

COMM 101: Fundamentals of Communication

Department of Communication

2020-2021

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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., Mathis, S. M., Brophy, N., Adebayo, A., Stewart, B., Malterud, A., & Tucker, M. (2020). *Communication Pathways Customized for George Mason University*, 2020-2021 Edition. Southlake, TX: Fountainhead.

All readings for this course will be through the Top Hat digital learning platform, which hosts this semester's online textbook. Embedded throughout this text are interactive questions pertaining to the readings, which will be factored into your overall grade for the course. The textbook can be purchased directly through Top Hat (less expensive) or through the GMU Bookstore, where you will purchase a code and then log in to Top Hat to join the course textbook.

Top Hat link (our course join code is 875738)

If you are new to Top Hat and don't have an account, watch this orientation video to learn more: <https://youtu.be/kKM34vIcCbQ>. If you have any trouble signing into Top Hat or gaining access to the course, email [support@Top Hat.com](mailto:support@TopHat.com).

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: Fundamentals of Communication. 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. Moreover, all work completed in this class should be original work. Using assignments from other classes or recycling speeches and outlines from previous classes is unacceptable. No grade is important enough to justify academic misconduct; cases of academic misconduct will be treated seriously and will most likely result in a failing grade on the assignment or in the course. Academic misconduct cases will be reported to the Mason Honor Committee (OAI). Another important aspect of academic integrity includes the free exchange of ideas, and often there will be a vigorous discussion in this class. It is 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 use Blackboard SafeAssign to check for plagiarism.

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. If you will be unable to attend class, please let your instructor know as soon as possible so that you can make arrangements to complete your work for that day another way. Please see the late work policy (below) for details about make-up work and extensions.

Campus Emergencies, Closures, and Class Cancellations

George Mason University is dedicated to preparing staff and students in the event of an emergency. 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 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 your instructor is not present or emailed instructions within 15 minutes after the start of class you are free to dismiss. Check your emails regularly. Your instructor will reply to the class within 24hrs.

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:

- Communication Center
- 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
- Office of Diversity, Inclusion and Multicultural Education

GMUK Academic Resource Center: The Academic Resource Center, is in the business of looking at your papers and problems to improve your academic achievement in the area of Writing, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutoring services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor.

As tutors are helping you in your writing or projects, they will help you become conscious of particular error patterns that emerge in your work.

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 cannot 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.

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 (ODS). 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 on 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.

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 submitting the final assignment due to a documented serious medical emergency or other excused absence that truly cannot be avoided. 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 period, 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 unless you reach out to your instructor to let them know about extenuating circumstances and request an extension. If you have an emergency or other situation that interferes with your ability to complete assignments on time (e.g.: illness, injury, accident, funeral, power or internet outages, childcare emergency, etc.), please reach out to your instructor as soon as possible to let them know about your extenuating circumstances. In such cases, you will be given a new deadline by which make-up work must be submitted and instructions for doing so, usually within one week of the missed deadline.

Parents and Primary Caregiver Accommodations

Our institution values diversity and inclusion, and this includes supporting students who also have parenting and family caregiver responsibilities. Parents and primary caregivers often have additional complications that sometimes make it difficult to attend class, such as morning sickness or late openings, childcare emergencies, etc. If one of these situations will make it impossible for you to attend class, please let your instructor know about the situation as soon as possible, and these situations will be treated as documented excused absences. If you have a childcare emergency and you think you are your child can manage it, you may bring your child to class; for in-person classes, please sit near the door so you can easily step outside if your child needs special attention and is disrupting learning for other students, and return once your child's needs have been met. Students who are pregnant or parenting should consult this university resource for guidance: <https://masonfamily.gmu.edu/student-parents/>

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).

Mason Korea Special Syllabus Supplement for COVID-19: Spring 2021

In the interest of everyone's safety, students and faculty must follow these guidelines during the Spring 2021 semester.

1. Use the basement entrance to enter and exit Mason's building. Your temperature will be screened each time you enter the building. Allow additional time before class to complete the entrance screening procedure. Carry your student ID card with you at all times and be ready to show it when you enter and exit the building. Do not prop doors or let others enter the building through doors on the ground floor.
2. Wear a face mask at all times. Remain 6 feet apart from others. Clean your seat and desk space with disinfectant wipes before you begin class. Use hand sanitizer regularly, and avoid shaking hands or other forms of physical contact. Do not share pens, pencils or other personal items. Limit your use of the elevators, and use stairs to travel between floors of the building. Students are expected to purchase their own masks for personal use. Disinfectant wipes and hand sanitizer will be available in each classroom.
3. Classrooms are marked to indicate appropriate seating to allow for social distancing. Only sit in allowable seats, and maintain current set-up of classroom furniture. If you are asked to re-arrange classroom furniture by your professor for in-class exercises, return furniture to its original position when you are finished.
4. Observe these rules at all times during the class period and while in Mason's building or other public areas of the campus. This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.

5. Make sure windows and doors remain open during the class period to promote circulation of outside air. Classrooms without windows have mechanical systems that vent air, but doors should be kept open at all times.
6. The safest option for studying is to study alone in your dorm room or at home. If you must study in the building, alone or in groups, observe these rules at all times.
7. All faculty and students must abide by these rules in the classroom. If you see others who are not observing the rules outside the classroom, you may report this to your instructor, student affairs or academic affairs.
8. Do not enter the Mason building or come to class if you have symptoms such as fever, chills, sore throat, persistent cough, shortness of breath or other respiratory difficulties. If you must miss class for this reason, send an email immediately to the professor prior to the beginning of class. You will not be penalized for missing class for this reason, but you may be asked to provide documentation that you sought medical diagnosis or treatment. You are responsible for making up any missed assignments or tests as a result of your absence.
9. Students who come to class with visible signs of illness will be asked to leave the classroom immediately and seek assistance from the IGC Health Clinic. Faculty will report your name and symptoms to the Office of Student Affairs (mksa@gmu.edu) to confirm that you have sought medical assistance.
10. Failure to comply with any of these guidelines may result in disciplinary action through the Student Code of Conduct.

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
Exploring Culture & Perception Assignment	
C&P Team Presentation Final Outline	10
C&P Team Presentation	100
Explanatory Speech	
Explanatory Speech Draft	10
Explanatory Final Outline & PowerPoint	30
Explanatory Speech	100
Explanatory Self-Evaluation	5
Explanatory Peer Evaluations	5
Interpersonal Communication Challenges	
Choose 3 challenges at 25 points each	75
Deliberative Dialogue	
Collaborative Annotated Bibliography	25
Group Proposal	25
Deliberative Dialogue Final Outline	25
Presentation & Q&A	100
Reflection Paper & Group Assessment	50
Content Assessment	
Reading questions embedded in Top Hat	105
Online Learning Modules	225
Participation	
Communication Center Visit	15
Research Participation	15
Pre-Survey	15
Post-Survey	15
Attendance and Participation (includes workshops and other in-class activities)	50
Total Points Possible	1000

Spring 2021 Tentative Schedule

Week	Due before class	Do in class
1 Feb 22	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> • Introduction to the Course • Why Communication Matters • Ch. 1: The Basics of Communication • Ch. 2: Dialogic Communication <p>Do in Blackboard</p> <ul style="list-style-type: none"> • Read syllabus (see Syllabus and Schedule tab on the left) • Module 0: How to Get an A in this Class • Module 1: Basics of Communication • Module 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
2 Mar 1 (no Mon class)	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> • Ch. 3: Language • Ch. 4: Perception and the Self • Ch. 5: Communication, Culture, & Diversity • Communication Challenges Assignment <p>Do in Blackboard</p> <ul style="list-style-type: none"> • Module 3: Language • Module 4: Perception and the Self • Module 5: Communication, Culture, & Diversity • Complete the Pre-Course Survey and upload a screenshot of your submission confirmation screen (closes at 5pm on March 4). 	<ul style="list-style-type: none"> • Discussion & activities for chapters 3-5 <p>**The Add deadline is March 2. The drop deadline with 100% tuition refund is March 8.**</p>
3 Mar 8	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> • Ch. 6: Organizing Your Presentation • Ch. 7: Interviewing • Culture & Perception Assignment <p>Do in Blackboard</p> <ul style="list-style-type: none"> • Module 6: Organizing Your Presentation • Module 7: Interviewing • Watch <i>Public Speaking for the Camera</i> • Develop interview questions for your Culture & Perception Interview and bring a hard copy to class • Communication Challenge #1 due 	<ul style="list-style-type: none"> • Discussion and activities for chapters 6-7 • Interview question workshop • Talk about C&P assignment & choose partners. Set a time to meet with your partner in-person or online to conduct your Culture & Perception Interview during the upcoming week.
4 Mar 15	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> • Ch. 8: Relationship Development • Ch. 9: Relationship Maintenance <p>Do in Blackboard</p> <ul style="list-style-type: none"> • Module 8: Relationship Development • Module 9: Relationship Maintenance • Complete C&P interview and work with your partner to develop the outline for your presentation. This is a great time to visit the Communication Center! 	<ul style="list-style-type: none"> • Discussion and activities for Ch. 8-9

<p>5 Mar 22</p>	<p>Do in Blackboard: Due Monday, Mar 22, 9am</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 C&P final outline and questionnaire to Blackboard 	<p>Culture & Perception Presentations Introduce the Explanatory Speech assignment</p>
<p>6 Mar 29</p>	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> Ch. 10: Nature of Formal Presentations Ch. 11: Informative and Explanatory Speaking Explanatory Speech Assignment <p>Do in Blackboard</p> <ul style="list-style-type: none"> Module 10: Nature of Formal Presentations Module 11: Informative and Explanatory Speaking Use the library's website to begin finding five sources that you might use for the Explanatory Speech assignment. Save your sources as .pdfs and bring them to class (on your computer is fine). Communication Challenge #2 due 	<ul style="list-style-type: none"> Discuss the Explanatory Speech assignment Source Evaluation Activity Brainstorming activity for speech topics Begin working on explanatory Speech Plan Discussion and activities for Ch. 10-11
<p>7 Apr 5</p>	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> Ch. 12: Communication in Intimate Relationships Ch. 13: Mediated Relationships Ch. 14: Interpersonal Conflict Giving Quality Feedback <p>Do in Blackboard</p> <ul style="list-style-type: none"> Module 12: Communication in Intimate Relationships Module 13: Mediated Relationships Module 14: Interpersonal Conflict Finish draft of Explanatory Speech Outline—upload to Blackboard, once for your instructor's feedback, and to the discussion board to use during the in-class outline peer workshop 	<ul style="list-style-type: none"> Discussion and activities for Ch. 12-14 In-class outline peer workshop—bring your laptops and hard copies of your outlines
<p>8 Apr 12</p>	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> Ch. 15: Delivery Ch. 16: Nonverbal Communication Ch. 17: Listening <p>Do in Blackboard</p> <ul style="list-style-type: none"> Module 15: Delivery Module 16: Nonverbal Communication Module 17: Listening Communication Challenge #3 due 	<ul style="list-style-type: none"> Discussion and activities for chapters 15-17 In-class delivery workshop
<p>9 Apr 19</p>	<p>Do in Blackboard: Due Monday, April 19, 9am</p> <ul style="list-style-type: none"> Upload your final explanatory speech outline and PowerPoint to Blackboard. Practice your speech aloud several times. This is a great time to visit the Communication Center! 	<p>Explanatory Speeches & Peer Evaluations</p>
<p>10 Apr 26</p>	<p>Do in Blackboard</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>

May 3	Spring Recess	•
11 May 10	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> • Ch. 18: Small Group Communication • Ch. 19: Leadership • Deliberative Dialogue Assignment <p>Do in Blackboard</p> <ul style="list-style-type: none"> • Module 18: Small Group Communication • Module 19: Leadership • Watch your video of your explanatory speech and complete your self-evaluation. Upload your self-evaluation to 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 May 17 (no Wed class)	<p>Read and do in Top Hat</p> <ul style="list-style-type: none"> • Ch. 20: Persuasive Speaking • Ch. 21: Group Presentations <p>Do in Blackboard: Due Thursday, May 20, 5pm</p> <ul style="list-style-type: none"> • Module 20: Persuasive Speaking • Module 21: Group Presentations 	<ul style="list-style-type: none"> • Discussion and activities for Ch. 20 & 21 • Deliberative Dialogue Day 1: Select and explore the problem that your group will address. Decide how you will collaborate with one another (e.g.: work in Blackboard discussion board, use a Google doc, etc.) as you work on this assignment together. Begin developing Collaborative Annotated Bibliography.
13 May 24	<p>Do in Blackboard</p> <ul style="list-style-type: none"> • Complete the Collaborative Annotated Bibliography. • Do the Post-Course Survey, save your submission screen as a pdf, and upload the pdf to Blackboard 	<p>Deliberative Dialogue Day 2: Decide on a solution to the problem you will address and draft your group proposal and presentation. Work carefully through the Group Decision Making Process.</p>
14 May 31	<p>Do in Blackboard: Due Monday, May 31, 9am</p> <ul style="list-style-type: none"> • Submit Deliberative Dialogue Group Annotated Bibliography (one per group). • Submit Deliberative Dialogue Group Proposal (one per group) • Submit Deliberative Dialogue Final Outline (one per group) • Practice your Deliberative Dialogue Presentation with your teammates. This would be a great time to meet with a coach in the Communication Center! 	<p>Deliberative Dialogue Day 3: 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 Friday, June 4.**</p>
<p>Finals week: Write your Deliberative Dialogue Reflection Paper and Group Assessment. This paper is due by 5pm on Wednesday, June 9 (the final exam date).</p>		