



## Walters State Community College Course Syllabus

### Course Information

**Course Number and Name:** COMM 2025 Fundamentals of Communication

**Section ID:** 81168.202380

**Semester and Year:** Fall 2023

**Credit Hours:** 3

**Start Date:** August 21, 2023

**End Date:** December 08, 2023

**Course Format:** CON - Conventional Methodology

**Catalog Course Description:** An introductory speech-communication course which focuses on the skills development in the areas of interpersonal, small group, and public communication. Special emphasis is given to public speaking. F, S. (T)

**General Education Course Designation:** General Education Course

**Meeting Details:** R; 06:00PM - 09:05PM; CCEN 246

**Course Drop Deadline:** October 27, 2023

### Required Textbook(s) and Materials



**Essential Communication**

**ISBN:** 9780197544310

**Authors:** Ronald Brian Adler, George R. Rodman, Athena DuPré

**Publisher:** Oxford University Press, USA

**Publication Date:** 2021-01-01

### Student Learning Outcomes/Objectives

- Competencies

- a. The student should be able to select an appropriate topic and write a thesis statement for the speech to inform.
- b. The student should be able to select an appropriate topic and write a thesis statement for the persuasive/argumentation speech.
- c. The student should be able to complete original research on approved speech topics.
- d. The student should be able to complete an outline for a speech to inform.
- e. The student should be able to complete an outline for a persuasive/argumentation speech.
- f. The student should be able to present a documented speech to inform in an extemporaneous style using sketch notes and visual aids.
- g. The student should be able to present a documented persuasive/argumentation speech in an extemporaneous style using sketch notes.
- h. The student should be able to participate effectively in group/class discussions on selected topics.
- i. The student should be able to use critical listening skills when receiving persuasive messages by applying appropriate critical listening criteria to the message.
- j. The student should be able to use supportive listening skills in interpersonal communication.
- k. The student should be able to use automated indexes and/or other electronic research media to research speech topics.
- l. The student should be able to complete a written analysis of communication patterns in family, social, or business situations.
- m. The student should be able to complete a written analysis of a contemporary speech.
- n. The student should be able to complete a written analysis of his/her own communication activities and skills.

## Instructional Approach and Methods

Much class time will be devoted to communication exercises and public speaking activities. Class time will be used for lecture and discussion on course topics covered in the text and class handouts. Students will participate in group discussions to allow for peer-to-peer Class discussion and student participation in class activities will be stressed.

1. Students will be evaluated based on their performance on objective tests.
2. Students will be evaluated based on their preparation and presentation of **three major oral presentations**.

- Speech to Inform / Visual Aids
  - Speech to Persuade / Critical Issue
  - Speech Group Presentation
3. Students will be evaluated on seven (7) written assignments. **All written assignments must be typed or in Word document form.**
  4. Students will be evaluated based on their **class attendance and participation.**
  5. Students will be evaluated on 15 online quizzes. Quiz Procedures are as follows:
    - a. Reading quizzes will be drawn from the chapters assigned and will be multiple-choice or true/false.
    - b. Reading quizzes are open for one week from assignment.
    - c. Quizzes are completed online via eLearn.
    - d. If a student misses a quiz due to illness the student should contact the instructor immediately upon his/her return to class.
      - No makeup quizzes will be given except in cases of documented personal illness or emergencies.
      - Makeup quizzes must be completed within one week.

## Assessment, Evaluation and Testing Procedures

**NO LATE ASSIGNMENTS WILL BE ACCEPTED  
UNLESS THERE IS A DOCUMENTED EXCUSED  
REASON, SUCH AS A MEDICAL ISSUE OR  
EMERGENCY.**

### ASSIGNMENTS/COMPETENCIES

**All assignments and speeches must be completed on or by the assigned date.** If a student is out on the day assignments are due, it is up to the student to contact the instructor for guidance on how to submit assignments. **All assignments**, to include homework, extra credit and speech outlines **must be typed or word-processed\***

**Homework** (Total of 7) will be type written.

- Due one week from the day it is assigned at the beginning of class.
- Resources will be properly identified (failure to do so will result in a zero (0) for the assignment).
- **\*Three** (3) handouts that are part of your graded homework may be handwritten: Critical Analysis Homework (1 worksheet - 2 homework assignments) and Self-Concept Analysis (4 Worksheets). A typed critical essay must accompany these worksheets with proper resources.

## **COMPETENCIES**

1. The student should be able to use critical listening skills when receiving persuasive messages by applying appropriate critical listening criteria to the message.
2. The student should be able to use supportive listening skills in interpersonal communication.
3. The student should be able to use automated indexes and/or other electronic research media to research speech topics.
4. The student should be able to complete a written essay of his/her own communication activities and skills.
5. Students should be able to **express themselves clearly, using appropriate language, grammar, capitalization, and punctuation. Students writing should be concise when constructing essays to include editing and summarizing; their essays.**
6. Students structure and layout for essays should be at the collegiate level and write with good quality.

## **SPEECHES**

In addition to the seven homework assignments, there will be three (3) speeches for this course. Speeches missed due to unexcused absences cannot be made up. All speech outlines must be typed or word-processed. All speeches must be documented with a Works Cited page/list in proper format and in alphabetical order.

- Speech to inform using Visual aid
- Speech to persuade/critical issue
- Group presentation

## **Competencies**

- a. The student should be able to select an appropriate topic and write a thesis statement for the speech to inform.
- b. The student should be able to select an appropriate topic and write a thesis statement for the persuasive/argumentation speech.
- c. The student should be able to complete original research on approved speech topics.
- d. The student should be able to complete an outline for a speech to inform.
- e. The student should be able to complete an outline for a persuasive/argumentation speech.
- f. The student should be able to present a documented speech to inform in an extemporaneous style using sketch notes and visual aids.
- g. The student should be able to present a documented persuasive/argumentation speech in an extemporaneous style using sketch notes.
- h. The student should be able to participate effectively in group/class discussions on selected topics.
- i. The student should be able to use critical listening skills when receiving persuasive messages by applying appropriate critical listening criteria to the message.
- j. The student should be able to use supportive listening skills in interpersonal communication.
- k. The student should be able to use automated indexes and/or other electronic research media to research speech topics.
- l. The student should be able to complete a written analysis of his/her own communication activities and skills.

## **Criteria for Oral Presentations (specific criteria checklist given in class)**

- a. The speech thesis must be clear and clearly stated. The speech must be well organized with an introduction, preview, transitions, and summary.
- b. The speech must be presented with effective vocal qualities including volume, emphasis, and clear articulation.
- c. The student must use good eye contact with the audience and explain points directly to the audience in his/her own words using sketch notes on index cards.
- d. The student must exhibit neat and professional dress.
- e. The speech must be the student's own work and presented in the student's own words.
- f. The research done for the speech should be based on current information available from books, magazines, journals, the internet, and interviews of knowledgeable individuals.
- g. The speech must use neat, clearly visible, and appropriate visual aids to clarify points. (Visual aids are required for the informative speech.)

- h. The student must present research with the speech, including an outline and bibliography.
- i. The speech must be given when due.
- j. The speech must be interesting or enjoyable as it explores the topic sufficiently in the time allotted (informative speech), or it must effectively argue one side of an issue or present a problem and offer solutions (persuasive/argumentation speech).
- k. The speech must not be offensive to particular individuals in content, language, or manner.

## Grading Scale

### Grading Scale:

*Grades broken down by percentage and points needed are*

A =	90-100 %	900 points or more
B =	80-89%	800 - 899 points
C =	70-79%	700 - 799 points
D =	60-69%	600 - 699 points
F =	59 or below	599 points and below

The final grade will be based on the student's percentage ranking for all required work. Students failing to complete all assignments, tests, and speeches may receive an F for the course.

Assignment	Points
Speeches/Presentations (35% of total Grade)	
Informative Speech with Visual Aid	50
Persuasive Speech	100
Group Presentation with Visual aid	200
Reading Quizzes (15% of total Grade)	
Quiz 1	10
Quiz 2	10
Quiz 3	10
Quiz 4	10
Quiz 5	10
Quiz 6	10
Quiz 7	10
Quiz 8	10

Quiz 9	10
Quiz 10	10
Quiz 11	10
Quiz 12	10
Quiz 13	10
Quiz 14	10
Quiz 15	10
Folder Assignments (35% of total Grade)	
References	50
Communication Goal/Problem and Outcome Journal	50
Self-Concept Analysis and Essay	50
Apply Empathic Listening to a Problem	50
Family Communication Analysis	50
Persuasive Advertisement Worksheet and Essay	50
Contemporary Political Speech Worksheet and Essay	50
Professionalism - - Class Attendance and Participation (15% of total Grade)	150
<b>Total points</b>	<b>1,000</b>

-10 points for each unexcused absence, -5 points for each excused absence, - 3 points for late arrival/leaving early

**Extra Credit** may be earned by completing extra assignments. Contact instructor for details.

## Assignments

**NO LATE ASSIGNMENTS WILL BE ACCEPTED  
UNLESS THERE IS A DOCUMENTED EXCUSED  
REASON, SUCH AS A MEDICAL ISSUE OR  
EMERGENCY.**

### ASSIGNMENTS/COMPETENCIES

All assignments and speeches must be completed by the assigned date. **All assignments**, to include homework, extra credit and speech outlines **must be typed or word-processed**.

- **Homework** (Total of 7) will be type written.
  - Due one week from the day it is assigned (unless otherwise stated) at the beginning of class.
  - Resources will be properly identified (failure to do so will result in a zero (0) for the assignment).
  - \*Three (3) handouts that are part of your graded homework may be handwritten - Critical Analysis Homework (2 assignments) and Self-Concept Analysis Worksheets)

1. **References:** Write the proper citation for for each source:

- a. Academic Journal Article (e.g., *Journal of Dental Research*, *The American Economist*, *Higher Education for the Future*, etc.)
- b. News Paper article (e.g., *New York Times*, *Washington Post*, *Knox-News Sentinel*, etc.)
- c. Web site (e.g., *Very Well Mind*, *Walters State Community College*, *WarnerBrothers*, etc.)
- d. Movie (e.g., *Aladdin*, *Pride & Prejudice + Zombies*, *The Spiderwick Chronicles*, etc.)
- e. Book (e.g., *The Fate of Food*, *Trillion Dollar Coach*, *Unfreedom of the Press*, etc.)
- f. Presentation (e.g., Church sermon, Sir Ken Robinson: Do schools kill creativity?, presentation at work, etc.) This is a presentation you have attended or have actually seen.

2. **Communication Goal and Outcome Record:** *This is a semester long assignment. Half of your grade will be posted at mid-term and the final will be at end of term.*  
***You CANNOT choose public speaking or presenting in front of groups as your goal for the semester.*** Your goal must be something you can work on daily or weekly. You will need to identify 1-2 communication goals or personal problems. State an action plan. Record your weekly progress from the beginning through the end of the semester. At mid-term you will provide a short paragraph on your progress. You will continue to record your weekly progress and at the end of term you will provide a statement on whether you believe you have achieved your



goal(s) or whether you need to continue to work on your goal(s). (Refer to the Communication Goals Reference Sheet found in the Turtle Book.

3. **Self-Concept Analysis:** Complete the Self-Concept Analysis Worksheet (25 points). The worksheets can be handwritten. Write an essay based on the information from the worksheet (25 points). This essay will talk about how your self-concept influences the way others communicate with you. Discuss any self-fulfilling prophecies influence your life. Consider whether your perceived self, differs from the image you project to the world and whether you can improve your idea of who you are. Consider whether you can increase your self-awareness. Include as many concepts as you can from chapters 2, 3 and 8 and our class discussion.
4. **Persuasive Advertisement:** Using the Critical Analysis Worksheet (25 points) to help, choose an advertisement from a magazine, newspaper or YouTube. Using the worksheet, write an essay (25 points) discussing the target audience (demographic groups targeted), message goals, and content. Discuss Maslow's appeal to needs. A discussion of fallacies discussed in class and in text. Discuss logos, ethos, and pathos. Include a copy of the message or provide the appropriate link. You must correctly cite. "Google, Yahoo, Bing, etc." are not proper references they are search engines.
5. **Speech Analysis:** Using the Critical Analysis Worksheet (25 points) and google Google help you choose a speech. Using the information from the worksheet and write an essay (25 points) discussing the target audience (demographic groups targeted), message goals, and content. Discuss Maslow's appeal to needs. A discussion of fallacies discussed in class and in text. Discuss logos, ethos, and pathos. Include a copy of the message or provide the appropriate link. You must correctly cite. "Google, Yahoo, Bing, etc." are not proper references they are search engines.
6. **Empathetic Listening:** Outside of class, use the Empathetic Listening Steps to discuss the situation; identify the steps you used and the outcome. Write an in-depth explanation of the conflict. What was the conflict about? Who was involved? Then explain, using vocabulary from all of the chapters we have discussed so far and class discussion to discuss the empathetic listening behaviors, types of listening, poor listening behaviors, etc.
7. **Family Communication Analysis:** Describe your family communication. Include a discussion of communication patterns (who talk to whom, about what, when?)

Using course concepts (i.e., Empathic Listening, Schutz's Needs, Conflict Resolution, Assertive Messages, etc.) discuss problems or breakdowns. Identify how conflicts are handled. Recommend improvements that need to be made to enhance communication and conflict resolution (example – using listening skills or win-win solutions to improve family communication). Identify how assertive language and messages could and should have been used. Was the resolution have the communication break down a win-win, win-lose, compromise, or lose-lose? Paper should be at least one page.

Provide examples of each:

- a. Discuss how "I" language or "you" language was used and how it may be played a role in the resolution (or may have caused the conflict), provide examples.
- b. Identify whether you or the other person used "assertive" messages appropriately?
- c. How did you (or the other person) use questioning or paraphrasing to help understand the other person or resolve the conflict?
- d. What were good listening strategies displayed?

## Class Participation

**Students are expected to attend all designated classes.** A major focus of COMM 2025 is the development of communication skills. Class attendance and participation in class activities is absolutely essential to the student's ultimate success in the course. Failure to attend class and participate effectively in class exercises may result in a failing grade for the course. Attendance, student readings, and out-of-class activities ("homework") are all important.

- Communication exercises and group discussions conducted in class cannot be made up outside of class.
- Although class activities missed because of absence cannot be made up, a limited amount of extra credit work will be available for excused absences (illness or family emergency). No makeups will be allowed for unexcused

absences. **It is the student's responsibility to contact the instructor regarding missed work.**

- **Behaviors related to attendance and participation** – such as frequent absences or tardiness, distracting or inappropriate class conduct, or the failure to complete assignments and speeches on time – **may significantly lower the student's grade.**

## Course and Class Policies/Procedures

The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. Extended or permanent exclusion from the classroom or further disciplinary action can be effected only through appropriate procedures of the institution.

### **Classroom Behavior Policy:**

Students are expected to be positively engaged in class lectures, group discussions and student speeches. Students should show respect to the instructor and to other students. Any behavior which may distract from the learning process should be avoided. The behaviors listed below may affect the student's final course grade:

1. Arriving for class late.
2. Leaving class early.
3. Leaving during class for restroom or water breaks.
4. Eating or drinking during class.
5. Sleeping during class.
6. Attending to a cell phone or laptop computer.
7. Private conversations with classmates.
8. Blurting out comments.

Students exhibiting these behaviors will be given a Classroom Misconduct Report and asked to meet with the instructor.

Cellular phones and digital devices:

**Cellular phones, earbuds and all digital devices MUST be turned off during class.** If these disrupt the class the owner will be asked to leave. Laptop computers and tablets may be used only with permission of instructor.

## Additional Course Requirements/Details/Information

### ANNOUNCEMENTS:

Announcements will be posted in eLearn on a regular basis. They will appear on your eLearn dashboard when you log in and/or will be sent to you directly through [your preferred method of notification](#) from eLearn. Please make certain to check eLearn regularly, as they will contain any information about upcoming projects or class concerns.

### EMAIL/TEXT MESSAGES

You can check your messages in eLearn [or set your notifications to your preferred method of contact](#). Please check your messages regularly. When submitting messages whether through email or text messages, I do expect you to use proper language, capitalization, and grammar.

### EMails

- The subject line should describe the email content with your name, week and message subject. For example: YOURNAMEWK2ASSIGNMENT. –  
DOEWK2REFERENCES
- As I generally teach a number of sections please identify the class you are in. For example: *Prof. Page, this is \_\_\_\_\_ from your \_\_\_\_\_ evening class.*
- **Send email only through eLearn.** I will not respond if you email me through my Walters State email.
- Make sure to check the syllabus and/or the Turtle Book for directions prior to contacting me. You will generally find all of the information you need there.
- **Do not** email me your assignments, unless directed to do so.

## Text Messages

- Please begin all text messages to me as follows: *Prof. Page, this is \_\_\_\_ from your \_\_\_\_\_ evening class.*

## Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions). Plagiarism includes, but is not limited to the following:
  - a. Using cut/paste tool from original document with no references given.
  - b. Copying another student's work and submitting it as one's own.
  - c. Forging or otherwise altering signatures.
  - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
  - a. Utilizing old tests, projects, notes or written papers.
  - b. Providing unauthorized information to a fellow student about exam content.
  - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
  - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
  - e. Consulting with a classmate or others when taking a computerized test.
  - f. Disregarding other specific policies and procedures outlined for a particular class.
  - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
  - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.

3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

## Student Resources

### TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.walters.edu/academics/humanities/writing-lab)  
[ws.edu/academics/humanities/writing-lab](https://www.walters.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.walters.edu/academics/mathematics/learning-lab)  
[ws.edu/academics/mathematics/learning-lab](https://www.walters.edu/academics/mathematics/learning-lab)

### TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://helpdesk.walters.edu)  
[helpdesk.walters.edu](https://helpdesk.walters.edu)

### STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.waltersstate.edu/student-services/disability/)  
[ws.edu/student-services/disability/](https://www.waltersstate.edu/student-services/disability/)

## **SUICIDE PREVENTION STATEMENT**

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

## **College Policies**

### **STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT**

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](https://www.waltersstate.edu/catalog/)  
[catalog.ws.edu/](https://www.waltersstate.edu/catalog/)

[Walters State Timetable of Classes \(opens in new window\)](https://www.waltersstate.edu/admissions/registration/)  
[ws.edu/admissions/registration/](https://www.waltersstate.edu/admissions/registration/)

### **PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS**

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to

change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

## **COURSE GROUND RULES**

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.
- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

## **FINANCIAL AID**

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

## **CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY**



For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

[ws.edu/home/](http://ws.edu/home/)

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](#)

[ws.edu/set/](http://ws.edu/set/)

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

## **LEARNING MANAGEMENT SYSTEM**

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)