

**COMM365: COMMUNICATION & LEADERSHIP SYLLABUS**  
**Spring 2021 (remote instruction)**

**Welcome to COMM365: Communication & Leadership**

Welcome to COMM365: Communication & Leadership remote instruction! My name is Dr. McGowan-Kirsch, and I'm your professor for COMM365 and am looking forward to working with you this spring! As a communication professor, I strive to give students the tools they need to be successful citizens and active participants in society. I will help you obtain this goal by cultivating your understanding of communication theory. For instance, throughout the course I will incorporate hands-on applications and new technologies to connect course concepts to our daily lives. College is about *challenging* and *pushing* yourself to see what you are capable of. Rear Admiral Grace Murray Hopper once said, "A ship in port is safe, but that is not what ships are for." Remaining in the audience and not speaking up is safe, but it restricts your ability to grow. Put any reservations or inhibitions you have about this class aside and trust me to teach—you'll be surprised at your capabilities! Continue reading the syllabus to learn more about our class and visit our OnCourse site.

**PROFESSOR'S INFORMATION**

**Name:** Dr. Angela McGowan-Kirsch (you can call me Dr. McGowan-Kirsch)

**Email:** [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu)

**Virtual Class Meetings:** MWF from 11:30-12:20 PM via Zoom. See the course schedule for the specific days we'll meet. Attendance is required.

Join Zoom Meeting

<https://fredonia-edu.zoom.us/j/93696404661?pwd=L2MoEQxbm1OFdFUuJQMXPQUmh1UTo9>

Meeting ID: 936 9640 4661

Password: 3650205051

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 936 9640 4661

Password: 3650205051

Please note that even if face-to-face courses on campus are cancelled remote courses will continue to run.

**Office hours:** M: 2-3 PM, WF: 9-10 AM via Zoom

Join Zoom Meeting:

<https://fredonia-edu.zoom.us/j/94913649037?pwd=ck8vbG93N1N2QXl3YkltMjJYYkJFdzo9>

Meeting ID: 949 1364 9037

Password: 5202885375

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 949 1364 9037

Password: 5202885375

**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.

### **COURSE OBJECTIVES**

By the end of this course, you 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.

### **REQUIRED MATERIALS: COURSE READINGS**

1. Hackman, M.Z. & Johnson, C.E. (2018). *Leadership: A communication perspective* (7th ed.). Long Grove, IL: Waveland Press, Inc. ISBN: 9780478603502-4
2. Lucas, S. E. (2008). *The art of public speaking* (10th ed.). New York, NY: McGraw-Hill. ISBN: 978-0073385150
  - o *Note:* 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.
3. Additional readings, such as journal articles, book chapters, and popular press articles, will be made available through OnCourse and may also be available through the Fredonia library (<http://fredonia.libguides.com/library>)

### **REQUIRED MATERIALS: TECHNOLOGY**

1. Regular access to an electronic device such as a computer, tablet, or smartphone.
2. Reliable Internet connection.
3. Technology that has clear video and audio.
4. Microphone.
5. Webcam or camera to create presentations.
6. Internet connection that permits streaming of videos.
7. [Panopto](#) (installed on your computer for free via Fredonia eServices)

### **PREREQUISITES**

COMM 105: Public Speaking

### **ONLINE CLASSROOM ETIQUETTE**

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. 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 with respect. The most fundamental way to respect class participants is to complete the assigned readings, consider others' ideas, 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.

Never send angry messages (also known as "flames") even if you are provoked. Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately. Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment IT MEANS YOU ARE SHOUTING.

Assume that e-mail and other forms of electronic communication are not secure. Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the online environment may also be unsecure and could be forwarded to your professor or other administrative personnel.

### **ONLINE COMMUNICATION POLICIES**

You are required to use your Fredonia e-mail account in this course, because I will communicate with you through your Fredonia e-mail account and OnCourse. You are encouraged to check your email and the OnCourse “news forum” regularly to keep current. I will post class announcements to OnCourse’s “latest news” box. These announcements will also be emailed to you.

Email is the best way to communicate with me, and I will check my Fredonia email between 9 AM and 5 PM. I should reply to you within 24 hours unless I am traveling, it is the weekend, or Fredonia has a university sanctioned break.

Please refer to the syllabus, emails from me, files posted to OnCourse, and the “latest news” and “ask for help” forums *prior* to emailing the me a question.

### **COURSE WORKFLOW**

The course begins Wednesday, February 3, 2021 and ends on Thursday, May 13, 2021 @ 3 PM.

**(1) Deadlines:** Make sure you check the course schedule daily because deadlines occur on a variety of days each week. Dates are subject to change. Notification of schedule adjustments will be made via email, the “news forum,” and “latest news” box in OnCourse.

**(2) Time Commitment:** You should spend about the same amount of time on this course as you would in any undergraduate semester-long face-to-face course. Consequently, the “in class” learning activities and lectures will take around 150 minutes per week. You should also spend about 6 hours outside of class studying and preparing each of week.

**(3) Grades/Feedback:** Grades will be updated weekly in OnCourse weekly. To access grades and feedback, you’ll need to Login to OnCourse > Click on the “Grades” link that’s in the administration bar located on the left of our OnCourse site. Feedback on your presentations will be provided in your COMM365 Google Drive folder.

### **COURSE POLICIES**

**(1) Virtual Class Attendance:** During the semester you are expected to participate in virtual class meetings during the duration of class time (11:30-12:20 PM). I will take attendance. I will keep attendance updated in OnCourse. Students are responsible for checking their attendance and notifying me of a discrepancy.

We’ll adhere to the following “missed meeting protocol”: You should email me as soon as you know you might miss class (preferred) or within 24 hours of missing class. If you have a valid reason for missing class, I will share the recorded class session and give you an attendance make-up assignment. Working at a job or internship, sleeping, etc. during class time are not valid excuses. The “missed meeting protocol” should be viewed as a last resort – a way to make up a meeting that you missed due to a technology failure, personal emergency, etc. The “missed meeting protocol” should not be viewed as a substitute for attending a virtual class session. In other words, do not abuse this make-up protocol by thinking “I can skip the meetings and do an assignment instead.” Your final grade will be decreased, at the discretion of the professor, for excessive class meetings missed without viable cause. Please note that the “missed meeting protocol” does not include missing class the day you’re scheduled to present a speech.

On days we do not meet virtually, you are responsible for logging into and participating in our remote course on a regular and timely basis.

**(2) Virtual Class Attendance on Presentation Days:** Leaders learn by observing others, asking questions, and paying attention to everyday situations. Therefore, your attendance on speech days is mandatory. Only students with valid excuses will be permitted to have their cameras turned off on presentation days. You will receive a grade deduction of 10% if you arrive late on the day that you are scheduled to present a speech. I will assign each student two speakers that they will evaluate and offer constructive feedback. You are expected to be a respectful audience member; therefore, if you're seen using doing something other than listening to a student's speech you will receive a 2% deduction per time the behavior is observed. 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 grade for the speaking assignment.

**(3) Virtual Class Meetings:** Our class will meet through the Zoom online conference system. We will adopt the same rules and norms as in a physical classroom (e.g., take notes, participate, don't engage in distracting behavior, etc.). For more information, see the guidelines listed on the "Etiquette for PROFESSIONAL virtual meetings" that's available in OnCourse. It's expected that you raise your hand before you contribute and mute your microphone when you're not speaking. Close browser tabs not required for participating in class. You should stay for the entire class meeting, barring any technological issues. You should also dress appropriately and be aware of your surroundings – no illegal, racist, or sexist paraphernal, messy bedrooms, or undergarments should be seen in the background. Position yourself at a desk or table, not lying in bed. Join the course in a quiet place.

You can do one of two things to make yourself "seen" on non-presentation days: 1) Have your camera on with no filters distorting your face. If you go this route, make sure you have no backdrop or you may opt to use an appropriate Zoom backdrop, as long as it does not interfere with our ability to see your face or prove to be disruptive in any way. 2) Have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that if you have to turn your camera off, we can see your face.

Our virtual class meetings are set to only permit authenticated users to join. This means you will need to sign in to your Fredonia Zoom account before you can access our class. If you haven't authenticated your Fredonia Zoom account you can do so by clicking on this link: <https://fredonia-edu.zoom.us/>.

I will only share course recordings with a student who has a valid reason for missing class and has contacted me within the time frame mentioned above. The course recordings I share with you are not to be shared with anyone, particularly people outside of COMM365.

**(4) OnCourse Profile:** To help me see who you are, your OnCourse profile should include a clear picture of your face. To do this, go to OnCourse > Profile (top right) > Click on dropdown menu > User details: Edit profile > drag and drop a current photo or upload a photo from your device.

**(5) Submitting Work:** You will submit all your work through OnCourse, Google Drive, and Panopto.  
**(5a)** You are required to create a Google Drive Folder and share the folder link with me via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM365 and must provide me with the ability to edit, comment, or view shared files that are found in the folder.  
**(5b)** You will be required to record presentations and upload the video to a course folder using Panopto. [This link](#) has information on downloading the free software through eServices along with directions on how to create and edit video in Panopto.

**(6) Late work:** I normally do not accept late work. If a dire situation presents itself, turning in an assignment late requires my approval at least 24 hours before the assignment is due. Late assignments will only be accepted under extreme circumstances and will require proof of why you need an extension. For instance, a death in the family would require that you email me a link to the obituary or a photo of the funeral card. Failures of technology (e.g., "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it") and an inability to complete an assignment on time because of one's work schedule, personal life, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, I will use my

discretion when determining a new deadline. Regardless of reason a late assignment will receive a significant grade deduction.

If you fall ill the day of your presentation you should email me ([megowan@fredonia.edu](mailto:megowan@fredonia.edu)) your outline and visual aid at least three hours prior to the start of class. This serves as proof that the assignment is complete and that your feeling ill is not the result of being unprepared for the presentation.

If you experience a technology issue within 24 hours of an assignment due date, I will require you to email me proof of the issue. For instance, if you receive an error message in OnCourse you need to take a screenshot of the message and email it to me. Make sure I can see the time you encountered the issue. If you experience an Internet shortage within 24 hours of the assignment being due, you need to take a screenshot of a graph showing the impacted areas and email it to me right away. You can normally find the graph by looking on your Internet provider's website or [downdetector.com](https://downdetector.com): <https://downdetector.com>.

**(7) Written work:** Written work will take the form of participation assignments and presentation outlines.

**(7a)** Your research should always 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, can still be cited when applying course concepts 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 unless stated otherwise.

**(7b)** Students must account for all sources cited in an assignment by using in-text citations and including a reference section. Failure to site sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the assignment and the reference section.

**(7c)** You must use APA style 6<sup>th</sup> or 7<sup>th</sup> edition to cite in-text citations, format reference pages and papers. APA requires that papers align text left, have 1" margins, are double spaced, have running head that includes page numbers in top right corner, 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 (<https://www.apastyle.org/>) and Purdue Owl (<https://owl.purdue.edu/redirect.html>) for APA rules.

**(7d)** If you would like me to review a draft of an assignment you must email me the complete assignment at least 6 days prior to the assignment due date. I will not proofread the assignment but will instead discuss the merits of the assignment.

**(7e)** You must name your assignment's file - MyLastName-COMM365AssignmentName. (fill in the "AssignmentName"). When submitting a written assignment through Google Drive you should use Google Doc to submit the assignment.

**(7f)** Standard deductions for written assignments include: -3% for failing to meet the word requirements, -3% for not following APA style guidelines, - 5% for altering the font type/size and/or deviating from margin requirements, -10% for failing to submit a reference page that accounts for paper's in-text citations.

**(9) Presentation Assignments:** Students should maintain professionalism while preparing and delivering presentations.

**(9a)** Malfunctioning recorded videos: If I cannot open video file, you will earn a zero for the speech. If I cannot hear your video, your speech will be assigned a grade of zero.

**(9b)** If you know you cannot deliver a “live” presentation during the week it is assigned you must notify me at least one week before the presentation is due. Failure to do so will result in a zero for the speech assignment.

**(9c)** With the exception of the “Speech of Introduction” all presentations require an outline that’s formatted following the guidelines set by the professor. Submitting a speech without an outline will result in a zero for the assignment.

**(9d)** Students will dress appropriately in business casual attire to deliver all presentations. Students should refrain from chewing gum during their presentations, or wearing hats or masks. No illegal or dangerous products, chemicals, or substances are allowed in a speech (i.e., guns, drugs, alcohol, explosives, fire, illegal substances, etc.). No vulgar language, harassment, or cursing is allowed during any presentation.

**(9e)** All presentations must be delivered within a certain time frame. Going over or under the time will result in a grade deduction of 3%.

**(10) Team Projects:** For each project that requires you work with another student: (1) grades will be assigned to the group as a whole and (2) each student will complete a peer evaluation form to indicate the relative participation and contribution of each group member. If a group member is sick on the day of your presentation, the other students will still deliver the presentation on the scheduled day and time. The student who fell ill 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 copies 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.

**(11) 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. Course assignments will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, etc.) from OnCourse. Students also need technology that has a camera and audio. A device with a keyboard may be better to use than a smartphone for assignments. You will need regular, preferably daily, access to OnCourse.

OnCourse tech issue? Contact Fredonia’s IT department. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall. If you’d like me to help you troubleshoot a tech issue you should email me screenshots so I can see the issue. Keep in mind I only check email from 9 AM – 5 PM.

## **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) Speech of Introduction (30 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 1:00-2:00 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. *Delivery mode:* Virtually during class.

**(2) Technical Briefing (170 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 3:30-5:30 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. *Delivery mode:* Virtually during class.

**(3) Group Informative Speech (230 total points)** –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. *Delivery mode:* Virtually during class.

**(4) Civic Appeals Persuasive Presentation (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. *Delivery mode:* Recorded using Panopto & uploaded to [course Panopto folder](#).

**(5) 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. *Delivery mode:* Recorded using Panopto & [upload to course Panopto folder](#).

**(6) Participation Assignments (120 total points):** On days identified in the course schedule, students will either come to class having completed a participation assignment or will complete one during class. You can only earn the participation points if you are in class the day the assignment is due; therefore, if you're absent the day an assigned participation is due you will earn a zero for the assignment – no exceptions.

| Reading          | Participation Assignment                                   | Points              |
|------------------|--|---------------------|
| COMM365 Syllabus | 1. Syllabus quiz (OnCourse)                                | 5 pts.              |
|                  | 2. Google Form: Speech reflection (4 in total)             | 5 pts. each/20 pts. |
| J&H Ch. 3        | 3. 1-minute Zoom Presentation: Leadership Approach Speech. | 15 pts.             |

|             |  |                     |
|-------------|--|---------------------|
| J&H Ch. 4   | 4. Leadership Approach Example: Locate someone who's a transformational, someone else who's a transactional, and a third person who's a charismatic leader. Be prepared to explain why you chose that person to exemplify the approach.  | 5 pts.              |
| L Ch. 14    | 5. Google Drive: Current event & informative speaking. Locate 1 lengthy current event article (from a newspaper or news magazine) that discusses your technical briefing topic. Save article to your Google Dive folder. & be prepared to answer discussion questions.                             | 5 pts.              |
| J&H: Ch. 13 | 6. Google Drive: Crisis communication & leadership. Upload 1 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). Save article to your Google Dive folder. Be prepared to answer discussion questions. | 5 pts.              |
|             | 7. Google Form: Speech peer review (7 in total)  | 5 pts. each/35 pts. |
| J&H Ch. 6   | 8. Google Drive: Upload your answers & your partner's answers to the "application exercises 1: evaluate your credibility" (pp. 208-209).   | 5 pts.              |
| J&H Ch. 10  | 9. 1-minute Panopto video recording: Leadership & Diversity. Upload speech to class Panopto folder   | 15 pts.             |
| J&H Ch. 12  | 10. Google Drive: Upload your answers to the "self-assessment Box 12.1: self-perceptions of leadership skills" (p. 403).   | 5 pts.              |
| J&H Ch. 12  | 11. Google Doc: Leader & Leadership Development. Writing a Personal Philosophy.  | 5 pts.              |

### **COURSE GRADING**

Final grades are based on an absolute point 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 my discretion, 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-). All grades are kept in OnCourse and will be updated weekly.

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up a virtual appointment with me 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.

### **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 respectable research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements. 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 some of the assignment guidelines. The assignment shows some errors in concepts, critical methodology, formatting, spelling, and/or grammar. 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, and/or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements along with conceptual understandings and writing skills that are sub-par. The assignment is deficient, below average, and indicates negligible effort.

|    |           |          |
|----|-----------|----------|
| 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 ETHICS**

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

**(1) 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, completing an exam or other assignment with another person, reading, without my 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.

**(2) 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 I suspect a violation of the Academic Integrity Policy, I will collect necessary information and materials related to the offense and then contact the student. If I find that a violation has occurred, I 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 clicking on these link  
<https://www.fredonia.edu/student-life/student-conduct/policies#academic>.

## SUNY FREDONIA RESOURCES

**(1) ITS Service Center** offers multimedia support for students. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall.

**(2) 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.

**(3)** Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination 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](mailto:disability.services@fredonia.edu)). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me 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 me to discuss any needed accommodations. It is at that point that I will make accommodations. Here's DSS's website:  
<https://www.fredonia.edu/academics/disability-support-services>

**(4)** Additional resource information can be found on the Enrollment & Student Services page: <https://www.fredonia.edu/about/offices/enrollment-and-student-services>, click on the + next to services and select the service you'd like to learn more about.

## DEPARTMENT OF COMMUNICATION

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>

**Department Contact Information:** If you can't reach me please call our department secretary, Ms. Carol Smith, at 716-673-3410. This website also provides the location for the department:  
<https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication>

## FREDONIA STUDENT CONDUCT STATEMENT

As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

Fredonia's Code of Conduct, states that, "[a]ll members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons." In the context of a national pandemic, this means that you must wear proper face coverings, maintain proper social distancing,

and utilize the wellness-check app on a daily basis. Your face covering must go over both your mouth and your nose.

If you are reminded to wear a face covering and/or distancing yourself from others, please do so immediately. If you refuse to comply, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions.

Finally, if you are unable to attend class at any time, please be sure to reach out to your professors so that they can help you stay on track. It is far too easy to get behind when dealing with the usual day-to-day issues that crop up; with the added stress of COVID-19, it is easier than ever. Please know that we are here to help!

### **COPYRIGHT STATEMENT**

The materials provided by the instructor in this course are for the use of students enrolled in the course. All materials in the course are covered under this statement. Copyrighted course materials may not be further disseminated.

Parts of this syllabus are adapted from

Gradel, K. (2012). *EDU 349: Education Psychology syllabus*. Fredonia, NY: SUNY Fredonia.

Harvard University. (nd). Best practices: Online pedagogy. Retrieved from <https://teachremotely.harvard.edu/best-practices>

Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.

Lohiser, A. (2020). Personal communication.

Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>

**Course Schedule\*\***

**COMM365: Communication and Leadership**  
***Remote Instruction***

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*Complete each assigned reading & lecture prior to completing assignments & attending our class meetings. Attendance is required for all class meetings.*

**Week 1**

| <b>Date</b>      | <b>Remote Class</b>         | <b>Topic</b>               | <b>Reading Due</b>   | <b>Task</b>  | <b>Due</b>           |
|------------------|-----------------------------|----------------------------|----------------------|--|----------------------|
| <b>W, Feb. 3</b> | Asynchronous                | Orientation to course      | Syllabus             | Watch "Welcome Video" in Week 1 folder<br><br>Complete Google Form: Student Information Survey<br><br>Google Drive: Create a Google Drive folder. Share the folder's link with <a href="mailto:mcgowan@fredonia.edu">mcgowan@fredonia.edu</a><br><br>Complete Participation Assignment #1- Syllabus Quiz | F, Feb. 5 @ 12:20 PM |
| <b>F. Feb. 5</b> | Meeting from 11:30-12:20 PM | Leadership & Communication | J&H Ch. 1 (pp. 1-30) | Complete Box 1.1 self-assessment (p. 3)  | F, Feb. 5 @ 11:30 AM |

## Week 2

| <b>Date</b>       | <b>Remote Class</b>         | <b>Topic</b>                               | <b>Reading Due</b>    | <b>Task</b>  | <b>Due</b>         |
|-------------------|-----------------------------|--|-----------------------|--|--------------------|
| <b>M, Feb. 8</b>  | Asynchronous                | Public speaking                            | L Ch. 1               | Watch pre-recorded lecture: L Ch. 1  | End of day         |
|                   |                             | Assignment: Speech of Introduction         | Assignment Guidelines | Read Assignment Guidelines   |                    |
|                   |                             |  | Page in OnCourse      | Find out your partner  |                    |
| <b>W, Feb. 10</b> | Meeting from 11:30-12:20 PM | Leadership & followership in communication | J&H Ch. 2             | Read J&H Ch. 2 (pp. 40-48; 55-68)<br><br>Complete "Leadership Style" Quiz (in class) | Feb. 10 @ 11:30 AM |
| <b>F, Feb. 12</b> | Asynchronous                | Delivering Effective Virtual presentations | Abbayaj: PDF reading  | Read about delivering effective virtual presentations                                | End of day         |
|                   |                             | Giving & receiving feedback                | Jug: PDF reading      | Read about giving & receiving constructive feedback                                  |                    |
|                   |                             | Participation Assignment #3                | Page in OnCourse      | Find out topic for participation assignment  |                    |
|                   |                             |  | Assignment Guidelines | Read Assignment Guidelines   |                    |

## Week 3

| <b>Date</b>       | <b>Remote Class</b>            | <b>Topic</b>   | <b>Reading Due</b> | <b>Task</b>  | <b>Due</b>         |
|-------------------|--------------------------------|--|--------------------|--|--------------------|
| <b>M, Feb. 15</b> | Asynchronous                   | Public Speaking:<br>Gathering materials                                  | L Ch. 6            | Watch pre-recorded lecture: L Ch. 6  | End of day         |
|                   |                                | Public Speaking:<br>Supporting your ideas,<br>oral citations             | L Ch. 7            | Watch pre-recorded lecture: L Ch. 7  |                    |
| <b>W, Feb. 17</b> | Meeting from<br>11:30-12:20 PM | Traits, situational,<br>functional, skills, and<br>relational leadership | J&H Ch. 3          | Participation Assignment #3. Deliver a 1-minute virtual presentation on Ch. 3 (topic assigned by prof)   | Feb. 17 @ 11:30 AM |
| <b>F, Feb. 19</b> | Meeting from<br>11:30-12:20 PM | Transformational,<br>Transactional, &<br>Charismatic<br>Leadership       | J&H Ch. 4          | Participation Assignment #4. Locate someone who's a transformational, someone else who's a transactional, and a third person who's a charismatic leader. Be prepared to explain why you chose that person to exemplify the approach. | Feb. 19 @ 11:30 AM |

## Week 4

| <b>Date</b>       | <b>Remote Class</b>            | <b>Topic</b>  | <b>Reading Due</b> | <b>Task</b>  | <b>Due</b>         |
|-------------------|--------------------------------|---|--------------------|--|--------------------|
| <b>M, Feb 22</b>  | Asynchronous                   | Public speaking:<br>Analyzing the Audience                    | L Ch. 5            | Watch pre-recorded lecture: L Ch. 5  | End of day         |
|                   |                                | Public speaking:<br>Using visual aids                         | L Ch. 13           | Watch pre-recorded lecture: L Ch. 13<br><br>Work on Speech of Introduction |                    |
| <b>W, Feb. 24</b> | Meeting from<br>11:30-12:20 PM | Public speaking:<br>Outlining                                 | L Ch. 10           | Discuss L Ch. 10   |                    |
|                   |                                | Public speaking:<br>Organizing body of<br>speech, transitions | L Ch. 8            | Discuss L Ch. 8  |                    |
| <b>F, Feb. 26</b> | Meeting from<br>11:30-12:20 PM | Speech of<br>Introduction                                     |                    | Google Doc: Speech of Introduction text                                    | Feb. 26 @ 11:00 AM |
|                   |                                |   |                    | Deliver 1-2 minute speech of<br>introduction                               | Feb. 26 @ 11:30 AM |
|                   |                                |   |                    | Participation Assignment #7 Google<br>Form: Speech Peer Review. (1)        | Feb. 26 @ 12:20 PM |

## Week 5

| <b>Date</b>       | <b>Remote Class</b> | <b>Topic</b>  | <b>Reading Due</b>                 | <b>Task</b>   | <b>Due</b>         |
|-------------------|---------------------|---|------------------------------------|---|--------------------|
| <b>M, March 1</b> | Asynchronous        | Assignment:<br>Technical briefing<br><br>Speech reflection:<br>Speech of introduction   | Assignment Guidelines              | Read assignment guidelines & watch video<br>Read Hosteler et al.: PDF Reading<br>Read Hughes et al.: PDF Reading<br><br>Participation Assignment #1 Google Form:<br>Speech of introduction reflection | End of day         |
| <b>W, March 3</b> | Asynchronous        | Public Speaking:<br>Central idea<br><br>Public Speaking:<br>Beginning & ending speech<br><br>Technical Briefing<br>Presentation Topic | L Ch. 4 (pp. 87-91)<br><br>L Ch. 9 | Watch pre-recorded lecture: L Ch. 4 & 9<br><br>Post to Discussion Forum: Technical Briefing Presentation Topic  | End of day         |
| <b>F, March 5</b> | From 11:30-12:20 PM | Informative speaking  | L Ch. 14                           | Participation Assignment #5. Current Event Article & Informative Speaking.  | March 5 @ 11:30 AM |



## Week 6

| <b>Date</b>        | <b>Remote Class</b> | <b>Topic</b>                  | <b>Reading Due</b>  | <b>Task</b>   | <b>Due</b>          |
|--------------------|---------------------|-------------------------------|---|---|---------------------|
| <b>M, March 8</b>  | Asynchronous        | Leader's Image & Authenticity | Louden & McCauliff: PDF reading<br>J&H: Ch. 1 (pp. 31-33)<br>J&H: Ch. 4 (pp. 134-137) | Watch pre-recorded lecture: Image & Authenticity  | End of day          |
| <b>W, March 10</b> | From 11:30-12:20 PM | Leadership in Crisis          | J&H: Ch. 13<br>Benoit: PDF Reading  | Participation assignment #6. Print off & bring in an article about a leader seeing a company through one of the types of crisis identified on p. 439. | March 10 @ 11:30 AM |
| <b>F, March 12</b> | From 11:30-12:20 PM | Technical briefing workday    |   |   |                     |

Week 7

| <b>Date</b>        | <b>Class Meeting</b> | <b>Topic</b>                        | <b>Reading Due</b>  | <b>Task</b>  | <b>Due</b>          |
|--------------------|----------------------|-------------------------------------|---|--|---------------------|
| <b>M, March 15</b> | 11:30-12:20 PM       | Technical Briefing                  |   | Google Drive & Turnitin: Persons 1-8<br>Technical briefing outline, reference page, & visual aid   | March 15 @ 11:00 AM |
|                    |                      |                                     |   | Virtual Presentations: Persons 1-8 Technical briefing presentation via Zoom                        | March 15 @ 11:30 AM |
|                    |                      |                                     |   | Participation Assignment #7 Google Form: Speech Peer Review (1)                                    | March 15 @ 12:20 PM |
| <b>W, March 17</b> | 11:30-12:20 PM       | Technical Briefing                  |   | Google Drive & Turnitin: Persons 9-16<br>Technical briefing outline, reference page, & visual aid  | March 17 @ 11:30 AM |
|                    |                      |                                     |   | Virtual Presentations: Persons 9-16<br>Technical briefing presentation via Zoom                    | March 17 @ 11:30 AM |
|                    |                      |                                     |   | Participation Assignment #7 Google Form: Speech Peer Review (1)                                    | March 17 @ 12:20 PM |
| <b>F, March 19</b> | 11:30-12:20 PM       | Technical Briefing                  |   | Google Drive & Turnitin: Persons 17-25<br>Technical briefing outline, reference page, & visual aid | March 19 @ 11:00 AM |
|                    |                      |                                     |   | Virtual Presentations: Persons 17-25<br>Technical briefing presentation via Zoom                   | March 19 @ 11:30 AM |
|                    |                      |                                     |   | Participation Assignment #7 Google Form: Speech Peer Review (1)                                    | March 19 @ 12:20 PM |
|                    |                      | Group presentation member selection | Complete Google Form: Group presentation member selection | End of day   |                     |

## Week 8

| <b>Date</b>        | <b>Remote Class</b> | <b>Topic</b>  | <b>Reading Due</b>  | <b>Task</b>   | <b>Due</b>          |
|--------------------|---------------------|---|---|---|---------------------|
| <b>M, March 22</b> | 11:30-12:20 PM      | Group Informative presentation<br><br>Informative group presentation        | Assignment Guidelines: Group informative presentation<br><br>Hughes et al.: PDF Reading | Post to Discussion Forum: Group Presentation Topic<br><br>Complete Google Doc: Group Code of Conduct  | March 22 @ 12:20 PM |
| <b>W, March 24</b> | 11:30-12:20 PM      | Leadership in Groups and Teams  | J&H: Ch. 7  | Bring 2-3 questions to ask our guest speaker, Ms. Genva Anderson  | March 24 @ 11:30 PM |
| <b>F, March 26</b> | Asynchronous        | Leadership in Groups and Teams<br><br>Speech reflection: Technical briefing | J&H: Ch. 7  | Watch pre-recorded lecture: Ch. 7<br><br>Participation Assignment #1 Google Form.<br>Speech reflection: Technical briefing<br><br>Google Form (individual): Group Project Contributions Week 1<br><br>Google Form: Mid-semester course feedback | End of day          |

## Week 9

| <b>Date</b>        | <b>Remote Class Meeting</b> | <b>Topic</b>   | <b>Reading Due</b>      | <b>Task</b>  | <b>Due</b>          |
|--------------------|-----------------------------|--|-------------------------|--|---------------------|
| <b>M, March 29</b> | Asynchronous                | Group meeting  |                         | Google Doc: As a group, complete preparation steps 1-4   | End of day          |
| <b>W, March 31</b> | 11:30-12:20 PM              | Leadership & Influence: Credibility, compliance-gaining strategies | J&H Ch. 6 (pp. 178-189) | <p>Guest speaker: Dr. Linda Brigance<br/>Bring 2-3 questions to ask her</p> <p>Participation Assignment #8. Bring in your answers &amp; your partner's answers to the "application exercises 1: evaluate your credibility" (pp. 208-209)</p> | March 31 @ 11:30 AM |
| <b>F, April 2</b>  | 11:30-12:20 PM              | Group meeting  |                         | <p>Group meeting</p> <p>(in class) Google Doc: Connecting leadership to your main points.</p> <p>Google Form (individual): Group Projects Contributions Week 2</p>   | April 2 @ 12:20 PM  |

## Week 10

| <b>Date</b>       | <b>Remote Class</b> | <b>Topic</b>        | <b>Reading Due</b> | <b>Task</b>   | <b>Due</b>         |
|-------------------|---------------------|---------------------|--------------------|---|--------------------|
| <b>M, April 5</b> | 11:30-12:20 PM      | Group presentations |                    | Google Drive & Turnitin: Two groups outline, reference page, visual aid, & time sheet | April 5 @ 11:00 AM |
|                   |                     |                     |                    | Groups Presentations: Two groups present via Zoom                                     | April 5 @ 11:30 AM |
|                   |                     |                     |                    | Participation Assignment #7. Google Form: Speech Peer Review. (1)                     | April 5 @ 12:20 PM |
| <b>W, April 7</b> | 11:30-12:20 PM      | Group presentations |                    | Google Drive & Turnitin: Two groups outline, reference page, visual aid, & time sheet | April 7 @ 11:00 AM |
|                   |                     |                     |                    | Groups Presentations: Two groups present via Zoom                                     | April 7 @ 11:30 AM |
|                   |                     |                     |                    | Participation Assignment #7. Google Form: Speech Peer Review. (1)                     | April 7 @ 12:20 PM |
| <b>F, April 9</b> | 11:30-12:20 PM      | Group presentations |                    | Google Drive & Turnitin: Two groups outline, reference page, visual aid, & time sheet | April 9 @ 11:00 AM |
|                   |                     |                     |                    | Groups Presentations: Two groups present via Zoom                                     | April 9 @ 11:30 AM |
|                   |                     |                     |                    | Participation Assignment #7. Google Form: Speech Peer Review. (1)                     | April 9 @ 12:20 PM |
|                   |                     |                     |                    | Google Form (individual): Group Projects Contributions Week 3                         | End of day         |
|                   |                     |                     |                    | Google Form: Peer Evaluations (1 per group member)                                    | End of day         |

## Week 11

| <b>Date</b>        | <b>Remote Class</b> | <b>Topic</b>                                      | <b>Reading Due</b>                                | <b>Task</b>  | <b>Due</b>          |
|--------------------|---------------------|---|---|--|---------------------|
| <b>M, April 12</b> | Asynchronous        | Assignment: Civic appeals persuasive presentation | Assignment Guidelines<br>H&K: PDF Reading         | Read assignment guidelines & watch video lecture   | End of day          |
|                    |                     | Speaking to persuade                              | L Ch. 15  | Watch pre-recorded lecture: L Ch. 15   |                     |
|                    |                     | Public Speaking: Methods of persuasion            | L Ch. 16  | Watch pre-recorded lecture: L Ch. 16   |                     |
|                    |                     | Speech reflection: Group presentation             |   | Participation Assignment #1 Google Form.<br>Speech reflection: Group presentation                |                     |
| <b>W, April 14</b> | From 11:30-12:20 PM | Panel: Leadership & the new administration        |   | Help facilitate & attend American Democracy Project panel discussion                             | April 14 @ 11:30 AM |
| <b>F, April 16</b> | From 11:30-12:20 PM | Persuasive presentations                          | L Ch. 15<br>L. Ch. 16<br>J&H: Ch. 6 (pp. 189-194) | Discuss persuasive speaking<br><br>Discussion Forum: Civic Appeals Persuasive Presentation Topic | End of day          |

## Week 12

| <b>Date</b>        | <b>Remote Class</b> | <b>Topic</b>                                    | <b>Reading Due</b>                           | <b>Task</b>  | <b>Due</b>          |
|--------------------|---------------------|---|--|--|---------------------|
| <b>M, April 19</b> | Asynchronous        | Leadership & Diversity: Culture                 | J&H: Ch. 10 (pp. 324-344)<br>Video: Ted Talk | Watch pre-recorded lecture: J&H Ch. 10   | End of day          |
|                    |                     | Leadership & Diversity: Gender & Leadership Gap | J&H: Ch. 10 (pp. 345-355)                    | Watch pre-recorded lecture: J&H Ch. 10   |                     |
| <b>W, April 21</b> | Asynchronous        | Leadership & Diversity                          | J&H Ch. 10                                   | Participation assignment #9 – Leadership & Diversity Speech. Record and upload Panopto recording of speech to course Panopto folder. | April 21 @ 12:20 PM |
| <b>F, April 23</b> | From 11:30-12:20 PM |   |  | Persuasive presentation workday  |                     |

## Week 13

| <b>Date</b>        | <b>Remote Class</b> | <b>Topic</b>             | <b>Reading Due</b> | <b>Task</b>   | <b>Due</b>          |
|--------------------|---------------------|--------------------------|--------------------|---|---------------------|
| <b>M, April 26</b> | Asynchronous        | Persuasive presentations |                    | <p>Google Drive &amp; Turnitin: Persons 1-8 Civic Persuasive Appeals outline, reference page, &amp; visual aid-if used</p> <p>Panopto Presentations: Persons 1-8 deliver/record persuasive presentation using Panopto</p>     | April 26 @ 12:20 PM |
| <b>W, April 28</b> | Asynchronous        | Persuasive presentations |                    | <p>Google Drive &amp; Turnitin: Persons 9-17 Civic Persuasive Appeals outline, reference page, &amp; visual aid-if used</p> <p>Panopto Presentations: Persons 9-17 deliver/record persuasive presentation using Panopto</p>   | April 28 @ 12:20 PM |
| <b>F, April 30</b> | Asynchronous        | Persuasive presentations |                    | <p>Google Drive &amp; Turnitin: Persons 18-25 Civic Persuasive Appeals outline, reference page, &amp; visual aid-if used</p> <p>Panopto Presentations: Persons 18-25 deliver/record persuasive presentation using Panopto</p> | April 30 @ 12:20 PM |

## Week 14

| <b>Date</b>     | <b>Remote Class</b> | <b>Topic</b>                                  | <b>Reading Due</b>                           | <b>Task</b>  | <b>Due</b>       |
|-----------------|---------------------|---|--|--|------------------|
| <b>M, May 3</b> | Asynchronous        | Assignment: Public lecture                    | Assignment Guidelines<br>H&K: Public Lecture | Read assignment guidelines & watch video lecture   | End of day       |
|                 |                     | Leadership and Power                          | J&H: Ch. 5                                   | Watch pre-recorded lecture: J&H Ch. 5  |                  |
|                 |                     | Speech reflection: Civic appeals presentation |  | Participation Assignment #1 Google Form. Speech reflection: Civic Appeals Persuasive Presentation  |                  |
|                 |                     | Persuasive presentations peer review          |  | Participation Assignment #7 Google Form: Speech Peer Review (2)  |                  |
| <b>W, May 5</b> | from 11:30-12:20 PM | Leader & Leadership Development               | J&H: Ch. 12 Gigliotti et al.: PDF Reading    | Participation Assignment #10- Upload answers to the “self-assessment Box 12.1: self-perceptions of leadership skills” (p. 403) to your Google Drive folder | May 5 @ 11:30 AM |
|                 |                     |   |  | Participation Assignment #10 Google Doc: Leader & Leadership Development   | May 5 @ 12:20 PM |
| <b>F, May 7</b> | from 11:30-12:20 PM | Public lecture presentation workday           |  | Discussion Forum: Public Lecture Topic   | May 7 @ 12:20 PM |
|                 |                     |   |  | Google Form: Unofficial End-of-Semester Evaluation   | End of day       |



## Week 15 (finals week)

| Date       | Class Meeting | Topic          | Reading Due | Task   | Due               |
|------------|---------------|----------------|-------------|--|-------------------|
| Th, May 13 | Asynchronous  | Public lecture |             | <p>Google Drive &amp; Turnitin: Public Lecture outline, reference page, and visual aid (if used)</p> <p>Panopto Presentations: Deliver/record persuasive presentation using Panopto</p> <p>Google Form: Unofficial End-of-Semester Evaluation</p> <p>Extra Credit Google Form: Public Lecture speech reflection</p> <p>Extra Credit: Google Form: Public Lecture peer review form (submit up to 2)</p> | Th, May 13 @ 3 PM |

### Schedule Key:

- Asynchronous = Working on your own, you'll use the 11:30-12:20 PM class period to complete the readings and assignments and watch the pre-recorded video lecture(s)
- From 11:30-12:20 PM = Attend our synchronous Zoom meeting from 11:30-12:20 PM where you'll participate in class discussion and submit participation assignments
- End of day = Due by 11:59 PM
- J&H = Course textbook on Leadership (*Leadership: A Communication Perspective*)
- L = Course textbook on Public Speaking (*Art of Public Speaking*)
- PDF Reading = Reading that's a PDF file provided in that week's folder in OnCourse

### \*\* 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.
- Last day to **drop** the course is Feb. 9, 2021.
- **Mid-semester grades** are available to students on March 25, 2021.
- The last day to **withdraw** from the course is April 9, 2021.
- **Final grades** are due to the Registrar's Office on May 19 and will be made available through OnCourse.
- **Final grades** are available to students through YourConnection on May 20, 2021.