more.</p> <p>In the event of an announced campus closure or emergency, it may be necessary for the University to suspend normal operations. During this time, the University may opt to continue instruction through online or alternative modes of delivery. Each student is responsible to monitor the USI homepage at USI.edu and their USI email for important general information and instructions regarding classes. Please also view the guidance on emergency procedures and information.</p>

<p>Academic Integrity</p>	<p>Students have the right and responsibility to pursue their educational goals with academic integrity, which is the hallmark of truth and honesty in an engaged university community. Honesty is a must in any environment, but it is at the heart of the university where students and faculty co-create an atmosphere conducive to learning, understanding, creating, and exploring. Academic dishonesty may take many forms. These forms include (but are not limited to):</p> <ol style="list-style-type: none"> 1. <u>Cheating</u>—using unauthorized assistance, materials, or study aids in any academic exercise. 2. <u>Plagiarism</u>—using the words or ideas of another without appropriate acknowledgement. 3. <u>Fabrication</u>—falsifying or inventing work or academic records 4. <u>Deception</u>—misrepresenting work or academic records; forging signatures; turning in the same paper for two classes without the written permission of both instructors 5. <u>Electronic dishonesty</u>—using network access in an inappropriate way, having an impact on a class or the work of others 6. <u>Facilitating Academic Dishonesty</u>—intentionally assisting another student to commit an act of academic misconduct. <p>Please view the Academic Integrity Policies and Procedures. Academic dishonesty will not be tolerated. Any breach of the policy will be subject to disciplinary action as mandated by USI's policy on academic honesty.</p>
<p>Policy on the Americans with Disabilities Act (ADA)</p>	<p>Students with disabilities who meet the eligibility standards (usi.edu/cap/prereqs/) are invited and encouraged to enroll in CAP. Each high school retains the responsibility for providing and coordinating any accommodations or services as described in the student's current IEP, 504 Plan, or similar educational plan. However, the legal requirements under the disability laws that apply to colleges and universities are significantly different from those in special education laws that apply to high schools. Due to this, accommodations that students currently receive may not be appropriate for a college-level class. To avoid any potential barriers to a student's ability to earn college credit for participation in CAP, the student must contact the high school's special education service provider, case conference committee, or similar entity to review current accommodations and make any necessary modifications to their current educational plan (including any transition plan) before enrolling in CAP. Students in fully online or hybrid courses should be aware that, due to the nature of online courses, some accommodations approved for traditional USI classroom courses may not apply. Please discuss this with your CAP instructor to clarify as needed. To learn more about the differences between high school and college for students receiving disability-related academic accommodations, please take a moment to review the U.S. Department of Education's publication "Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities" at: www2.ed.gov/about/offices/list/ocr/transition.html</p>
<p>Civility and Inclusion</p>	<p>The University is dedicated to a culture of civility among students, faculty, and staff. The university embraces and celebrates the many differences that exist among the members of a dynamic, intellectual and inclusive community, and strives to maintain an environment that respects differences and provides a sense of belonging and inclusion for everyone. Any form of unlawful discrimination will not be tolerated. Each student has the right to be free from discrimination, including harassment, on the basis of race, color, religion, sex, pregnancy or</p>

	<p>marital status, parental status, national origin or ancestry, age (40 or older), disability, genetic information, sexual orientation, gender identity, veteran status, or any other category protected by law or identified by the University as a protected class. If you have experienced discrimination, or know someone who has, you may seek help by contacting USI's Affirmative Action Officer at 812-464-1703 or USI.equity@usi.edu. Find more information on the Dean of Students web site and Equal Opportunity and Non-Discrimination policy.</p> <p>An important part of being an effective communicator involves being a rhetorically sensitive person, one who understands the impact of one's communication on others and makes good decisions about appropriate communicative practices. Consequently, in this course we will do everything we can to eliminate oppressive practices and language. Everyone who has grown up in a classist, sexist, racist, and heterosexist culture has to work at unlearning oppressive behaviors. We (you and I) will make mistakes in our behaviors, our language, and our choices in this class, but we need to make them during our struggle to come to grips with oppression. If any of us persist in our "-isms" or oppressive behaviors of any kind, we will continue our respect for one another while reserving our rights to respond (adapted from Ellsworth, 1989).</p>
<p>Title IX – Sexual Misconduct</p>	<p>The University of Southern Indiana is committed to providing a safe learning, living and working environment free from discrimination. Sexual misconduct and incidents of interpersonal violence deeply interrupt the collegiate experience, and USI is dedicated to ensuring a campus that is free of these types of incidents in order to promote community well-being and student success.</p> <p>USI encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.</p> <p>As Responsible Employees, all faculty, staff, and administrators of the University community (except individuals employed in the counseling and university health centers) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. The University will work with complainants to protect their privacy by sharing information with only those who need to know to ensure that USI can respond and assist.</p> <p>For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator, at 812-464-1703. Additionally, you may email the office at title.IX@usi.edu or stop by the Title IX Office located in the Wright Administration Building, Forum Wing, Suite 171.</p>
<p>Syllabus Change Policy</p>	<p>This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise.</p>