

SCOM 335 Syllabus Spring 2018

Course Information:

Communication Consulting
Monday/Wednesday/Friday 10:10am – 11:00am
Harrison 2102

Course Materials:

Required Text: As assigned, all texts will be available via JMU Libraries or will be posted on canvas.

Instructor Information:

Name: Dr. Paul E. Mabrey III
Office: 1143 Student Success Center
Office Hours: MW: 11am-12pm; By appointment

Office Phone: 540 – 568 – 4818
Email: mabrey@jmu.edu
Canvas: canvas.jmu.edu
Website: sites.jmu.edu/mabrey

Course Description:

Students learn consulting techniques for all phases of the public speaking process, including preparation, rehearsal and self-analysis. Specific emphases include the use of PowerPoint and other visual media in oral presentations, the history of communication centers, peer education and public speaking fundamentals. Based in contemporary human communication theory, Public Speaking Consulting provides experiential learning opportunities in JMU's Communication Center.

Course Learning Objectives:

Standard 1. Apply consulting best practices

Standard 2. Explain key communication concepts and processes

Standard 3. Recognize oneself as a professional

Standard 4. Advocate on behalf of your organization, consulting team, clients and yourself.

Academic Honesty

I adhere to James Madison University's Honor Code. Below is an EXCERPT but you should visit www.jmu.edu/honor/code.shtml for more information. Do not hesitate to ask should you have ANY questions. Individuals/groups caught will be punished.

"Students shall observe complete honesty in all academic matters. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

- Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.
- Giving false or misleading information regarding an academic matter.
- Copying information from another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit."

Attendance:

Communication can be best understood and practiced through our interactions. Your presence, company and attendance are required for this class. I will take attendance at the beginning of every class. The class is structured such that frequent absences will significantly affect your final grade. **After your third absence, your final grade will drop half a letter grade for every subsequent absence. Excused absences are those absences sanctioned by James Madison University for university events. ASSIGNMENTS CANNOT BE MADE UP OR RETAKEN.**

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Anticipated Schedule:

- M 1.8 Introduction/Syllabus
- W 1.10 Introduction Speeches
- F 1.12 Importance of Communication – Morreale & Pearson; Keith & Lundberg
- M 1.15 No Class – Martin Luther King Jr. Day
- W 1.17 Communication Strategy – Developing a Communications Plan brief; Argenti et al The Strategic Communication Imperative
- F 1.19 Apprenticeship Review
- M 1.22 Group Communication – readings to be determined
- W 1.24 Consulting Process – Block Chapters 1 & 2
- F 1.26 Consulting Process – Block Chapter 3 & Verlander Chapter 3
- M 1.29 Group Presentation Prep
- W 1.31 Case Study Presentations
- F 2.2 Case Study Presentations
- M 2.5 Tutoring Process – Gillespie & Lerner Chapter 3
- W 2.7 Public Relations & Marketing – readings to be determined
- F 2.9 Social Media – readings to be determined
- M 2.12 Case Study Consultation Presentations
- W 2.14 Case Study Consultation Presentations
- F 2.16 Public Speaking – Preparation – Audience Analysis, Brainstorming & Researching – Chamorro-Premuzic; Celaschi; McCaffrey
- M 2.19 Public Speaking – Preparation – Organization, Argument & Outlining – Schick & Schubert Chapter 8
- W 2.21 Public Speaking – Preparation – Visual Communication – Tufte, McCandless, Pantolinano, Carr & Harrington
- F 2.23 Public Speaking – Rehearsal – Style & Delivery – DeVito Chapter 16
- M 2.26 Group Case Study Self-Analysis
- W 2.28 Debrief & Apprenticeship
- F 3.2 No class – Apprenticeship
- M 3.5 No class – Spring Break
- W 3.7 No class – Spring Break
- F 3.9 No class – Spring Break
- M 3.12 Apprenticeship check-in
- W 3.14 Differently Able Learners – Hutcheon & Wolbring, Cox, Principles of Universal Design Poster
- F 3.16 No Class - Apprenticeship
- M 3.19 Diversity & Communication
- W 3.21 Intercultural Communication
- F 3.23 No Class - Apprenticeship
- M 3.26 Conflict
- W 3.28 Project Management
- F 3.30 No class – Apprenticeship
- M 4.2 Decision making
- W 4.4 Crisis communication
- F 4.6 No class – Apprenticeship
- M 4.9 Data visualization
- W 4.11 Presentations workshop
- F 4.13 Individual Twitter Presentations
- M 4.16 Individual Twitter Presentations
- W 4.18 Reflections, Evaluations
- F 4.20 No Class – National Association of Communication Centers National Conference at JMU
- M 4.23 Team Consultation Presentations
- W 4.25 Team Consultation Presentations
- W 5.2 8am-10am Case Study Consultation Reflection Presentation

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Readings:

- Block, P. (2011). *Flawless consulting: A guide to getting your expertise used* (3rd ed.). San Francisco, CA: Pfeiffer.
- Breakenridge, D.K. & Solis, B. (2012). *Powerful PR Strategies for Success*. Upper Saddle River, NJ: FT Press.
- Carr, R. & Harrington, M. (2011). Effective communication through visual design: Tables and charts. *Strategy Institute*. Retrieved from <http://aaude.org/system/files/documents/public/strategy-institute-handout-final.pdf>
- Celaschi, R. (2014, April 8). Brainswarming Creator Misses Brainstorming's Point. *Innovationship*. Retrieved from <http://www.innovationship.com/blog/brainswarming-creator-misses-point-of-brainstorming>.
- Chamorro-Premuzic, T. (2015, March 25). Why Group Brainstorming is a Waste of Time. *Harvard Business Review*. Retrieved from <https://hbr.org/2015/03/why-group-brainstorming-is-a-waste-of-time>.
- Cox, T. (2016, February 19). The Neglect of Disabled Representation in Advertising and Graphic Design. *Push Living*. Retrieved from <http://pushliving.com/the-neglect-of-disabled-representation-in-advertising-and-graphic-design/>.
- DeVito, J. A. (2011). *Human communication: The basic course*. Pearson Higher Ed.
- Gillespie, P., & Lerner, N. (2008). *The Longman guide to peer tutoring*. New York, NY: Pearson Longman.
- Hutcheon, E. J., & Wolbring, G. (2012). Voices of "disabled" post secondary students: Examining higher education "disability" policy using an ableism lens. *Journal of Diversity in Higher Education*, 5(1), 39.
- Keith, W. & Lundberg, C. (2014). Creating a history for public speaking instruction. *Rhetoric & Public Affairs*, 17 (1), 139-146.
- Kneupper, C. W. (1978). Teaching argument: An introduction to the Toulmin model. *College Composition and Communication*, 237-241.
- Lucey, J.J. (2009). The impact of a communications strategy and five step survey process on the improvement of employee engagement. *Management Services*, 9-15.
- McCandless, D. (2010, July). The beauty of data visualization [video file]. Retrieved from http://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization?language=en
- McCaffrey, T. (2014, June 24). Brainswarming: Because Brainstorming Doesn't Work. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/06/brainswarming-because-brainstorming-doesnt-work>.
- Morreale, S.P. & Pearson, J.C. (2008). Why communication education is important: The Centrality of the Discipline in the 21st Century. *Communication Education*, 57(2), 224-240.
- Pantoliano, M. (2012, February 12). Data visualization principles: Lessons from Tufte. *The Moz Blog*. Retrieved from <http://moz.com/blog/data-visualization-principles-lessons-from-tufte>
- Schick, K. & Schubert, L. (2014). *So What? The Writer's Argument*. New York, NY: Oxford University Press.
- Thackeray, R., Neiger, B. L., Hanson, C. L., & McKenzie, J. F. (2008). Enhancing promotional strategies within social marketing programs: use of Web 2.0 social media. *Health promotion practice*, 9(4), 338-343.
- Tufte, E. (2003) PowerPoint is Evil. *Wired*, 11.09. Retrieved from <http://archive.wired.com/wired/archive/11.09/ppt2.html>
- Verlander, E.G. (2012). *The Practice of Professional Consulting*. San Francisco, CA: Pfeiffer
- Wirtz, J.G. (2012). "Wait a minute! I didn't know that's what you thought": A case study about reaction to Whole Foods CEO John Mackey's editorial about health care reform. *Public Relations Journal*, 6 (3), 1-23.

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Assignment Points:

1 st Speech	25
Case Study Presentations	100
Case Study Consultation Presentations	100
Discussion Leaders	100
Twitter Branding Project	100
Group Case Study Self-Analysis	25
Apprenticeship	200
Apprenticeship Team Consultation Presentation	100
Case Study Consultation Reflection Presentation	50
Participation	200
Total	1000

Grading Scale:

A	940-1000	B+	870-899	C+	770-799	D+	670-699
A-	900-939	B	840-869	C	740-769	D	600-669
		B-	800-839	C-	700-739	F	0-599

“C” is considered average. Points are not rounded; you receive what you have earned.

Assignment Explanations:

1st Speech: Two-minute speech the second day of class on anything. This is meant to help everyone get comfortable speaking in front of each other and so that we can know each other a little bit better.

Case Study Presentations: Identify an example or case where public speaking consultation was needed or should have been used. Create and deliver a 15-minute team informative presentation on this example.

Case Study Consultation Presentations: You will be assigned one of the public speaking case studies another group identified. You will provide consultation for this case study and give a 15-minute presentation explaining what you would suggest, why and how you came up with that decision.

Discussion Leaders: Each team will be responsible for leading one discussion in class. You will pick which articles we should read for your topic/day. The topics/days up for grabs are highlighted in yellow on the course schedule.

Twitter Branding Project: You will experiment with Twitter as a social media site to develop your own professional brand as a communication consultant. Throughout the semester you will progressively develop a professional identity, specific cause issues, and monitor your impact. You will write 1-2 page briefs and deliver a 3-minute presentation at the end of the semester.

Group Case Study Self-Analysis: You will be assigned another team from the class and participate in a public speaking self-analysis consultation over the 15 minute case study presentation together.

Apprenticeship: You will be assigned an organization for your consulting team to serve as consultants for the organization's communication needs. This will require about 20 hours per individual person throughout the semester, including the time set aside during class.

Apprenticeship Team Consultation Presentation: Each team will present a 15-minute informative presentation summarizing and reflecting on their consulting apprenticeship.

Case Study Consultation Reflection Presentation: Each team will present a 15-minute presentation reflecting on their case study and case study consultation from the beginning of the semester.

Participation: The professor and your consulting team will provide evaluative feedback that makes up your participation grade.

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Student Concerns and/or Accommodations:

If you have any special concerns please let me know as early as possible. If you have any special concerns please let me know as early as possible. JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in the Student Success Center (Room 1202) and you may call 540-568-6705 for more information.

Office Hours:

While I am almost always in my office during office hours, I occasionally step out to run an errand or visit with a colleague, debater or student. Dropping in without prior arrangements does not guarantee I am immediately available. Appointments are strongly encouraged to maximize time management for both student and faculty.

Grade Disputes:

If you wish to dispute a received grade, you must submit your grade dispute in writing within one week of receiving the grade in question.

Cell phones:

Please turn them off, put them on silent or vibrate. The only time anyone should be on a cell phone is for an emergency. NO TEXTING. If there is an emergency on campus, all of our phones should be vibrating.

Weather:

Decisions to close university operations will be made by the President or a designee. If the decision to close is made, announcements will be made on JMU radio station 1610AM, on the [JMU Home Page](#) on the World Wide Web and on area radio and television stations. When it is necessary to cancel classes due to weather or other emergency, we will hold class electronically, using Canvas. Please check Canvas if class is cancelled for assignments. Additionally, the university may be forced to cancel or reschedule final examinations. Decisions to close university operations will be made by the President, or a designee. If the decision to close the university and reschedule final examinations is made, announcements will be made as noted above. When the university closes due to weather or other type of emergency, faculty will administer regularly scheduled examinations at a time designated by the university. The official make up time will be designated as part of the closing announcement. Unless otherwise notified, examination locations will be the same as the location for the regularly scheduled exam. If it is determined that exams cannot be given because of inclement weather or other emergency, faculty will assign final grades to students based on the exams, tests and projects completed prior to the regularly scheduled exam date.

Religious Accommodations:

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the [Office of Equal Opportunity](#) at (540) 568-6991 if you have additional questions.

Writing Guidelines:

Keep it simple. Identify yourself, the course, section, assignment and meeting time on the paper. You should use 12-point font, double-spaced and one inch margins all around. Use the most recent APA format style guidelines. Default to specific assignment guidelines if they differ.

Resources:

James Madison University has an amazing amount of quality services available to you as a student. Career & Academic Planning, Counseling and Student Development Center, University Health Center Outreach & Prevention Services and the Learning Resource Centers just to name a few.

Communication Center: <http://www.jmu.edu/commcenter/>

Writing Center: <http://www.jmu.edu/uwc/>

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Drop/Add:

Students are responsible for registering for and/or dropping classes and for verifying their class schedules on MyMadison.

Gender based Violence:

Title IX of the Education Amendments of 1972 states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Faculty are considered mandatory reporters of sexual violence disclosures, but confidential resources are available at JMU. If you need assistance of any kind with sexual assault, intimate partner violence or stalking please consult jmu.edu/ccasa.

College of Arts & Letters First Week Attendance Policy:

At the instructor's discretion, any student registered for a class in the College of Arts and Letters who does not attend the first two (2) scheduled meetings of the class (or does not attend the first scheduled meeting of a class that meets once a week) may be administratively dropped from the class. Students dropped for non-attendance will be notified via e-mail by the Associate Dean of the College.

Students who fail to attend the first two meetings of a class for which they are registered but who do not receive an e-mail notification have not been administratively dropped by their instructor. Unless those students drop the course on their own, they will receive a grade at the end of the semester. All students are responsible for verifying the accuracy of their schedules and changes made in their schedule via e-mail and through the web.

Living Document:

The syllabus is a work in progress and subject to change. You will be notified of any changes.

SIGNATURE & ACKNOWLEDGEMENT:

I acknowledge that I have read and fully understand the material contained in the syllabus and this website.

By completing the following form, I agree to abide by the course policies set out in the syllabus and this website. Furthermore, on my honor, I will not give nor receive any unauthorized assistance on any assignment.

Name (print)

Date

Honor Code Signature