**Syllabus for COMM 301: Written & Oral Communication II**

**Johanna Atwood Brown**

**Contact Information**

Office M in the (former) Department of Business (down the hallway behind lounge area)

Liberal Studies Office: 762-7952 (leave message for me)

Cell: 810-241-7943 (before 10 pm, please)

You can text me. Just ID yourself, please.

Email: [jbrown1@kettering.edu](mailto:jbrown1@kettering.edu)

See Blackboard for assignments, handouts, and grades.

**Office Hours**

M-F 9-10 am, MTh 3-3:30 pm

W by appointment only

**Course Objectives**

COMM 301 is designed to

1. Expand knowledge of research and report writing, business and technical writing
2. Practice writing and speaking effectively for a variety of purposes and audiences.
3. Develop writing skills, in terms of content, clarity, style, organization, audience, and command of Standard Edited English.
4. Understand and be able to use a variety of invention and arrangement strategies; understand and be able to use peer response strategies.
5. Understand and apply rhetorical elements (audience, purpose, and genre), rhetorical appeals (logos, ethos, and pathos), and rhetorical canons (invention, style, delivery, memory, arrangement) in order to analyze and compose texts and presentations.
6. Prepare for the CUE project by performing a review of a CUE project.
7. Use APA documentation format correctly.

## Requirements and Evaluation

1. **Prep Work = 5%**
2. **Proposals = 10%**
3. **Elevator Pitch = 10%**
4. **Pop-Up Review = 15%**
5. **Shark Tank Presentation = 20%**
6. **Yes/No/Maybe So Project = 20%**
7. **Mini-Thesis Project = 20%**

## Social Media

IG: commbrownku (@COMM\_Brown\_KU)

Twitter: @COMM\_Brown\_KU

Facebook: [www.facebook.com/CommKUBrown](http://www.facebook.com/CommKUBrown)





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# Participation Credit

# Everyone has 100% credit for participation on all classroom activities. To keep your credit, you must:

1. Demonstrate a “yes” attitude in class.
2. Participate in class discussions and activities.
3. Turn in activities for credit
4. Participate on teams
5. Give substantive peer comments
6. Stay off social media, phones, and computers in class

Points Deducted

* **Late work and presentations not accepted = 0 points. Deadlines are posted on Blackboard.**
  + Post work to Blackboard if you are absent. Re-schedule missed presentations, if you have an excused absence.
* **Attendance**: 2 excused absences allowed with no penalty, make-up work accepted.
  + 10% off participation grade for each absence thereafter. In-class work associated with absence receives a 0.
  + *Anyone with more than 5 absences will be administratively dropped from the course.*
* **Late arrival**: 4 excused late arrivals allowed with no penalty. Make-up work accepted.
  + Following that, 10% off participation grade. In-class work receives a 0. If you are more than 30 minutes late, it’s an absence.
* **Lack of participation in class activities, including:**
  + Talking, sleeping, playing computer games, web surfing, email, texting, Facebook, etc. or doing other homework during class time, peer review, or team meetings.
* **Lack of participation on teams = removal from team, 10-20% off final grade at instructor’s discretion**

Grading Scale

|  |  |  |
| --- | --- | --- |
| **Grade** | **Description** | **Points** |
| A   A- | These grades are awarded to students whose level of performance in meeting the requirements of the course is outstanding. These students understand the concepts and the principles of the course and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their feelings to others effectively. | 94-100   90-93 |
| B+   B   B- | These grades are awarded to students whose level of performance in meeting the requirements of the course is definitely better than average. These students have a good understanding of most or all of the concepts and principles, generally use correct methods, and are usually accurate in their thinking. They do a good, though not superior, job in communicating within the context of the course. | 87-89   85-86   80-84 |
| C+   C   C- | These grades are awarded to students whose level of performance is adequate. These students meet the essential requirements of the course and have a basic understanding of course concepts and principles, but have some difficulty applying them correctly. They do a fair job of communicating their ideas. | 77   75   70 |
| D+   D | These grades are awarded to students whose level of performance in general is poor but not failing. These students meet minimum course requirements but lack adequate understanding of some concepts and principles and make rather frequent mistakes in applying them. They do a poor job of communicating ideas relating to the course. | 67   60 |
| F | This grade is issued to students whose level of performance fails to meet even the minimum requirements of the course. These students fail to grasp most of the essential concepts and principles and make frequent mistakes in applying them. Their performance is definitely unsatisfactory. | 59 |

Grades will be posted on Blackboard.

Revision

You may revise an individual assignment, if you receive a 65% or lower. Revision does not automatically guarantee a better grade. There must be substantial revision of the content, not just fixing grammar or punctuation errors. The revision is due one week from the return date**. The two grades will be averaged.**

**Description of Projects (all due dates on Blackboard)**

**Yes/No/Maybe So Project:** Choose three different, specific, and narrow “angles” for an argument and write brief academic-style statements (with accompanying research) for each. *Purpose: to practice academic argumentative writing and research*

**Pop-Up Review:** Select a recent thesis from Blackboard and write a review, evaluating structure, style, topic, and research. *Purpose: to gain knowledge of how thesis projects are written.*

# Elevator Pitch: Develop a brief presentation using a specific angle or focus on a topic provided. This presentation may be developed with a team. Purpose: *to practice persuasive argument writing.*

**Shark Tank Pitch:** This presentation is based on the TV show, *Shark Tank*. Your job will be to develop a unique product and sell its potential to investors. *Purpose: to develop persuasive tactics for a primary and secondary audience and practice persuasive speaking skills & Q&A techniques.*

**Proposals:** Develop proposals to request authorization for your major projects. *Purpose: to practice planning multi-part projects*

**Mini-Thesis:** Research and write a smaller version of the real thesis. This brief report follows the same format as the thesis and offers you an opportunity to walk through the process of researching and writing a thesis on a smaller scale. *Purpose: to practice writing the thesis & increase knowledge of research and report writing skills common to STEM fields.*

# In-Class Work

**Prep Work**: Discussion & reading questions, activities, drafts, peer reviews, and other activities to be announced in class.

**Peer Review:** You will read each other’s drafts and make comments. You will also help with presentation practice.

**Micro-Conference:** Periodically, I will offer time to meet with me for short discussions of your work-in-progress. You must have print-outs of your work to qualify.

In-class work cannot be made up or turned in late. The activities are designed to accompany specific lessons.

**Class Policies**

Written Work

Bring hard copies of all written work to class for peer review. Each individual, even if working in groups, should obtain two peer reviews.

Final copies should be uploaded to Assignment Submission on Blackboard. Please do not email me final copies except under unusual circumstances.

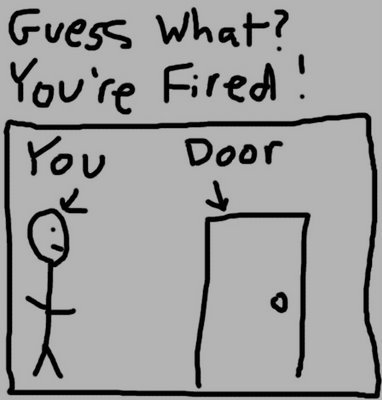
I will be glad to help you with specific questions you might have about your paper, the assignment, or the topic. Please feel free to call or stop by. You may also email me specific questions. **I do not read entire drafts** unless specified in the assignment itself.

Presentations

Because of the short term, we will not have time to allow make-ups of oral presentations (without extenuating circumstances). If you know you will be absent, please make arrangements to present before the deadline, rather than after. If you do not present with your group, you risk receiving reduced or no credit for the presentation, based on instructor and team discretion.

Teamwork

When you work in a team, you will be expected to attend team meetings either in or outside of class. You are expected to meet deadlines, answer emails or text messages, come to meetings on time, and generally honor your commitments to produce expected work. If you do not perform accordingly, your grade, and probably the rest of your group’s grade, will be lowered. Your grade for the project could be reduced by as much as 50%, depending on the level of inactivity.

Late Work

I generally do not accept late work except under extenuating circumstances. Even if you are sick or out of town, please find a way to upload your work to Blackboard on time. It is important to do so.

Make-up work is only granted for substantial, documented reasons and is determined on an individual basis.

Incompletes will only be given if the student has at least 80% of the work completed and has attended the majority of the class. A student who wishes an incomplete needs to put in a request prior to Week 11.

Common Statement on Students with Documented Disabilities

The University will make reasonable accommodations for persons with documented disabilities.

Students need to register with the Wellness Center every term they are enrolled in classes. To be assured of having services when they are needed, students should contact the Wellness Center during the first week of each term. Note that it is the student’s responsibility to arrange accommodations with each professor. For more information on “Disability Services,” refer to the Student Life section of the current Undergraduate Catalog which is located on page 25: https://www.kettering.edu/sites/default/files/resource-file-download/2013-

2014UndergraduateCatalog\_5.pdf . This information is also noted in the Student Handbook.

Academic Dishonesty

Plagiarism is the use of unacknowledged materials in an assignment, in other words, either intentionally or unintentionally using another person’s words, ideas, or work without attribution. Plagiarism includes presenting another student’s work as one’s own and failing to acknowledge research sources sufficiently and ethically. **When in doubt about how to integrate sources into your writing, remember that it’s generally safer to over-cite than under-cite.** Students who engage in academic dishonesty of any sort (whether inventing sources, using sources without acknowledgment, or copying other students’ work) will receive a 0 for the assignment.

Common Statement on Ethics in the University and Academic Integrity

Kettering University values academic honesty and integrity. Cheating, collusion, misconduct, fabrication, and plagiarism are serious offenses. Each student has a responsibility to understand, accept, and comply with the University’s standards of academic conduct as set forth in our statement, “Ethics in the University,” and “Academic Integrity” as well as policies established by individual professors. For more information, refer to the Student Life section of the current Undergraduate Catalog which is located on page 20. Undergraduate catalogs are located at https://www.kettering.edu/sites/default/files/resource-file-download/2013-2014UndergraduateCatalog\_5.pdf . This information is also noted in the Student Handbook.

Academic Assistance

In addition to your professors, academic assistance with class work and writing is available from the Academic Success Center (ASC) at (810) 762-7995 or academicsuccess@kettering.edu

Except under unusual circumstances, the guidelines in the above syllabus will not change. However, if changes are necessary, all changes will be communicated in writing as an addendum to the syllabus.

Let’s have a great term!

Revised July 1, 2019

