



Assignments	Date	Points Available
1. Issue Tracking Annotated Bibliography	May 17-August 5	50
2. TED Talk Analysis	June 3	50
3. Audience Analysis	Week 3 & 5-6	50
4. Personal Narrative Speech	Week 4 lab	50
5. Informative Speech on a Science Topic w/Analysis	Week 5-6 labs	100
<i>Mid-term exam</i>	June 21	100
6. Reflection and Feedback on Informative Speech	Week 8 lab	50
7. Persuasive Speech on a Science Issue	Week 9-10 labs	150
8. Science Issue Discourse	Week 11 lab	50
9. Reflection on Communicating About Science	Week 12 lab	50
<i>Final Exam</i>	August 9	100
<i>Class participation</i>	<i>All semester</i>	<u>100</u>
<b>Total</b>	<b>**</b>	<b>1,000</b>

**Grading:**

Your assignments are graded according to course rubrics. If you have questions or concerns about your scores, please **speak with your grader first *within one week*** of the assignment scores' being returned to you, before appealing to Dr. Perry.

**The grading scale** follows:

<b>A</b>	950 to 1000	<b>C</b>	730 to 769
<b>A-</b>	900 to 949	<b>C-</b>	700 to 729
<b>B+</b>	870 to 899	<b>D+</b>	670 to 699
<b>B</b>	830 to 869	<b>D</b>	630 to 669
<b>B-</b>	800 to 829	<b>D-</b>	600 to 629
<b>C+</b>	770 to 799	<b>E</b>	599 & Below

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Academic Honesty:** Academic honesty is expected, just as high ethical standards are required professionally. There will be zero-tolerance for anything less. That includes not: giving, accepting or taking unauthorized aid, including looking at colleagues' exam papers; plagiarizing websites; plagiarizing others' **or your own previous work**; or doubling on assignments without the permission of all involved professors and instructors.

**Plagiarizing** includes taking **verbatim phrases of more than a few words** without full attribution. Violations will be pursued according to university guidelines. Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct in the [Dean of Students Office](#).

**More on plagiarism** is on page 4 of this syllabus.

**Attendance:**

**To succeed in this course, you must *come to class*.** You are responsible for all information delivered in class, including information for the exam and assignments. *Students unable to attend class are responsible for proactively obtaining class notes and handouts.* Make-up exams and deadline extensions are granted only in cases of *documented* excused absences.

**Special Needs:**

Students requesting classroom accommodation must first register with the [Dean of Students Office](#), which will provide documentation for the accommodation. It is the *student's responsibility* to assure the documentation is delivered to the instructor. More related information is on page 4 of this syllabus.

**1. Reading & Assignment Schedule:**

- Readings are from the textbook. • Handouts will be posted on the class website and/or Canvas.

<b>Week</b>	<b>Topic</b>	<b>Reading</b>
I • May 14	Introduction • Issues & Topics • Audiences <b>No labs this week</b>	Ch. 1-2, 5
II • May 21	Crafting the Speech • Personal Narratives <b>Labs:</b> Introductions • Audience Analysis	Ch. 7-9
III • May 28	Communicating about Science AAAS Communication Fundamentals <a href="https://www.aaas.org/page/communication-fundamentals-0">https://www.aaas.org/page/communication-fundamentals-0</a> <b>Labs:</b> 3. Audience Analysis* <b>DUE June 3</b> in Canvas: 2. Ted Talk Analysis	
IV • June 4	Informative Speeches <b>Labs:</b> 4. Personal Narrative Speech	Ch. 12
V • June 11	Supporting Materials • Articulation & Delivery • Credibility <b>Labs:</b> 5. Informative Speech on Science Topic w/Analysis*, <i>cont.</i>	Ch. 6, 11
VI • June 18	<b>***Mid-term exam June 21***</b> <b>Labs:</b> 5. Informative Speech on Science Topic w/Analysis*	
June 25-30	<b>***SUMMER BREAK***</b>	
VII • July 2 July 4	Group Communication • Intercultural Communication <b>Independence Day ***NO LABS THIS WEEK***</b>	Ch. 3-4
VIII • July 9	Persuasive Communication <b>Labs:</b> 6. Reflection and Feedback on Informative Speech	Ch. 13
IX • July 16	Discourse <b>Labs:</b> 7. Persuasive Speech on Science Issue	Handout
X • July 23	Argumentation <b>Labs:</b> 7. Persuasive Speech on Science Issue, <i>cont.</i>	Ch. 14
XI • July 30	Communication Law <b>Labs:</b> 8. Science Issue Discourse	Handout
XII. • August 6 August 10	<b>***Final Exam August 9 ***</b> <b>DUE August 5 in Canvas</b> 1. Issue tracking summary <b>Labs:</b> 9. Reflection on communicating about science Classes end	

**The instructor reserves the right to amend this syllabus as necessary.**

## Plagiarism and Copyright

When communicating about science, we base our work on **facts** obtained from a variety of sources. We can freely use factual information from the public domain. We **cite our sources** so others can access the information we present. We give credit where it is due. We are very careful to use others' *unique expression* of that information both ethically and lawfully. *Unique expression* can be a phrase of a few words or a simple hashtag moniker. We must obtain permission to use our sources' expression, or give full credit for a *limited, fair use*.

Assignments submitted via Canvas are automatically vetted for **plagiarism** with Turnitin.

## UF Academic Honesty, Software Use, Campus Helping Resources, Services for Students with Disabilities

### Academic Honesty

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The **Honor Pledge**: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: 2013-2014 Undergraduate Catalog, <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>)

It is assumed all work will be completed independently unless the assignment is defined as a *group project*, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

### Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems, lacking clear career or academic goals, or experiencing other problems that may interfere with their academic performance.

**University Counseling & Wellness Center**, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)

Counseling Services	Groups and Workshops
Outreach and Consultation	Self-Help Library
Training Programs	Community Provider Database

**Career Resource Center**, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)

**Services for Students with Disabilities**: The Disability Resource Center — 0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) — coordinates the accommodations needed for students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues.