

## COMM 110: Introduction To Speech

<b>Location:</b>	Evening
<b>Address:</b>	1001 Rogers Street Columbia, MO 65216
<b>Section:</b>	19FALL1/COMM110/EVA
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Thursday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

### Syllabus Contents

- [Course Information](#)
- [Textbooks](#)
- [Technology Requirements](#)
- [Course Learning Outcomes](#)
- [Grading](#)
- [Schedule of Due Dates](#)
- [Assignment Overview](#)
- [Course Outline](#)
- [Additional Resources](#)
- [Columbia College Policies & Procedures](#)

### Course Information

#### Catalog Description

This course introduces students to basic skills necessary to function effectively in public communication situations, including informative and persuasive speaking. In addition, students will develop abilities to analyze and evaluate oral discourse as a means of becoming informed consumers of communication. G.E.

#### Additional Notes

##### ASSIGNMENT GUIDELINES

All assignments must be submitted to D2L Dropbox before or on the indicated due date and time. Late assignments may not be accepted or may be accepted for reduced credit, depending on the assignment and the circumstance. Students are responsible for submitting all assignments on time, whether or not they have attended that week's in-seat class meeting.

##### ATTENDANCE

Regular attendance is expected of all students. Attendance is one of the most important measures of your interest and desire to do well academically. Your attendance helps the class facilitate better discussions and your fellow students benefit from your ideas and experiences. Unforeseen circumstances occasionally dictate that you must miss class; please make every effort to discuss such circumstances with me before the absence. Notify me by email if an emergency occurs and you must miss class. Remember that if you are not in class, you are considered absent - regardless of the reason - and that you are still responsible for all in-class assignments. Attendance is officially entered for Columbia College records after each class meeting. Late arrivals and Early departures from any in-seat class meeting session must be pre-arranged and approved. Missing the beginning or last part of class may cost you participation points. Make the most of your investment - plan to attend class regularly and arrive prepared and ready to play an active role that contributes positively to the class.

### Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

## Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

### Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of [Tuition<sup>SM</sup>](#) are responsible for purchasing their own course materials.

## Technology Requirements

**THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.**

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

## Course Learning Outcomes

1. Create an effective thesis appropriate to the speaker, situation, and audience.
2. Demonstrate the ability to develop a logical organized informative message.
3. Demonstrate the ability to develop a logical organized persuasive message.
4. Employ effective vocal and physical delivery techniques as well as presentation aid usage.
5. Demonstrate the ethical use of evidence and sources with proper oral and written citations.
6. Employ a balanced judgement of message and interactions through information gathering, listening, ethics, and critical thinking.

## Grading

Grading Scale		
Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%

## Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
2 Examinations	170	17%
Self-Critiques	30	3%
Peer Critiques	40	4%
Preparation Outlines	60	6%
Speeches	550	55%
<b>Total</b>	<b>1000</b>	<b>100%</b>

 Schedule of Due Dates

## Week 1

Assignment	Points	Due
Discussion 1	25	Initial post by Sunday, 11:59 pm; 2nd & 3rd response posts due by Wednesday 11:59 pm
Readings (Before in-seat class meeting): Chapters 1,4,5	0	Thursday by in-seat class meeting
Preparation Outline #1	15	11:59 Saturday

## Week 2

Assignment	Points	Due
Discussion 2	25	Initial post by Sunday, 11:59 pm; 2nd & 3rd response posts due by Wednesday 11:59 pm
Readings (Before in-seat class meeting)	0	Thursday by in-seat class meeting
Speech #1 (Icebreaker)	75	In -seat class meeting on Thursday
Peer Critique #1	10	in-seat class meeting on Thursday
Self-Critique #1	10	Sunday 11:59 pm

## Week 3

Assignment	Points	Due
Discussion 3	25	Initial post by Sunday, 11:59 pm; 2nd & 3rd response posts due by Wednesday 11:59 pm
Readings (Before in-seat class meeting)	0	Thursday by in-seat class meeting
Preparation Outline #2	15	11:59 Saturday
Mid-term Exam	85	11:59 pm Monday

## Week 4

Assignment	Points	Due
Discussion 4	25	Initial post by Sunday, 11:59 pm; 2nd & 3rd response posts due by Wednesday 11:59 pm
Readings (Before in-seat class meeting)	0	Thursday by in-seat class meeting
Speech #2-Informative speech presented	125	in-seat class meeting on Thursday
Peer Critique #2	10	In-seat class meeting on Thursday, following the speech presentations
Self-Critique #2	10	Sunday 11:59 pm
Preparation Outline #3 / Audience Survey	15	Monday, 11:59 pm

Week 5		
Assignment	Points	Due
Readings (Before class meeting)	0	Thursday by in-seat class meeting
Audience Survey	50	In -seat class meeting Thursday
Peer Critique #3	10	Monday 11:59 pm
Week 6		
Assignment	Points	Due
Readings (Before Class)	0	Thursday by in-seat class meeting
Speech # 3 : Presentation of Persuasive Strategy Report	100	In-seat class meeting Thursday
Persuasive Preparation Outline #4	15	Monday, 11:59 pm
Week 7		
Assignment	Points	Due
Speech Observation Analysis	50	submit to D2L by Saturday 11:59 pm
Readings (Before Class)	0	Thursday by in-seat class meeting
Final Exam	85	In -seat class meeting Thursday
Persuasive outline evaluation	0	in-seat class meeting Thursday
Week 8		
Assignment	Points	Due
Speech #4 Presentation	200	In-seat class meeting on Thursday
Peer Critique #4	10	In-seat class meeting, on Thursday, following speeches
Self-Critique #4	10	In-seat class meeting on Thursday, following speeches
<b>Total Points: 1000</b>		

## Assignment Overview

### Online Component Expectations

There are four discussions for this class, each valued at 25 points. These discussion questions are designed to provide students with the opportunity to discuss/practice specified course content that will be applied to the process of outlining and speech delivery.

The intent of all postings is to move the class discussion on the topic forward as the week progresses. As a result, posts that simply repeat what has already been stated will not earn credit. Where necessary, students must provide correctly formatted APA citations in posts. Discussion posts are graded for quality of content, as well as participation (see rubrics in D2L). Students are expected to participate in discussions a minimum of three separate days per week.

Initial posts to the discussion prompt should comprehensively answer the prompt, demonstrating the application of assigned readings and any other provided course content. For follow up posts, students must respond to a minimum of two different students each week. Follow up posts should address answers to the initial prompt provided by peers or a follow up post by the instructor and should build upon the initial post to add depth to the discussion.

Students must post on three separate days (Day 1 is the initial post, Day 2 is the first response post, Day 3 is the second response post).

Course section instructor determines the due dates for original post and follow up posts and should ensure those are clear to students in the syllabus.

### Assignments

### Readings (Before Class)

All assigned eText chapters with annotation highlights and notes should be completed prior to coming to the in-seat portion of class. Utilize the information from the readings and incorporate it into all assignments within the course.

### Preparation Outlines

You must submit an outline for evaluation, feedback, and points, for each speech, during the week before you present the speech in class. Outline documents should be submitted as Microsoft Word (.doc or .docx) in the appropriate dropbox. Submit your outline to the appropriate Dropbox folder as designated on the weekly schedule for each assigned week. You can find more information regarding Preparation Outlines in the D2L Content area.

### Speeches

The heart of this course is the presentation of speeches. You must complete four short speeches (3-9 minutes) during the course. You will present them in front of the class during the in-seat portion of the course. You must use note cards to assist your speech presentation. You can find a more detailed description of each speech in the D2L Content area.

### Peer Critiques

You will write a critique for 4 speeches. Three of the critiques will be of your classmates and the fourth will be over a speech assigned by the instructor. The specific speech to view will be described in the D2L Content area. Your peer critique must be submitted to me in hard copy following the speech presentations, before you leave the in-seat class meeting.

### Self-Critiques

You will write a critique of your presentations for speeches 1, 2, and 4. Self-critiques 1 & 2 will be submitted online by 11:59 on the Sunday following your speech. Self-Critique 3 (of Speech 4) will be submitted in hard copy prior to leaving the in-seat portion of the final class.

### Examinations

#### Mid-Term and Final Examinations

There are two exams with questions based on textbook readings, lecture material, and class discussions. The mid-term exam must be submitted to D2L by Sunday at 11:59 pm of the appropriate week. The final exam will be completed in-seat in class meeting on the 7th week.

### Course Outline

Click on each week to view details about the activities scheduled for that week.

#### Week 1: Nonverbal Presentation Skills, Partner Introduction Speech exercise, Selecting Topic and Purpose

##### Discussion 1

##### Discussion 1: Speech to Inform Purpose Statement and Thesis Workshop

In this discussion, you will post at least one idea you have for the Purpose Statement and Thesis for your Speech to Inform.

For example, you might say:

**Specific Purpose:** To teach the audience about what is necessary to be successful as an online student.

**Thesis:** Being successful in online coursework requires that the student have sufficient technology, effective writing ability, solid time management skills, and a consistent work space.

The initial post is your Specific Purpose and Thesis Statement. This post must occur by the designated due date listed on the syllabus.

Your follow up posts must be in response to the Specific Purpose and Thesis Statement of a minimum of two of peers, providing feedback on the proposed purpose and thesis statement. These posts must occur by the due date designated on the syllabus.

- Examine both statements for wording/clarity, adaptation to the audience, scope/specificity.
- Thesis Statement must be one declarative sentence.

You most certainly may post more than one Purpose Statement and Thesis Statement for feedback. As a class, please be sure that ALL students receive feedback.

(You must still post on three different days total, once to post your introduction and at least two other days to give feedback to your peers - though I hope that you will check in often this week!)

### **Readings (Before in-seat class meeting): Chapters 1,4,5**

Before class meeting, read Chapters 1,4,5 including annotations in highlights and notes.

### **Preparation Outline #1**

Submit your outline for Speech #1 (Icebreaker speech) to the designated Dropbox folder before 11:59 Saturday. I will evaluate and return outline to Dropbox no later than Sunday night so you will have at least two full days of rehearsal before presenting on Thursday.

## **Week 2: Speech Preparation: Organizing and Outlining; Speaking to Inform**

### **Discussion 2**

#### **Discussion 2: Speech to Inform Attention Getter Workshop**

In this discussion, you will post at least one idea you have for the Attention Getter for your Speech to Inform. To do this, you will need to post your Specific Purpose and your proposed attention getter.

For example, you might say:

**Specific Purpose:** To inform my audience of the many expenses associated with driving under the influence of alcohol or other substances.

**Attention Getter:** "Have you ever had a drink that cost you more than \$10,000? (pause). That is what one drink cost me last year. I stopped after work for one quick drink to celebrate the birthday of a friend. When I left the bar 45 minutes later to head home I was pulled over by a police officer for a burned out tail light. Fast forward 45 minutes and I was being charged with driving while intoxicated. Attorney expenses, court fines and DMV fees, an increase in my car insurance, traffic school, towing, bail, and the installation of an ignition interlock device added up to one very expensive drink. The impact on my reputation was costly as well. Before you make the mistake I did, let me inform you of the many expenses associated with driving under the influence."

The initial post is your Specific Purpose and proposed attention getter. This post must occur by the designated due date listed on the syllabus.

Your follow up posts must be in response to the attention getter postings of a minimum of two of peers, providing feedback on their proposed attention getter idea(s). These posts must occur by the due date designated on the syllabus. If the idea does not work for you, tell why. If the idea is a good one, tell why. Provide suggestions for improvement, alternative suggestions, etc.

You most certainly may post more than one Attention Getter idea for feedback. As a class, please be sure that ALL students receive feedback.

(You must still post on three different days total, once to post your introduction and at least two other days to give feedback to your peers - though I hope that you will check in often this week!)

### **Readings (Before in-seat class meeting)**

Readings (Before Class) ! Chapters 9, 10, 11, 15 and annotations in highlights and notes

#### **Speech #1 (Icebreaker)**

You will present your first speech (Icebreaker) during the in-seat portion of class. You can find more information regarding this speech in the D2L Content area.

#### **Peer Critique #1**

Submit your peer critique in hard copy following the speech presentations, prior to leaving the in-seat portion of this week's class.

#### **Self-Critique #1**

Submit a self-critique of Speech # 1 to the appropriate Dropbox folder before Sunday 11:59 pm.

## Week 3: Gathering Supporting Materials; Delivery; Visual Aids

### Discussion 3

#### Discussion 3: Research and Support

Regardless of your personal expertise with your selected topic, you must support your speeches with research. Consider where you may find sources of support material for your main points, beyond the Google approach. In addition, consider the forms of support you will use to support your main points.

In your initial post, discuss your approach to the following:

- Locating, identifying, evaluating and selecting sources of support materials.  
Provide specific examples of two credible sources of support for your Speech to Inform. (Provide the URL if it is an Internet based source. For sources obtained from the Columbia College Electronic Library, provide the permalink to the source. For books or other materials, you cannot link to, provide an APA format citation.
- Evaluating and selecting forms of support, including Internet based resources.

In your follow up posts (minimum of two posts on two additional days), respond to your peers with an evaluation/analysis of the sources of support provided.

#### Readings (Before in-seat class meeting)

Read Chapters 7,8,13,14 including annotations in highlights and notes.

#### Preparation Outline #2

Submit your outline for Speech #2 (Informative) to the appropriate Dropbox folder before 11:59 Saturday.

I will evaluate and return with suggestions for revision by Sunday midnight so you will have 2 days to rehearse.

#### Mid-term Exam

True-False, Multiple Choice exam based on class lectures, material in text chapters read in weeks 1, 2, 3 inclusive.

Complete the exam on D2L before 11:59 Monday.

## Week 4: Analyzing Audience; Speaking to Persuade

### Discussion 4

#### Discussion 4: Persuasion – Monroe's Motivated Support

In your INITIAL POST, use one or more sentences in each of the five steps of Monroe's Motivated Sequence (Attention, Need, Satisfaction, Visualization, Action) to outline the essence of your Persuasive Call to Action Speech. Be sure to label each step.

#### Example format for your response:

**Specific Purpose:** To motivate my audience to perform random acts of kindness.

**Attention:** Thank you for always being so enthusiastic professor!

**Need:** Life has become more stressful than ever for all of us. Stress has a trickle-down effect on others causing more of us to become stressed. When people are stressed, bad things happen.

**Satisfaction:** By performing random acts of kindness you can improve someone's mood, improve their self-esteem, and maybe even save a life!

**Visualization:** Imagine the smile on the face of your instructor when you thank them for hosting an especially engaging class session this week. This random act of kindness is likely to motivate them to be even stronger next week, making your class that much more enjoyable. And, giving that compliment makes you feel good too.

**Action:** With all the stress in our lives, why add to it when we can easily reduce it. Here is a list of random acts of kindness you can do today. Choose one, do it today, and make the world a better place.

In your follow up posts (minimum of two posts on two additional days), respond to your peers with an evaluation of the five steps provided. Be sure to label each step.

#### Readings (Before in-seat class meeting)

Read eText chapters 1 & 16, including, highlights and notes .

## **Speech #2-Informative speech presented**

You will present your second speech (Informative) during the in-seat portion of class.

You can find more information regarding this speech in the D2L Content area.

### **Peer Critique #2**

Submit your peer critique in hard copy, following the speech presentations, prior to leaving the in-seat portion of this week's class.

### **Self-Critique #2**

Submit a self-critique of Speech #2 to the appropriate Dropbox folder before Sunday 11:59 pm CT.

### **Preparation Outline #3 / Audience Survey**

Submit your Preparation Outline / Survey for Speech #3 (Audience Survey) to the appropriate Dropbox folder before 11:59 Monday.

I will evaluate it and return it in time for you to print 21 copies to bring to Thursday class, 5th week.

## **Week 5: Listening; Methods of Persuasion**

### **Readings (Before class meeting)**

Read eText chapters 3 & 17, including highlights and notes.

### **Audience Survey**

Bring 21 copies of your prepared audience survey to class. Surveys will be completed, tabulated, analyzed during the in-seat portion of this week's class. Points are earned through quality of survey form, collection and tabulation of data, quality of data analysis.

### **Peer Critique #3**

Submit a critique of assigned TED talk to the appropriate Dropbox folder before Monday 11:59 pm.

## **Week 6: Ethics and Language; Persuasive Outline patterns of organization**

### **Readings (Before Class)**

Read eText chapters 2 & 12 including highlights and notes.

### **Speech # 3 : Presentation of Persuasive Strategy Report**

You will present your third speech (Persuasive Strategy Report) during the in-seat portion of class on Thursday.

You can find more information regarding this speech in the D2L Content area.

### **Persuasive Preparation Outline #4**

Submit persuasive outline for Speech #4 to Dropbox folder before Monday 11: 59 PM. I will give a first evaluation, and then you correct the outline and bring a hard copy to in-seat class meeting on Thursday, week 7. I will give you the final approval for the outline, so you will have 6 days to rehearse.

## **Week 7: Emotional Appeals; Persuasive Outlines; Final Exam**

### **Speech Observation Analysis**

### **Speech Observation Analysis**

Identify a live speech you are able to attend with a scheduled speaker presenting from 15-60 minutes in duration. List the following:

Date:

Time:

Location:

Speaker Name:



In an effort to practice your listening skills, write a reflection paper analyzing the following:

- I. The Speech Objectives
- II. The Audience and Context for the Speech
- III. Speech Content and Structure
  - A. Before the speech
  - B. The speech opening
  - C. The speech body
  - D. The speech conclusion
- IV. Delivery skills and techniques
  - A. Enthusiasm and connection to the audience
  - B. Visual aids
  - C. Use of stage area
  - D. Physical - gestures and eye contact
  - E. Vocal variety
  - F. Language
- V. Intangibles
  - A. How did the speech make you feel?
  - B. Were you convinced?
  - C. Would you want to listen to this speaker again?
  - D. Were there any original ideas or techniques you observed?

**Method of Evaluation:**

- I. Organization
- II. Grammar, spelling and typographical errors
- III. Thoroughness
- IV. Demonstration of effective critical thinking, observation, analysis and application of course materials throughout
- V. References: Minimum of two scholarly references used (in addition to text); APA formatted reference page and in text citations used as needed.

**Readings (Before Class)**

Review the information in eText chapters 16 & 17.

**Final Exam**

Complete Final Exam over Chapters 2,3,6,12,16,17, in-seat, during class meeting.

**Persuasive outline evaluation**

Bring a corrected hard copy of your persuasive outline, including sources /bibliography. I will read student outlines during the exam and give final approval to the outline.

## Week 8: Speech #4 Presentation

### Speech #4 Presentation

You will present your Fourth and final speech (Persuasive) during the in-seat portion of class.

You can find more information regarding this speech in the D2L Content area.

### Peer Critique #4

Submit your peer critique following the speech presentations, prior to leaving the in-seat portion of this week's class.

Each student will receive their critique before leaving class.

### Self-Critique #4

Submit a self-critique of Speech #4, following the speech presentations, prior to leaving the in-seat portion of this week's class.

## + Additional Resources

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

### Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

### Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

## ! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

### Additional Policies:

#### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

#### Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

## Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

## Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

## Course Policies and Procedures:

### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](http://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.