TIPS FOR SUCCESS

1. READ BEFORE CLASS
   Actively discuss the readings.

2. START ASSIGNMENTS WELL BEFORE DUE DATES

3. STUDY NIGHTLY IN SMALL CHUNKS
   Ensure understanding and retention of course material.

EXPECTATIONS

PARTICIPATE

CHECK SAKAI DAILY

ATTEND EVERY CLASS

COURSE OVERVIEW

This course provides students with theoretical knowledge and practical experience in communicating interpersonally, working in groups and teams, and speaking in public spaces. We combine an understanding of the theories and research on communication with the development of practical skills. We will explore the ways to analyze the range of ways in which people communicate, in an effort to also improve our own skills in communicating with a variety of people. A primary focus in this course is on analyzing audiences, listening, speaking effectively, managing conflict in teams and in our personal relationships, and in applying skills and strategies to enter into civic engagement and improving our communities.

COURSE OBJECTIVES

• Recognize core concepts and theories of public communication, interpersonal communication and small group communication.

• Apply theories and skills to be a competent communicator in a variety of contexts, with diverse audiences.

• Analyze and evaluate the oral and written messages and arguments of others.

• Construct effective arguments and communicate those arguments to diverse audiences in oral and written forms.

• Demonstrate ethical communication when constructing arguments, interpreting messages, and communicating with others.

• Use research to describe how groups and individuals interact with their communities to influence modern issues in civic life.

• Apply skills and strategies to achieve civic aims that build and improve communities.

• Analyze policies and civic agencies, communities, and organizations to document your past, current, or future participation in civic life.
REQUIRED COURSE ASSIGNMENTS

Successful Completion of the Course Requires Satisfactory Completion of:

Informative Presentation (10%) with Speech Plan (5%)

- Extemporaneous 5-7 minute speech
- Conduct independent research and cite at least 4 credible sources using Ebscohost
- Topic must inform the class about individuals that have collaborated with others and non-governmental agencies to improve their community.

- Assessed for:
  - Content
  - Organization
  - Use of evidence (research)
  - Audience analysis
  - Delivery
  - Extemporaneous speaking
- Speech plan includes: an audience analysis, an outline of the speech, and an annotated list of references.

Class Participation, Peer Review, and Introductory Speech (5%).
Activities, class discussions, attendance, and short introductory speech. Students will complete peer review worksheets for assigned peers during the informative speaking days.

Online Connect Assignments (10% of final grade)
It is required that all students purchase an access code to access the online course materials through McGraw-Hill's Connect. The LearnSmart assignments from each of the covered chapters are required to be completed on time.

EXAMS (50% OF FINAL GRADE)
In total, a minimum of 150 multiple choice questions will be asked.

Exam 1, 15% 1/8 Ch 1, 6, 12, 13, 14
Exam 2, 15% 1/15 Ch 17, supplements, 7, 8
Exam 3, 20% 1/17 Cumulative final exam
Group Presentation & Reflection
(20% of final grade)

• The goal is to deliver a campaign, strategy, or program that achieves a civic aim.

• The project will seek to influence public discourse, solve a community problem, or raise consciousness about a civic issue.

• Individuals will incorporate a reflection upon their past, current, or future participation in relation to the group’s practice.

• Groups of 4-5 students presenting a 20-25 minute speech.

• Members shall participate equally, and explain the group’s research.

• ONE grade will be assigned to the group for the overall presentation.

• The presentation will be assessed for content, organization, use of evidence, audience analysis, delivery, and extemporaneous speaking.

• Assessed for:
  o Content
  o Organization
  o Use of evidence (research)
  o Audience analysis
  o Delivery & extemporaneous speaking (20%-35% of speech grade)

“There is no shortcut for hard work that leads to effectiveness. You must stay disciplined because most of the work is behind the scenes.”

-Germany Kent
POLICIES

ACCOMMODATIONS FOR SPECIAL NEEDS
“Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act of 1990 require the University of Rhode Island to provide academic adjustments or the accommodations for students with documented disabilities. The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Office of Student Life, providing appropriate documentation of disability, requesting accommodation in a timely manner, and follow-through regarding accommodations requested.” It is the student’s responsibility to make arrangements for any special needs and the instructor’s responsibility to accommodate them with the assistance of the Office of Disability Services for Students. More resources for faculty from Disability Services are available here: https://web.uri.edu/disability/students/

ACADEMIC HONESTY & INTEGRITY
All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the University Manual (web.uri.edu/manual/). If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

ACADEMIC ENHANCEMENT CENTER
The work in this course is complex and intensive. To do the best you can, it’s a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. AEC staff assist students with academic skills development as well as course-based content. Options for content tutoring include: joining a Weekly Tutoring Group (for BIO, CHM, CMB, CSC, ECN, MTH, PHY, STA), stopping by a Walk-In Center (for CHM, MTH, PHY), or making a One-Time Group Appointment. AEC tutors can answer questions, clarify concepts, check understanding, and help you learn to study effectively. Visit uri.edu/aec, call (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

THE WRITING CENTER
The Writing Center, located in Roosevelt Hall 009, offers one-on-one peer tutoring for student writers who need help developing ideas or need advice on any aspect of writing. The Writing Center serves all student writers, not just “beginners.” Visiting writers are encouraged to bring a draft, notes, syllabus, or any relevant information to help facilitate the session. Students may view the schedule and make appointments. Sessions are 45 minutes per appointment and students are encouraged to make appointments in advance by logging onto uri.mywconline.com. For more tips on how to make the best of your Writing Center appointment, visit uri.edu/aec/writing.

STANDARDS OF BEHAVIOR
Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “Student Code of Conduct” which can be accessed in the University Student Handbook (https://web.uri.edu/studentconduct/student-handbook/). If you must come in late, please do not disrupt the class. Please turn off all cell phones, pagers, or any electronic devices.
This is the plan for the semester, but there is a slight chance that we amend it due to: weather, emergency, or more interesting opportunities.

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>IN-CLASS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 2</td>
<td>Class Introduction</td>
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<td>In class assignment: Introductory Speeches</td>
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<td>Introduction to Human Communication</td>
<td>Ch. 1</td>
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<td>Discussion of Informative Speech assignments and civic engagement through public speaking. Supported with video examples of speeches that have influence public discourse</td>
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<td>2</td>
<td>Jan 3</td>
<td>Listening Class discussion/activities for audience analysis Supported with lecture materials to aid in teaching the importance of effective audience analysis so that speakers can tailor their messages to be more impactful</td>
<td>Ch. 6</td>
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<td>Discussion of audience analysis and group civic engagement projects. In class activities to demonstrate how audience analysis can improve the effectiveness of group projects</td>
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<td>Organizing Your Speech</td>
<td>Ch. 12</td>
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<td>Presenting a Speech</td>
<td>Ch. 13</td>
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<td>3</td>
<td>Jan 8</td>
<td>Discussion of speech delivery and speeches that have influenced public discourse</td>
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<td>Speaking Informatively</td>
<td>Ch. 14</td>
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<td>Exam 1 review &amp; Speech Plan workshop</td>
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<td><strong>Exam 1 (Chapters 1, 6, 12, 13, and 14)</strong></td>
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<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Supplemental Material</td>
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<td>4</td>
<td>Jan 9</td>
<td><strong>Informative Speeches</strong></td>
<td>Communication and Media</td>
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<td>Ch. 17</td>
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<td>5</td>
<td>Jan 10</td>
<td>Social Media and Our Relationships</td>
<td>Supplemental textbook selections</td>
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<td>Discussion of social media research and civic responsibility. Supported with lecture materials to provide case studies of social movements that were aided by social media</td>
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<td>Communicating in Social and Professional Relationships</td>
<td>Ch. 7</td>
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<td>Communicating in Intimate Relationships</td>
<td>Ch. 8</td>
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<td>6</td>
<td>Jan 15</td>
<td>Discussion of Interpersonal communication and Exam 2 review</td>
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<td><strong>Exam 2 (Ch. 17, supplements, 7, &amp; 8)</strong></td>
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<td>Health Messages in Media and Health-Promotion Campaigns</td>
<td>Back half of Ch. 18</td>
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<td>Discussion of community involvement. Supported with case studies and lecture examples of communication experts using knowledge and skills to influence positive change in communities (communication campaigns)</td>
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<td>7</td>
<td>Jan 16</td>
<td>Communicating in Small Groups</td>
<td>Ch. 9</td>
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<td>Decision Making and Leadership in Groups</td>
<td>Ch. 10</td>
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<td><strong>Group Speeches</strong></td>
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<td>8</td>
<td>Jan 17</td>
<td><strong>Cumulative Final Exam</strong></td>
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