COMM365: Communication and Leadership
Spring 2019

COURSE DESCRIPTION

Hackman and Johnson (2018) state, "Any setting where you can master your communication skills is preparation for leadership" (p. 413). In a sense, this class is a skills-based training course that helps future leaders master skills related to public speaking, group communication, and leadership styles through modeling and hands-on practice. In an effort to hone their speaking and leadership abilities, students will learn how to tailor messages to different audiences, connect authentically with their audience through their unique leadership style, and create compelling oral presentations. This course also encourages student's personal assessment and growth as leaders; consequently, students will frequently evaluate their own and their peers' leadership communication abilities using self-assessment exercises, peer evaluation forms, and engaging in a variety of active-learning strategies. As a result of gaining a respect for theory and research, students will understand what behaviors are most effective for leaders, why they work, and when to use them. Moreover, students will demonstrate leader self-efficacy while gaining knowledge, skills, and abilities relating to public speaking and leadership. This is a Communication Studies course and as such it addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres.

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CONTACT INFORMATION
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OFFICE HOURS
- MWF: 9:00-10:30 a.m.

CLASSROOM
- McEwen Hall 201

MEETING TIME
- MWF: 1:00-1:50 p.m.

COURSE OBJECTIVES

By the end of the course, students should be able to:
1. demonstrate an understanding of leadership styles, issues, and communication within organizational, small group, and public contexts;
2. transfer understanding of course concepts and theories to real life settings through description, analysis, and evaluation;
3. research, structure, and write clear, accurate, and confident oral communication pieces;
4. model written, oral, interpersonal, and group skills in different contexts;
5. identify, discuss, and analyze academic research and real life situations; and
6. analyze their own leadership styles and develop leadership communication skills.

COURSE READINGS & MATERIALS

Please complete the readings before the assigned class period.
- Hackman, M.Z. & Johnson, C.E. (2018). *Leadership: A communication perspective* (7th ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 9780478603502-4
- Lucas, S. E. (2008). *The art of public speaking* (10th ed.). New York, NY: McGraw-Hill. ISBN: 978-0073385150
  - An electronic version of this textbook is available through OnCourse. If you prefer to have a print copy you can purchase a used book through an online retailer.
- Additional readings, including journal articles, book chapters, and popular press articles not found in the textbooks, will be available through OnCourse.
- You will need to purchase one package of 3x5 or 4x6 index cards.

PREREQUISITES

- COMM105: Public Speaking

- **Attendance**: Class begins promptly at 1:00 p.m., and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in being marked as absent even if the student comes to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping during class, and (4) arriving late (after 1:00 p.m.) or leaving early five times. You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced 10 points (1% of final grade) per absence. Missing class for a university sanctioned activity is the only absence that will be excused (e.g., artistic performances, attending an academic conference, intercollegiate athletic events, student government, required class trips). Students should notify Enrollment and Student Services staff member Ms. Deborah Lanski <deborah.lanski@fredonia.edu> if they will have three or more consecutive days of absences due to serious health issues or personal reasons.

- **Attendance on Speech Days:** Leaders learn by observing others, asking questions, and paying attention to everyday situations. Therefore, your attendance on speech days is mandatory. You will receive a grade deduction of 10 % if you arrive late on the day that you are scheduled to present a speech. The professor will assign each student two speakers that they will evaluate and offer constructive feedback. If you arrive late and/or miss class on a day that you're scheduled to be a peer reviewer you will receive a 2% deduction off your final grade for the speaking assignment. You should not enter the classroom while a student is presenting a speech. If you arrive late on a speech day you must wait until the speaker finishes his or her speech before you enter the classroom. If you enter the room while someone is presenting you will be asked to leave and will be marked absent.

- **Participation:** This course is premised on active discussion and students are expected to come to class having completed the readings and assignments. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day the participation assignment is due in order to earn credit for the assignment. Unless stated otherwise, no participation assignments should be turned in to the professor prior to class, after class, or electronically.

- **Class Etiquette:** A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins. (Adapted from: Palczewski, C. H. (2012). Comm4216: *Political communication syllabus.* Retrieved from http://www.uni.edu/palczews/PolComm.htm)

- **Late Work**: Assignments are due in hard copy and via Turnitin within the first 5 minutes of class (by 1:05 p.m.). Deadlines apply even if you are not in class the day the assignment is due. **Turning in an assignment late requires professor approval at least 24 hours before the assignment is due.** Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., "my computer crashed," "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it," "the printer was broken") and inability to complete an assignment on time because of one's work schedule, personal life, fear of public speaking, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, the professor will use her own discretion when determining a new deadline. Regardless of reason, a late assignment will receive a significant grade deduction.

  There will be a deduction of 5% for failing to submit an assignment in print or online on time. For instance, if you submit an assignment in print but fail to also submit it via an online dropbox there will be a 5% point deduction. If, however, you fail to submit the assignment in print and online by the established deadline and have not received professor approval to submit the assignment late you will receive a zero for the assignment.

- **Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the pair as a whole and (2) each student will complete a peer evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of your partner. If a group member is sick on the day of your presentation, the

other student(s) will still deliver the presentation on the scheduled day and time while the other student will deliver his or her portion of the presentation when she or he returns to school.

The following steps will be taken if a group member fails to assist with the assignment: (1) leader gives group member a verbal warning from partner (2) leader gives group member a written warning through email and includes the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date.

- **Speech Assignments**: Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The course textbook and readings available through OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts or theories discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted. When going above an assignment's source requirements, keep in mind that websites should not exceed the total number of scholarly sources cited in the assignment.

  Students must account for all sources cited in a speech by using oral citations and turning in a reference page. Failure to site sources orally will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both orally and in the reference page.

  All assignments must be (1) submitted in hard copy by the established deadline, (2) submitted via an online platform by the established deadline, and (3) written in APA style. Turnitin will run an Originality Report on each assignment. If the report significantly exceeds a maximum percentage there will be a 10% point deduction or the professor may not accept the assignment.

  You must use APA format to cite sources and format reference pages. APA requires that papers align text left, have 1" margins, are double spaced, have running head that includes page numbers in top right corner, stapled, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse, and Reed Library has copies of the APA manual on the first floor (call number: BF76.7 .P83 2010). You may also refer to the American Psychological Association (http://www.apastyle.org) and Purdue Owl (http://owl.english.purdue.edu/) for APA rules.

  All speeches must be delivered within a certain time frame. Going over or under the time will result in a grade deduction of 3%.

  If you would like the professor to review a draft of an assignment you must email her the complete assignment at least 6 days prior to the assignment due date. She will not proofread the document but will instead discuss the merits of the project.

- **Technology**: Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

  The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (http://www.fredonia.edu/its/servicecenter/equip.asp).

  With the exception of students requiring an accommodation (an approved accommodation plan is required before audiotaping/video/digital photos are allowed), students creating unauthorized audio or video recording of lectures violates the professor's intellectual property rights and if posted online may break copyright laws. Therefore, students may not take photographic, video, or audio recordings of any course material or during meetings without the professor's verbal permission. Any permission granted will be for one-time only and does not extend to other class sessions, meetings, or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted and may not be shared with other individuals or entities for any purpose. If the professor suspects that a student is recording her without her mission the student will be asked to turn off the recording device immediately. Additionally, anything that the professor posts on OnCourse and discusses

or distributes in the classroom or via email is considered her intellectual property. Therefore, you must ask for the professor's permission prior to sharing the materials with anyone outside the class. (Adapted from: Marafiote, T. (2016). COMM321: *Environmental communication syllabus*. Retrieved from http://home.fredonia.edu/sites/default/files/section/communication/_files/Syllabi/COMM_321.pdf)

- **Communicating with Professor**: The professor will communicate with you through your Fredonia e-mail account. All emails should be written using a standard professional formatting. This includes a clear subject heading, courteous greeting, proper spelling, mechanics, and grammar, respectful content, and an identifying signature. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail https://support.google.com/chat/answer/161880?hl=en

COURSE ASSIGNMENTS

To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM365 > Select the assignment you'd like to learn more about.

1. **Participation Assignments (101 total points):** On days identified in the syllabus, students will be asked to come prepared to turn-in that day's participation assignment. Unless stated otherwise, all assignments should be typed, printed, and bought in to class on the assigned day. Assignments will not be accepted early, late, or electronically. You can only earn the participation points if you are in class that day; therefore, if you're absent the day an assigned participation is due you will earn a zero for the assignment.

Reading	Participation Assignment	Points
J&H Ch. 1	1. Box 1.1 self-assessment (p. 3)	4 pts.
COMM365 Syllabus	2. Syllabus quiz (OnCourse)	10 pts.
J&H Ch. 3	3. Leadership approach speech	18 pts.
J&H Ch. 4	4. Example & summary of assigned leadership approach	10 pts.
L Ch. 16	5. Print off & bring in 1-2 lengthy current event articles (from a newspaper or news magazine) that relate to your technical briefing topic	5 pts.
L Ch. 9	6. 1 central idea, 2 attention-getters (AG) & 2 conclusions (C) that could be used in upcoming technical briefing. Also include a rationale.	10 pts.
J&H Ch. 6	7. Bring in your answers & your partner's answers to the "application exercises 1: evaluate your credibility") (pp. 208-209)	5 pts.
J&H Ch. 7	8. 2-3 questions to ask Ms. Anderson that relate to course content	2 pts.
J&H: Ch. 13	9. Print off & bring in an article about a leader seeing a company through one of the types of crisis identified on p. 439 (example cannot be discussed in either reading)	5 pts.
J&H Ch. 5	10. 1 main point and be prepared to present it to the class	10 pts.
	11. Impromptu persuasive speeches (speech prepared in class)	17 pts.
J&H Ch. 12	12. Bring in your answers to the "self-assessment Box 12.1: self-perceptions of leadership skills" (p. 403)	5 pts.

2. **Speech of Introduction (34 total points):** It is not unusual in leadership situations for a public speaker to be introduced to the audience by another speaker. While in this role, the speaker's job is to draw attention to the person he or she is introducing in such a way that the audience is left with a greater understanding of who the person is. During your 1:30-2:00 speech, you will introduce a class member to the audience. This isn't your typical "speech of introduction" – you will collect information about your partner using only their social media account(s) and other online resources.

3. **Technical Briefing (175 points):** This assignment asks you to demonstrate your technical competence, expert power, and influence by delivering a technical briefing. A technical briefing is a short informative speech given in a business setting that discusses a wide range of topics and conveys technical information to a specific audience. Your task is to deliver a 4-5 minute briefing on a technical subject that calls for a visual aid (PowerPoint) to help the audience

understand the subject and apply the information. By completing this assignment you're building your technical expertise and demonstrating your understanding of a company and industry.

4. **Group Informative Speech (240 total points** – forum: 10 pts., group speech: 200 pts., & group members' appraisal of your performance: 30 pts.): Reciprocal influence between leaders and followers occurs within a group, and group members interact and influence one another. In this case, your group consists of 4-5 people who are tasked to meeting regularly while creating a 20-25 minute informative presentation. The professor has identified potential topic categories. As a group, you should select one of the general topics for which you'd like to present information. Then, each group member will choose a specific topic that relates to the general topic. All group members will then find relevant research, contribute equally to the creation of a competent PowerPoint presentation, construct a well-organized outline, and deliver an extemporaneous presentation.

5. **Civic Persuasive Appeals Speech (250 points):** This speaking assignment presents you with an opportunity to exercise a key leadership tool – influencing an audience through public address. During this 7-10 minute speech, you'll use a persuasive organizational pattern to shape a speech that seeks to persuade the audience to be passionate about a topic, fight for someone in need, question a belief or action, or solve a problem. On the technical level, the purpose of this speech is to demonstrate your mastery of the art of outlining and speech structure, adapting the speech to your audience, and using credible sources. Additionally, you should show your aptitude for developing a clear and cogent argument that is free from obvious logical flaws, incorporating citations, moving the audience emotionally, and accounting for at least one counter-argument.

6. **Public Lecture on an Industry Leader (200 total points):** A public lecture is an informative speech that is an efficient way to convey information to groups of people. You can probably think of someone who's a great lecturer – someone who's interesting, organized, witty, and altogether unforgettable. Now it's your turn to be that person! The scenario: Recognizing your strong leadership skills, your boss has asked you to share with the company's employees where you draw your inspiration. You've been given 4-5 minutes to deliver a speech that informs your boss, co-workers, and followers about a leader, live or deceased, who has had a profound impact on your particular industry. Think of this final assignment as your last attempt to reveal everything you learned during the semester. Your public lecture should demonstrate your mastery of course content including information relating to leadership and how to write and deliver an effective speech. All students will present this speech during our scheduled final exam time.

COURSE GRADING

- After a grade is returned, students must wait 24-hours prior to inquiring about the grade. Then, students have 6 days to resolve questions about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.
- The professor does not discuss grades over email.
- All grades are kept in OnCourse and will be updated regularly.
- Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

Final Grade		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

COURSE GRADING CRITERIA

"A"— Artistic Mastery! This is an assignment that is expertly researched and exceptionally written. 'A' work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.

"B"— Better'n Most! This is an assignment that is well done and above average. 'B' work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum

requirements for analysis. The assignment suggests a decent effort but has some flaws to fix for next time.

"C"— Competent Comprehension. This is an assignment that shows satisfactory completion of minimum requirements and guidelines. 'C' work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.

"D"— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. 'D' work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:
- Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one's own work to be copied, reading without the professor's consent a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
- Plagiarism. Plagiarism is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the "University Policies" website. Review the SUNY Fredonia Academic Integrity Policy by going to http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic.

TUTORING SERVICES

- The Learning Center provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.
- Academic Advising: This course is part of a Fredonia initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, instructors, and support staff. Throughout the semester, you may receive emails regarding your attendance, course grades or academic performance. To benefit, it is important that you check your Fredonia email regularly and take recommended actions. You may be contacted directly by an Academic Advisor or Campus Support Professional.

LEARNING ACCOMMODATIONS

- Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia.
- Students who may require instructional and/or public speaking accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student.
- After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations. The professor will not make accommodations for student speakers until she has received documentation from DDS; therefore, students must deliver speeches on their assigned days, no exceptions.

DEPARTMENT OF COMMUNICATION PHILOSOPHY

- Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience. The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships. The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at http://www.fredonia.edu/department/communication/standards.asp.
- As the semester progresses, the professor reserves the right to modify the syllabus to fit the needs of the specific class.

Week	Date	Topic	Reading Due	Assignment Due
1	1/23	Course Introduction Define leadership	J&H: Ch. 1 (pp. 1-5)	
	1/25	Viewing leadership from a comm perspective Leaders *vs.* managers	J&H: Ch. 1 (pp. 5-30)	**All Students** – Participation assignment #1. Box 1.1 self-assessment (p. 3) & be prepared to offer your own definition of "leadership"
2	1/28	Dimensions of leadership & follower communication styles	J&H: Ch. 2 (pp. 40-48; 55-68)	**All Students -** Participation assignment #2. Syllabus Quiz (OnCourse, due by 11:59 p.m.)
	1/30	Public speaking: Gathering materials & Supporting your ideas In-class workday on speech	L: Ch. 6, 7	**All Students** – Print Lucas Ch. 6&7 PowerPoint (OnCourse) ****Meet in story lab – McEwen 106****
	2/1	Trait, situational, functional, skills, relational leadership	All readings in J&H: Ch. 3 Group 1: Trait (pp. 75-81) Group 2: Situational (pp. 81-86) Group 3: Functional (pp. 86-90) Group 4: Skills (pp. 90-94) Group 5: Relational (pp. 94-99)	**All Students** – Participation assignment #3. 1:30-2:00 minute presentation on assigned topic
3	2/4	Public speaking: Delivery & oral citations Giving and receiving feedback	L: Ch. 12	
	2/6	Introduce assignment & pick partners: Speech of introduction Transformational, transactional, & charismatic leadership	J&H: Ch. 4	Participation assignment #4. **Persons 1-8:** Example & summary of transformational leader **Persons 9-15:** Example & summary of transactional leader **Persons 16-21:** Example & summary of charismatic leader
	2/8	Leader's image & authentic Leaders as impression managers We will use Pres. Obama as our example	Louden & McCauliff > Week 3 J&H: Ch. 1 (pp. 31-33) & Ch. 4 (pp. 134-137)	
4	2/11	Class presentations: Speech of introduction	L: Appendix, pp. 63-70 (optional read)	**All Students – Speech of introduction**

Week	Date	Topic	Reading Due	Assignment Due
	2/13	Introduce assignment: Technical briefing Public speaking: Analyzing the audience	H&K and H, G, & C (pp. 96-99) book chapters: Technical briefing- OnCourse > Assignment Resources: Technical Briefing L: Ch. 5 Ellen's speech	**All Students** – Print & bring in text of Ellen's speech & Ch. 5 PowerPoint
	2/15	Public speaking: Outlining, organizing body of speech, and transitions	L: Ch. 8 L: Ch. 10 Example outline in OnCourse > Week 4 folder	**All Students** – Print example outline from OnCourse
5	2/18	Public speaking: Using visual aids (namely PowerPoint & video)	L: Ch. 13	**All Students** – Technical briefing topic posted to forum by 11:59 p.m.
	2/20	Public speaking: Speaking to inform	L: Ch. 14	**All Students** – Participation assignment #5. Print off & bring in 1-2 lengthy current event articles (from a newspaper or news magazine) that relate to your technical briefing topic
	2/22	Public speaking: Central idea; Beginning & ending speech	L: Ch. 4 (pp. 87-91) L: Ch. 9	Participation assignment #6. Print & bring a central idea, 2 attention-getters (AG) & 2 conclusions (C) that could be used in upcoming speech. Also include a rationale for decisions. **Persons 1-8:** One central idea, AG-relate topic to audience & importance of topic; C-quotation & dramatic statement **Persons 9-14:** One central idea, AG-startle audience & question audience; C-refer to AG & make direct appeal **Persons 15-21:** One central idea, AG-quotation & tell story; C-refer to AG & make direct appeal
6	2/25	In-class group workday on technical briefing		****Meet in story lab – McEwen 106****
	2/27	Class presentations: Technical briefing		**Persons 1-9** – Technical Briefing Speeches (outline, reference page, and PowerPoint printed & uploaded to OnCourse)
	3/1	Class presentations: Technical briefing		**Persons 10-18** – Technical Briefing Speeches (outline, reference page, and PowerPoint printed & uploaded to OnCourse)
7	3/4	Class presentations: Technical briefing Leadership & influence: Credibility, compliance-gaining strategies	J&H: Ch. 6 (pp. 178-189)	**Persons 19-21** – Technical Briefing Speeches (outline, reference page, and PowerPoint printed & uploaded to OnCourse) **All Students** – Participation assignment #7. Bring in your answers & your partner's answers to the "application exercises 1: evaluate your credibility" (pp. 208-209). DO NOT do the credo memo.

Week	Date	Topic	Reading Due	Assignment Due
	3/6	Fundamentals of group interaction, leadership in meetings, team leadership – virtual teams Guest speaker: Ms. Genva Anderson via Skype	J&H: Ch. 7	**All Students** – Participation assignment #8. Print off & bring in 2-3 questions to ask Ms. Anderson that relate to course content
	3/8	Introduce assignment: Group informative speech & pick groups Leadership & power: Types of power & Social Exchange Theory	J&H: Ch. 5 (pp. 146-153)	
8	3/11-3/15	No Class: Spring Break		
9	3/18	In-class group workday on informative group presentation	Hughes, Ginnett, & Curphy-OnCourse > Week 9	**All Students** (complete with group members) – Post topic to forum. OnCourse > Assignment Resources & Dropboxes: Group Informative Presentation > Assignment Topic forum **All Students** (complete with group members)– Write code of conduct and post to OnCourse > Assignment Resources & Dropboxes: Group Informative Presentation > Code of conduct ****Meet in story lab – McEwen 106****
	3/20	Public leadership: Leadership in crisis, impression management, & image repair	J&H: Ch. 13 Benoit-OnCourse > Week 9 (print/bring in)	**All Students** – Participation assignment #9. Print off & bring in an article about a leader seeing a company through one of the types of crisis identified on p. 439 (example cannot be discussed in either reading)
	3/22	In-class group workday on informative group presentation – Complete preparation steps 1-4 worksheet		****Meet in story lab – McEwen 106****
10	3/25	In-class group workday on informative group presentation – Complete connecting leadership to speech topic worksheet		****Meet in story lab – McEwen 106****
	3/27	Leadership & power: Powerful and powerless language	J&H: Ch. 5 (pp. 156-158)	**All Students** – Participation assignment #10. Print off and bring in 1 main point and be prepared to present it to the class
	3/29	In-class group workday: Team meetings with professor		
11	4/1	Class Presentations: Group Informative		**Groups 1 & 2** – Informative Presentation

Week	Date	Topic	Reading Due	Assignment Due
	4/3	Class presentations: Group informative		**Groups 3 & 4** – Informative Presentation
	4/5	Class Presentations: Group Informative		**Group 5** – Informative Presentation
12	4/8	Introduce assignment: Civic persuasive appeals Speaking to persuade Developing Argumentative Competence Use First Lady Obama's 2009 speech to explain persuasive speaking	H&K: Civic persuasive appeals- OnCourse > Assignment Resources: Civic Persuasive Appeals L: Ch. 15 J&H: Ch. 6 (pp. 189-194)	
	4/10	Public speaking: Methods of persuasion	L: Ch. 16	
	4/12	Public speaking: Speaking to persuade		**All Students** – Participation assignment #11. Impromptu persuasive speeches (speech prepared in class)
13	4/15	Leadership & diversity: Culture (cultural intelligence)	J&H: Ch. 10 (pp. 324-344)	**All Students** – Civic persuasive appeals topic posted to forum by 11:59 p.m.
	4/17	Leadership & diversity: Gender & the leadership gap	J&H: Ch. 10 (pp. 345-355)	
	4/19	Face concerns and intercultural conflicts: Face-negotiation & politeness theories	Brown & Levinson- OnCourse > Week 13 (minus "the circumstances: sociological variables" section) Ting-Toomey-OnCourse > Week 13 (pp. 187-210)	
14	4/22	No class: Travel Day		
	4/24	Class presentations: Civic persuasive appeals		**Persons 1-4** – Civic Persuasive appeals
	4/26	Class presentations: Civic persuasive appeals		**Persons 5-9** – Civic Persuasive appeals
15	4/29	Class presentations: Civic persuasive appeals		**Persons 10-13** – Civic Persuasive appeals

Week	Date	Topic	Reading Due	Assignment Due
	5/1	Class presentations: Civic persuasive appeals		**Persons 14-17** – Civic Persuasive appeals
	5/3	Class presentations: Civic persuasive appeals		**Persons 18-21** – Civic Persuasive appeals
16	5/6	Introduce assignment: leadership biography essay & public lecture Leader & leadership development: Lifelong journey	H&K: Public Lecture-OnCourse > Assignment Resources: Public Lecture J&H: Ch. 12 (pp. 402-419)	**All Students** – Participation assignment #12. Bring in your answers to the "self-assessment Box 12.1: self-perceptions of leadership skills" (p. 403) **All Students** – Public Lecture on an Industry Leader topic posted to forum by 11:59 p.m.
	5/8	Leader & leadership development: Becoming a better leader	J&H: Ch. 12 (pp. 419-422) Gigliotti, Ruben, & Goldthwaite-OnCourse > Week 16	**All Students** – Be prepared to apply the leadership development model (p. 117) to your own life
	5/10	Workday on public lecture		****Meet in story lab – McEwen 106****
Finals Week	M, 5/13 from 1:30-3:30 p.m.	Class presentations: Public lecture		All Students – Public Lecture on an Industry Leader

*Schedule Notes:

- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and ONCOURSE.
- Important Registrar Dates: Jan. 29 (final day to DROP courses), March 21 (mid-semester grades available), and April 5 (final day with WITHDRAW from course).
- Final grades will be available to students on May 23 after 3:00 p.m.