

SYLLABUS

COMM 101: Fundamentals of Communication

Department of Communication
2018-2019

Instructor: _____ E-Mail: _____
Office: _____ Office hours: _____
Communication department phone: 703.993.1090
Names, emails, phone numbers, and Skype contact information for at least two classmates:

Name	Phone	Email	Skype

Required Texts

Valanzano, J. M., III, Broeckelman-Post, M. A., Sahlstein-Parcell, E. & Hyatt Hawkins, Katherine E. (2018). *Communication Pathways Customized for George Mason University*, 2018-2019 Edition. Southlake, TX: Fountainhead.

Note: This book is only available at the GMU campus bookstore. You must purchase a new copy because many of the pages will be used and turned in as part of assignments throughout the semester. We will also be using Blackboard in this class.

Course Description

This course examines various principles underlying effective communication in the interpersonal, public speaking, and small group contexts. This course presents principles to help develop appropriate and effective communication strategies in one-to-one and small group communication settings. This course places emphasis on analyzing and assessing the communication skills necessary to create and sustain effective communication in personal and professional relationships.

Mason Core Outcomes for Oral Communication

Oral communication competency at George Mason University is defined as the ability to use oral communication as a way of thinking and learning as well as sharing ideas with others. The Mason Core program identifies numerous learning goals in oral communication, which are addressed specifically in two Communication courses, COMM 100: Public Speaking and COMM 101: Interpersonal and Group Interaction. Common to both courses are these four learning outcomes:

1. Students will demonstrate understanding of and proficiency in constructing and delivering multiple message types.
2. Students will understand and practice effective elements of ethical verbal and nonverbal communication.
3. Students will develop analytical skills and critical listening skills.
4. Students will understand the influence of culture in communication and will know how to cope with cultural differences when presenting information to an audience.

Course Learning Objectives

It is important that you learn to develop your communication skills and that you learn how to present your findings to others. *This is both a theory and a skills course, and our primary goal is for you to gain competence in a variety of interpersonal, public speaking, and small group communication situations.* In order to achieve our goal, we will engage in various activities, assignments, etc. By the end of this course, you will be able to:

1. Monitor your own verbal and nonverbal communication practices, understand the role of culture and perception in interactions, and communicate ethically and effectively in interpersonal, public speaking, and group communication interactions.
2. Identify and explain fundamental communication processes, including models of communication, language, nonverbal communication, and listening.
3. Practice effective listening in order to understand, evaluate, and respond to others' messages.
4. Understand how interpersonal relationships develop and are maintained, and analyze and manage interpersonal conflict situations.
5. Conduct research and evaluate the quality of support materials and their appropriateness for use when explaining complex ideas to non-expert audiences.
6. Prepare full-sentence outlines and deliver speeches that include appropriate organization, well-supported claims, reasoned arguments, effective delivery, presentation aids (including PowerPoint), and adaptation to a specific audience and rhetorical situation.
7. Participate effectively in a small group to accomplish a team-based problem-solving task and be able to analyze and utilize the most appropriate leadership styles, task roles, and maintenance roles for that specific small group situation.

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own and developed by you specifically for that assignment during the current semester; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask your instructor for clarification. Under no circumstances is it permissible to cheat, plagiarize, steal, or lie in matters relating to academic work. No grade is important enough to justify academic misconduct, and cases of academic misconduct will be treated seriously, will most likely result in a failing grade on the assignment or in the course, and will be reported to the Mason Honor Committee. Another important aspect of academic integrity includes the free exchange of ideas, and there will often have vigorous discussion in this class. It's fully expected that all aspects of this class will be conducted dialogically with civility and respect for differing ideas, perspectives, and traditions. For more information, visit: <http://oai.gmu.edu/the-mason-honor-code/>. Instructors may use Blackboard SafeAssign on assignment submissions in this course.

Attendance and Participation Policy

Students are expected to be in class on time every day and should come to class prepared and ready to participate in class activities, assignments, and discussions, both in class and on Blackboard. Attendance and grades are highly correlated in any class, and most in-class assignments cannot be made up when a student is absent from class. Students are expected to attend class for the entire duration of the semester, including the last day of class and through the reading days and the designated Final Exam period for all their classes.

Emergencies, illnesses, the death of loved ones, participation in university sponsored activities (e.g., debate tournament or basketball game in which a student is competing as a university representative), and important religious observances sometimes make it impossible for a student to attend class. For these excused absences and emergencies, students are expected to provide written third-party documentation in advance whenever possible.

Examples of third-party documentation include a calendar of religious observances, a letter from a coach that specifies the dates on which a student will need to miss class, an obituary or funeral program, or a doctor's note. In the case of illnesses or emergencies for which it is impossible to notify instructors in advance, students should contact their instructors as soon as possible via email and then provide documentation as soon as possible.

Campus Emergencies, Closures, and Class Cancellations

George Mason University is dedicated to preparing staff and students in the event of an emergency. All students in this class are encouraged to register for Mason Alert, a system that allows university officials to contact the community during an emergency by sending a text message. In addition, take a minute to view the emergency procedures poster in each of your classrooms. This poster explains what to do in the event of a medical emergency, fire, tornado, violence, power outage or other crisis. Please let your instructor know if you would like to discuss these procedures or any information on emergencies. If you are not currently registered for Mason Alert please text MASON to 411911 or visit the website: <https://alert.gmu.edu>

If campus is closed for any reason (power outage, snow, etc.), do not assume that class activities are cancelled. In the event of a snow day or other campus closure that prevents a class from meeting in its normal classroom, classes will typically be held online. Watch your email for messages from your instructors that provide instructions about how the class will proceed.

If your instructor is not present at the start of class, please check your emails for updates. If there is not an email from your instructor, wait until 5 minutes after the start of class and have one member of the class notify the Basic Course Coordinator (bcc@gmu.edu). The BCC may not respond immediately, but the BCC or your instructor will reply to the class within 24hrs. If the instructor is not present within 15 minutes after the start of class you are free to dismiss. Check your emails regularly over the next 24 hours for updates.

Campus Resources

There are numerous campus resources that are available to help students succeed in their classes, academic careers, and in their professions after they leave GMU, and to manage the many other challenges that we all face at some point. For more details, review the full list of resources online at <http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/>. A few of these include:

- University Writing Center
- Learning Services
- Academic Advising and Transfer Center
- Student Health Services
- Counseling and Psychological Services
- University Career Services
- Military Services
- Student Support and Advocacy Center
- ODIME

An additional resource that is available exclusively to students in this course is the Speech Lab. The Speech Lab is staffed by volunteers from our nationally-ranked Forensics Team, who are some of the best college-level competitive speakers in the nation. The Speech Lab is available to assist students with planning, preparing, and presenting each of the speeches in this class. See the Speech Lab area of the course Blackboard site for information about the location and hours of the Speech Lab. Note that appointments are required and students must provide *at least* 24hrs-advanced notice of a requested appointment.

Chain of Responsibility

You are the person most responsible for your learning experience throughout your time here at George Mason. Your instructor is second in that chain. It is your responsibility to communicate with your instructor about anything that you feel may inhibit your learning experience. If the results of those discussions are unsatisfactory, try again. If your instructor still does not seem to understand the concern, your next level of responsibility is to bring the issue to the attention of the Basic Course Coordinator (bcc@gmu.edu) for the Department of Communication. Anything that still can't be resolved will go next to the Basic Course Director. Only after these steps have been taken should you consider going to the Assistant Department Chair, Department Chair, Dean, Provost, or University President. "Jumping rank" and going directly to the Dean or Provost is a very ineffective communication strategy for a number of reasons and is very likely to hurt your chances of a favorable resolution.

Classroom Conduct and Professionalism

Professionalism includes coming to class with a positive attitude, engaging in dialogic communication (e.g., respecting others' opinions, not interrupting in class, being respectful to those who are speaking, working together in a spirit of cooperation), and arriving to class on time and prepared for the class session. When students engage in any type of inappropriate behavior, they may be asked and required to leave for the remainder of that class session. If all goes well in the class, students tend to share information of an "interpersonal" nature"- it goes with the territory in a Communication classroom. You wouldn't want something said about you to people all around campus, so keep others' revelations confidential and do not talk about your classmates outside of class, and that goes for all your classes! Each student is expected to be conscious and respectful of classroom diversity. While students may disagree on many topics, every person should respect the perspective of fellow classmates, instructors, and invited guests.

Bring the course textbook, syllabus, class notes, any needed assignments and drafts, papers and writing utensils to each class meeting. Laptop computers, tablets, mobile phones, and other electronic devices may be used before and after class, but do not use them during class unless the instructor has instructed students to use them for a specific class activity. Electronic devices tend to be a distraction for all students, and research shows that using a mobile phone during class reduces note taking by 62% and reduces subsequent grades on exams by 1 ½ letter grades (Kuznekoff & Titsworth, 2013). Silence all devices before class begins and put them away. Instructors reserve the right to confiscate all devices until the end of the class period or ask students to leave the classroom.

Students who interrupt class discussions by frequently arriving late to class, constantly interrupting others without thoughtfully listening to their comments, or who ask questions (in class and over email) that would more appropriately be answered by a simple glance at the syllabus (e.g., "When is this due?," "What do we have to read for next class?," "Did we do anything important when I missed class?," etc.) not only reflect poorly upon themselves, they also actively devalue the educational experience of others. Keep a copy of the course syllabus and schedule on hand and refer to them often. Students are expected to take responsibility for their own learning and to keep track of assignments and deadlines throughout the semester.

Disability Accommodations

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. You can contact ODS at <http://ods.gmu.edu/>, 703.993.2474, or stop by SUB I Room 4205. If you qualify for an accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell your instructor.

Diversity and Inclusion

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Extra Credit

There are no extra credit opportunities in this class. Extra credit is extra work, and students who are having difficulty completing the required coursework seldom have the time to complete additional assignments. Students who perform poorly on course assignments may not be devoting adequate time and effort to their academic responsibilities. Students should notify their instructors immediately when they are having difficulty in a course.

Final Exam

The Final Exam for this course will be delivered during a Block Exam timeframe, and requests to change the exam date will not be granted, except in the case of documented emergencies (see *Attendance and Participation Policy* for documentation requirements). Students will only be allowed to complete the exam one time.

Grades

Your final grade will be based on the following scale:

A+	97-100 (970-1000)	B	83-86 (830-869)	D	60-69 (600-699)
A	93-96 (930-969)	B-	80-82 (800-829)	F	59 or less (599-0)
A-	90-92 (900-929)	C+	77-79 (770-799)		
B+	87-89 (870-899)	C	70-76 (700-769)		

Incomplete grades will not be given in this course except in rare cases in which students have completed the course but are prevented from attending the final exam due to a documented serious medical emergency or other excused absence that truly cannot be avoided. In these cases, students should first attempt to reschedule the exam during the final exam period and an Incomplete will only be considered if this is impossible. In these cases, students should contact their instructor immediately to make arrangements. If the instructor has not heard from a student by the end of the exam, it is highly likely that the student will receive a "0" score for the exam. Instructors may defer to the Basic Course Coordinator to determine if an Incomplete is warranted.

Grade Appeals

The time to challenge the merit of an individual assignment is during the semester and within one week after the assignment evaluation is returned. Once the semester has ended and a final semester grade is posted, it is not appropriate to then challenge the merit of individual assignment grades earned during the semester. Students often are not aware of what conditions qualify for a grade change after the completion of a semester. The appeal request must fit into one or more of the following categories:

1. A change from a temporary to a final grade either before or after a University deadline (such as an "Incomplete" to an "A")
2. A computational or technical error (such as an issue with an auto calculation)
3. A recording error (such as a professor recording an "18" instead of an "81").

If you believe there is an error in your final semester grade, you should first approach your instructor with clear and concrete justification and evidence to support your appeal in the category or categories above. If you are not able to resolve the issue with your instructor then you may bring your appeal and justification to the Basic Course Coordinator. Once the semester has ended, the BCC will not hear appeals regarding the merit of individual assignment grades earned during the semester, as those should have been resolved with the instructor during the semester.

Late Work Policy

Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. Late work will not be accepted except in the case of a documented personal emergency or excused absence, and students will not be allowed to make up assignments or exams unless they have third-party documentation of an excused absence or emergency. It is the student's responsibility to provide written documentation from a third party that details the emergency or university-excused absence. Except in the very rare case of last minute emergencies (e.g., getting hit by a car walking to class and being taken to the emergency room), students should let their instructors know about any excused absences, provide documentation, and make arrangements for making up any missed work in advance of missing class. When the nature of the emergency makes it impossible to make up work in advance, students will be given a deadline to complete missed work, usually within one week of the original deadline. **Technology failures, work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered a personal emergency.** In some cases, even when students have a documented, excused absence, the work in class might be impossible to make up, such as in-class activities, workshops, group work, and individual or group presentations.

Privacy

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Instructors cannot discuss any student's educational record with their parents, friends, or anyone except with the student or appropriate university representative. Because GMU email is the only one that can be explicitly identified as belonging to you, your instructor will only communicate with you via email using your GMU address, and your instructor will not discuss grades via email. Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu/> for more information.

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to a campus that is free of sexual misconduct and incidents of interpersonal violence in order to promote community well-being and student success. Faculty members are required to report incidents of sexual misconduct to the University Title IX Coordinator (703-993-8730).

Course Requirements and Assignments

Details about all assignments are included in this textbook, and additional resources for completing the assignments and examples of these assignments are available in Blackboard. Grades will be posted on Blackboard and will be earned by completing and submitting the following assignments by their respective deadlines.

Assignment	Points Possible
Explanatory Speech (19.5%)	
Annotated Bibliography	50
Explanatory Speech Draft & Outline Workshop	5
Explanatory Speech Delivery Workshop	5
Explanatory Final Outline & Ppt	25
Explanatory Speech	100
Explanatory Self-Evaluation	5
Explanatory Peer Evaluations	5
Exploring Culture & Perception Assignment (11%)	
C&P Team Presentation Final Outline	10
C&P Team Presentation	100
Interpersonal Communication Challenges (7.5%)	
Choose 3 challenges at 25 points each	75
Deliberative Dialogue (20%)	
Group Proposal	25
Deliberative Dialogue Final Outline	25
Presentation & Q&A	100
Reflection Paper & Group Assessment	50
Content Assessment (31%)	
Chapter Pre-Class Activities and Quizzes (21)	210
Comprehensive Final Exam	100
Participation (11%)	
Communication Center Visit	15
Research Participation	15
Pre-Survey	15
Post-Survey	15
Attendance and Participation	50
Total Points Possible	1000

Tentative Schedule for 2018-2019

Week	Due before class	Do in class
1	<p>Read before class</p> <ul style="list-style-type: none"> • Syllabus • Introduction to the course • Ch. 1: The Basics of Communication • Ch. 2: Dialogic Communication <p>Do before class</p> <ul style="list-style-type: none"> • Watch the Overview and Welcome Video • Quiz 1: Basics of Communication • Quiz 2: Dialogic Communication • Prepare for your introductory speech 	<ul style="list-style-type: none"> • Syllabus Overview and Introduction to the Course • In-class introductory speeches • Discussion and activities for chapters 1 & 2 • Brainstorming activity for speech topics
2	<p>Read before class</p> <ul style="list-style-type: none"> • Ch. 3: Language • Ch. 4: Nature of Formal Presentations • Annotated Bibliography Assignment • Explanatory Speech Assignment <p>Do before class</p> <ul style="list-style-type: none"> • Watch Overview Video • Quiz 3: Language • Quiz 4: Nature of Formal Presentations • Use library website to begin finding your five sources for the Annotated Bibliography and Explanatory Speech assignments—save your sources and bring them to class (on your computer is fine) • Complete the Pre-Course Survey and upload a screenshot of your submission confirmation screen (closes at 5pm on September 12 in the fall, February 1 in the spring) 	<ul style="list-style-type: none"> • Discussion & activities for chapters 3 & 4 • Discuss the Annotated Bibliography and Explanatory Speech assignments • Explanatory Speech Plan • Source Evaluation Activity <p>**The Add deadline is September 4 in the fall, January 29 in the spring</p>
3	<p>Read before class</p> <ul style="list-style-type: none"> • Ch. 5: Informative and Explanatory Speaking • Ch. 6: Organizing Your Presentation • Giving Quality Feedback <p>Do before class</p> <ul style="list-style-type: none"> • Watch Overview Video • Quiz 5: Informative and Explanatory Speaking • Quiz 6: Organizing Your Presentation • Finish draft of Explanatory Speech Outline—upload in Blackboard and bring hard copies to class 	<ul style="list-style-type: none"> • Discussion and activities for chapters 5 & 6 • In-class Explanatory Speech Outline Peer Workshop—bring your laptops and hard copies of your outlines
4	<p>Read before class</p> <ul style="list-style-type: none"> • Ch. 7: Delivery • Ch. 8: Nonverbal Communication • Ch. 9: Listening <p>Do before class</p> <ul style="list-style-type: none"> • Watch Overview Video • Quiz 7: Delivery • Quiz 8: Nonverbal Communication • Quiz 9: Listening • Practice delivering the introduction to your speech. This is a great time to visit the Communication Center! • Upload Annotated Bibliography to Blackboard 	<ul style="list-style-type: none"> • Discussion and activities for chapters 7-9 • In-class Explanatory Speech Delivery Peer Workshop—bring your notecard, a full copy of your outline, and a laptop or tablet with your presentation aids

Week	Due before class	Do in class
5	<p>Read before class</p> <ul style="list-style-type: none"> • Speech Day Expectations <p>Do before class</p> <ul style="list-style-type: none"> • Practice your speech aloud several times. This is a great time to visit the Communication Center! • Submit final explanatory outline and PowerPoint in Blackboard 	<p>Explanatory Speeches & Peer Evaluations</p>
6	<p>Read before class</p> <ul style="list-style-type: none"> • Communication Challenges Assignment <p>Do before class</p> <ul style="list-style-type: none"> • Practice your speech aloud several times. This is a great time to visit the Communication Center! 	<p>Explanatory Speeches & Peer Evaluations</p> <ul style="list-style-type: none"> • Discuss Communication Challenges Assignment
7	<p>Read before class</p> <ul style="list-style-type: none"> • Ch. 10: Perception and the Self • Ch. 11: Communication, Culture, & Diversity • Ch. 12: Interviewing • Exploring Culture & Perception Assignment <p>Do before class</p> <ul style="list-style-type: none"> • Watch Overview Video • Quiz 10: Perception and the Self • Quiz 11: Communication, Culture, & Diversity • Quiz 12: Interviewing • Watch your video of your explanatory speech and complete your self-evaluation. Upload your self-evaluation and video to Blackboard. • Start working on your Communication Challenges 	<ul style="list-style-type: none"> • Talk about C&P assignment & pick partners • Discussion and activities for Ch. 10 & 11
8	<p>Read before class</p> <ul style="list-style-type: none"> • Ch. 13: Relationship Development • Ch. 14: Relationship Maintenance <p>Do before class</p> <ul style="list-style-type: none"> • Watch Overview Video • Quiz 13: Relationship Development • Quiz 14: Relationship Maintenance • Develop interview questions for you Culture & Perception Interview • Set a time to meet with your partner in-person or online to conduct your Culture & Perception Interview (interviews should be done by next week) • Work on your Communication Challenges 	<ul style="list-style-type: none"> • Discussion and activities for Ch. 13 & 14
9	<p>Read before class</p> <ul style="list-style-type: none"> • Ch. 15: Communication in Intimate Relationships • Ch. 16: Mediated Relationships • Ch. 17: Interpersonal Conflict <p>Do before class</p> <ul style="list-style-type: none"> • Watch Overview Video • Quiz 15: Communication in Intimate Relationships • Quiz 16: Mediated Relationships • Quiz 17: Interpersonal Conflict • Work with your partner to develop your outline for your Culture & Perception Presentation • Work on your Communication Challenges 	<ul style="list-style-type: none"> • Discussion and activities for Ch. 15-17

Week	Due before class	Do in class
10	<p>Do before class</p> <ul style="list-style-type: none"> Practice your C&P Presentation with your partner. This would be a great time to meet with a consultant in the Communication Center! Upload final C&P outline to Blackboard 	<p>Culture & Perception Presentations</p>
11	<p>Read before class</p> <ul style="list-style-type: none"> Ch. 18: Small Group Communication Ch. 19: Leadership Deliberative Dialogue Assignment <p>Do before class</p> <ul style="list-style-type: none"> Watch Overview Video Quiz 18: Small Group Communication Quiz 19: Leadership Submit Communication Challenges Assignment on Blackboard 	<ul style="list-style-type: none"> Introduce and explain Deliberative Dialogue (DD) Assignment Assign groups for DD Discussion and activities for Ch. 18 & 19
12	<p>Read before class</p> <ul style="list-style-type: none"> Ch. 20: Persuasive Speaking Ch. 21: Group Presentations <p>Do before class</p> <ul style="list-style-type: none"> Watch Overview Video Quiz 20: Persuasive Speaking Quiz 21: Group Presentations Identify a problem that you would like your group to address and post your problem proposal in your group discussion board Read and respond to your group members' problem proposals in the discussion board 	<ul style="list-style-type: none"> Discussion and activities for Ch. 20 & 21 Deliberative Dialogue Day 1 <ul style="list-style-type: none"> Select and explore the problem that your group will address
13	<p>Do before class</p> <ul style="list-style-type: none"> Write down some ideas about how you would solve the problem your group has chosen and the steps needed to implement that solution. Do the Post-Course Survey, save your submission screen as a pdf, and upload the pdf to Blackboard (survey will close at 5pm on December 7 in the fall, May 7 in the spring) 	<p>Deliberative Dialogue Day 2</p> <ul style="list-style-type: none"> Decide on a solution to the problem you will address and draft your group proposal and presentation
14	<p>Do before class</p> <ul style="list-style-type: none"> Submit Deliberative Dialogue Group Proposal and Final Outline (one of each per group) Practice your Deliberative Dialogue Presentation with your teammates. This would be a great time to meet with a consultant in the Communication Center! Bring a grading rubric and a hard copy of your group's outline to class. Write your Deliberative Dialogue Reflection Paper and Group Assessment (due by 5pm on December 7 in the fall, May 7 in the spring) Study for the final exam 	<p>Deliberative Dialogue Presentations</p> <ul style="list-style-type: none"> Teaching evaluations & end of semester wrap up <p>**The post-course survey, Communication Center visit, and research credit assignments are due by 5pm on December 7 in the fall, May 7 in the spring**</p>
<p>FINAL EXAM: The Final Exam for this course will be delivered during a Block Exam timeframe from 7:30am-10:15am on Thursday, December 13, 2018 in the fall and Thursday, May 9, 2019 in the spring. A link to the exam will appear in the Final Exam tab in Blackboard from 7:30am through 5:00pm to accommodate those already with 7:30am exams on this day. You must log in and complete the exam in Blackboard during this time. You will only be allowed to complete the exam one time. If you have three or more exams on the same day, you may ask to have this exam moved to an earlier date.</p>		