

Times & Locations

	Day	Period	Time	Building & Room
Lecture <i>(all sections)</i>	Tuesday	5-6	11:45 AM – 1:40 PM	Chemistry Laboratory (CLB) Room C130

Lab Section	Day	Period	Time	Building & Room
0160	Monday	2-3	8:30 AM – 10:25 AM	ROL 306 / TUR B310
0161	Monday	2-3	8:30 AM – 10:25 AM	TUR B310 / ROL 306
0162	Monday	4-5	10:40 AM – 12:35 PM	ROL 306 / DAU 0342
0163	Monday	4-5	10:40 AM – 12:35 PM	DAU 0342 / ROL 306
0164	Friday	2-3	8:30 AM – 10:25 AM	ROL 306 / WEIL 0273
0165	Friday	2-3	8:30 AM – 10:25 AM	WEIL 0273 / ROL 306
0166	Friday	4-5	10:40 AM – 12:35 PM	ROL 306 / WEIL 0279
0167	Friday	4-5	10:40 AM – 12:35 PM	WEIL 0279 / ROL 306
0170	Friday	6-7	12:50 PM – 2:45 PM	ROL 306 / MAT 0012
0171	Friday	6-7	12:50 PM – 2:45 PM	MAT 0012 / ROL 306
0179	Wednesday	2-3	8:30 AM – 10:25 AM	ROL 306 / TUR B310
0203	Wednesday	2-3	8:30 AM – 10:25 AM	TUR B310 / ROL 306

The Teaching Team

	Dr. Tony Andenoro	Mr. Blake Colclasure	
	Instructor of Record	Lead Instructor	
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Office	Rolfs 219	Rolfs 310	
Office Hours	By Appointment	By Appointment	
	Mr. Taylor Polinard	Ms. Kayla Waldorff	Ms. Brittani Kirkland
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Office	Rolfs 408	Rolfs 411	Rolfs 406
Office Hours	By Appointment	By Appointment	By Appointment
Labs	Section 0160 Section 0162 Section 0170 Section 0179	Section 0165 Section 0167 Section 0171 Section 0203	Section 0161 Section 0163 Section 0164 Section 0166

Course Description

Strategies and techniques for effective presentations in the food, agricultural and natural resource professions. Emphasis on oral and visual techniques for formal and informal situations including leadership and group settings.

Effective Oral Communication is designed to develop the communication abilities of *any* student through a critical understanding of the self, the other, and the purpose of communication. The class is divided into two overarching components: Lectures and Labs. Lectures focus on *strategies* and *techniques* for achieving successful oral communication, while labs provide a unique opportunity to *apply* material learned in lecture, and develop a more reflective, critical understanding of one's personal communication skills.

Learning Objectives

Upon completion of this course, students will be able to:

- Demonstrate effective articulation, organization, and prioritization of communication
- Demonstrate the ability to utilize engagement tools and tactics with respect to audience engagement
- Demonstrate capacity for interpersonal communication within leadership and professional contexts
- Demonstrate self-awareness of personal communication styles, including nonverbal interactions, within small groups

Text of Reference (REQUIRED)

Gallo, C. (2014). Talk like TED: The 9 public-speaking secrets of the world's top minds. St. Martin's Press. ISBN 1250041120 or 9781250041128

Description of Course Assignments

Lecture Attendance & Participation (140 points)

During lectures throughout the semester, a guest speaker will spend 15-25 minutes of class discussing elements of communication they face in their career on a daily basis or a TED Talk speaker will be shown. At the end of the lecture, students will write their thoughts regarding the speaker, reflecting on their interest in the topic and connection (or disconnect) with the speaker's discussion. The slips of paper or "Golden Tickets" will be counted for lecture attendance and participation throughout the semester along with other "Golden Ticket" open-ended questions. Students who arrive late to lecture will be subject to reduced attendance points that day.

Due: On-going in lecture throughout the semester

Lab Attendance & Participation (140 points)

Attendance will be taken during each lab. Various activities will also be conducting in lab that will require active participation. Lab attendance and participation will account for a total of 125 points for this course.

Due: On-going in lab throughout the semester

Personal Narrative Speech (100 points)

In the personal narrative presentation, students will tell a story that provides their lab instructor and peers with context for (1) their passions and/or (2) their future career. Students will attempt to successfully engage their audience by utilizing dynamic personal narrative elements discussed in lecture and Talk like TED. This informal speech will be **5 minutes**. A visual aid is required; PowerPoint can only be used to show pictures. Professional dress is NOT required for this speech. This speech will be video recorded and given to students by an emailed link.

Due: *TBD in lab - see your lab section's schedule for due date

Personal Narrative Speech Reflection (50 points)

Students will write a 2-3 pg, double-spaced reflection on their speech. The personal narrative reflection must present critical reflection on the following prompts: (1) Based on peer feedback and personal critique, what are my current strengths and weaknesses as a communicator? (2) How did the subject matter of my speech impact my communication skills and the communication process at large (i.e. audience feedback, engagement, tone)? (3) What elements of personal narrative did I implement from lecture and/or Talk like TED?

Due: within 1 week after the personal narrative speech is given, submit via Canvas

Current Event Informational Speech (100 points)

In the current event informational speech, students will give a 5-minute speech on a current domestic or international event. In this speech, students will demonstrate the ability to inform an audience (not persuade) on an approved topic by the lab instructor. Students should focus on utilizing credible sources and organizing the speech to include an effective speech introduction, body, and conclusion. Visual aids are not required, but may be helpful to include.

Due: *TBD in lab – see your lab section’s schedule for due date

Current Event Informational Speech Reflection (50 points)

Students will write a 2-3 pg, double-spaced reflection on their speech. The current event informational speech must present critical reflection on the following prompts: (1) After looking at peer feedback and watching my recorded speech, what are areas of my speech that went well and what areas will I look to improve? (2) How effectively did I inform my audience through the use of credible sources? (3) How did the organization (introduction, body, conclusion) of my speech impact the overall ability to inform the audience?

Due: within 1 week after the current event informational speech is given, submit via Canvas

Lab Mock Interview (50 points)

During one lab session during the semester, students will set up a 10-minute mock interview with their lab instructor. Professionalism is required for this assignment: students must come to the mock interview dressed professionally with their current resume. Students will be interviewed for 7 minutes with a 3-minute follow-up conversation with their lab instructor.

Due: *TBD in lab – see your lab section’s schedule for due date

Persuasive Speech (100 points)

Your persuasive speech will attempt to change or alter the behavior or attitudes of your audience by using persuasive arguments discussed in lecture and lab, calling your audience to a tangible action. You will be required to have your topics and speech outline pre-approved in class during lab prior to your presentation. Outlines must follow the format discussed and outlined in lab. This speech will be **6-8 minutes** and **MUST** contain at least two dynamic visual aids that support your presentation. PowerPoint is required and must follow effective PowerPoint elements discussed in lecture. Professional dress is **REQUIRED** for this speech. This speech will be video recorded and distributed by your lab instructor via an emailed link.

Due: *TBD in lab - see your lab section’s schedule for due date

Persuasive Speech Reflection (50 points)

Students will write a 2-3 pg, double-spaced reflection on their speech. The persuasive speech reflection must present critical reflection on the following prompts: (1) Based on the video recording of your speech, list 3-5 goals to improve the effectiveness of your communication style. (2) Where did I implement ethos, pathos, and logos to persuade my audience? (3) How could I have organized my argument more effectively?

Due: within 1 week after the persuasive speech is given, submit via Canvas

Group Presentation (150 points)

Your group presentation will consist of small groups of 4-5 formed half-way through the semester by your lab instructor. Prior to your presentation, your group must all complete a group project together that you feel is creative or will create positive change for someone or something. Once the project is complete, the group will deliver a presentation on (1) a summary of the event and (2) how the project (or organization) could impact the lives of your classmates presently or in the future. Your presentation must include a photo of all group members present at the event. This presentation will be **15 minutes** long and **MUST** contain two visual aids; PowerPoint is optional. Professional dress is **REQUIRED** for this presentation.

Due: *TBD in lab - see your lab section’s schedule for due date

Group Presentation Reflection (50 points)

Each student will write a 2-3 pg, double-spaced reflection on their group project experience. The group presentation reflection must present critical reflection on the following prompts: (1) Think about the group communication process before, during and after the experience. Did your group communicate effectively? Why or why not? (2) Identify at least two barriers to communication. (3) How can I apply what I have learned in this presentation to working in groups in my future profession?

Due: within 1 week after the group presentation speech is given, submit via Canvas

TED Talk Analysis (100 points)

Students will write a 2-3 page (double-spaced, 1 inch margins, Times New Roman 12-point font) analysis of a TED Talk video which analyzes the three communication elements outlined in Talk like TED: emotional, novel, and memorable. Students will find one 12-minute or greater TED Talk (TEDx discouraged, but accepted) online video they connect with. The first paragraph should be dedicated towards a summary of the video itself. The remainder of the paper should analyze (not summarize) the three communication elements, using critical depth of thought.

Due: April 13th, 11:59 PM via Canvas

Final Reflection Video (100 points)

At the end of the semester, students are asked to create a YouTube video where they reflect upon their growth throughout the course. Students are encouraged to **be creative** with their content creation (i.e. audio, photo stream, iMovie, VideoScribe, etc.). Students **must** assess: 1) Personal and professional growth within this course and 2) Provide/reflect upon one “nugget” of wisdom they’ll take away from this course that impacts their personal and/or professional future. There is no minimum requirement length for this video presentation, but videos cannot exceed 3 minutes in length. A Final Video content creation assignment document and rubric is posted via Canvas for student resources. All videos must meet university appropriateness.

Due: April 24th, 11:59 PM via an uploaded link or video to Canvas

Extra Credit

Informational Interview (30 points)

During the semester, students will set up a meeting to seek advice from a professional (family members will not be accepted) in their career, industry, and/or corporate culture of their potential future workplace. Students will use the informational interview to gather information on their field or industry, enhance their effective professional communication skills, identify specific companies they might want to work at, expand their professional network, and develop a foundation for their personal brand. Prior to the interview, students will provide the lab instructor with a list of 8 – 10 questions they will ask their interviewee in order to receive feedback from their lab instructor. Questions must request information from the interviewee that is not obtainable online. After students complete the informational interview, they will write a 2-3 pg reflection that must include critical reflection on the following prompts: (1) Provide a summary of the two most significant or novel responses gained from your interview questions. (2) Did the professional demonstrate effective oral communication? Why or why not? (3) What elements of effective professional communication did you utilize in the interview? (4) How did this experience impact your perspective of your personal brand?

Due: April 19th, 11:59 PM

#MyJourneyAEC3030 (30 points extra credit maximum)

Every week students will have the option of posting a tweet on Twitter reflecting what they have learned about oral communication in labs and lectures using the hashtag #MyJourneyAEC3030. Acceptable tweets include quotes, questions, statements and other forms of reflection relevant to the class content presented that day. Points will only be given to tweets that are posted during that week of instruction. In order to receive extra credit for the tweets, students must attach an image of all of their tweets as well as a total count by April 19th, 11:59 PM via Canvas. This opportunity is optional and worth a maximum of 30 points (2 points per tweet).

Due: April 19th, 11:59 PM

Assignment Point Breakdown and Grading Scale

Course Assignment	Points
Lecture Attendance and Participation	140
Lab Attendance and Participation	140
Personal Narrative Speech	100
Personal Narrative Speech Reflection	50
Current Event Informational Speech	100
Current Event Informational Speech Reflection	50
Lab Mock Interview	50
Persuasive Speech	100
Persuasive Speech Reflection	50
Group Presentation	150
Group Presentation Reflection	50
TED Talk Analysis	100
Final Reflection Video	100
Total	1,180

Letter Grade & Course Grading Scale		
A = 1,180-1,121 points (>95%)	B- = 944-978 points (80%-82.9%)	D+ = 790-825 points (67%-69.9%)
A- = 1,062-1,120 points (90%-94.9%)	C+ = 908-943 points (77%-79.9%)	D = 743-789 points (63%-66.9%)
B+ = 1,026-1,061 points (87%-89.9%)	C = 861-907 points (73%-76.9%)	D- = 708-742 points (60%-62.9%)
B = 979-1,025 points (83%-86.9%)	C- = 826-860 points (70%-72.9%)	E = <707 points (<59.9%)

Course Policies

Late Assignments: Barring an unforeseen emergency, all work is due in class or on Canvas by the assigned time on the assigned date. This class creates learning opportunities to develop effective oral communication; hence, communication with your Lead and Lab Instructors is key. Pending extenuating circumstances, students must contact their Lead or Lab Instructor via email within 24 hours of the assignment due date. Should you fail to turn in your work without communication, you will receive a grade of 0. **No exceptions.**

Absences: It is an expectation that you attend every class session. Because of the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency. Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

E-Learning: All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on E-Learning, this includes your grades.

Academic Integrity: **We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**

Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the [Student Guide](#).

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. (See UF Rule [6C1-4.017](#))

Student Honor Pledge: On all work submitted by students at the university, the following pledge is either required or implied: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*
(Source: 2013-2014 Undergraduate Catalog) This policy will be vigorously upheld at all times in this course.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling & Wellness Center*, 3190 Radio Road, 392-1575, <http://www.counseling.ufl.edu/cwc/>
- *Career Resource Center*, CR-100 JWRU, 392-1602, www.crc.ufl.edu/

Students with Disabilities: Support services for students with disabilities are coordinated by the **Disability Resource Center** in the Dean of Students Office. All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Add/Drop: Courses may be dropped or added during the Drop/Add period without penalty. The Drop/Add period is the first five days of classes during fall or spring semester, and the first two days of classes for summer terms. The specific dates are listed in each term's **academic calendar**. After Drop/Add, students may withdraw from a course up to the date established in the university calendar. A grade of W will appear on the transcript, and students will be held liable for course fees. All drops after Drop/Add must be submitted to the Office of the University Registrar by the deadline. Special circumstances: Incomplete (I) An incomplete (I) will only be granted in the case of documented, long-term, serious illness or other extremely extenuating circumstances. Students requesting an (I) must bring their situation to the instructor's attention as soon as possible. I's must be completed within one semester. If you are making up an (I), you must schedule a meeting with the instructor during the first two weeks of class.

AEC 3030C: Effective Oral Communication Lecture Schedule

Introduction to Communication	Talk like TED: Emotional Secret #1 & Secret #2
January 10th	January 17th
<u>Lecture:</u> <ul style="list-style-type: none"> • What is Effective Oral Communication? • Introduction to AEC3030 and the Teaching Team • Setting the Standard 	<u>Lecture:</u> <ul style="list-style-type: none"> • Secret #1: Unleash the Master Within • What Motivates You? • Secret #2: Master the Art of Storytelling • The Importance of Storytelling <p>*Read Part I: Emotional in <i>Talk like TED</i> by January 24th</p>
Talk like TED: Emotional Secret #3	Presentations: Confidence
January 24th	January 31st
<u>Lecture:</u> <ul style="list-style-type: none"> • Secret #3: Have a Conversation • Meet Someone New • Non-Verbal Communication 	<u>Lecture:</u> <ul style="list-style-type: none"> • Speaking with Confidence • Non-Verbal Communication • Stress Reduction
Communicating Controversial Topics	Rhetoric & Ethos, Pathos, Logos
February 7th	February 14th
<u>Lecture:</u> <ul style="list-style-type: none"> • Credible Sources • Communicating Controversial Topics & Current Events 	<u>Lecture:</u> <ul style="list-style-type: none"> • Rhetoric & Argumentation • Ethos, Pathos, Logos
Presentations: Visuals	Presentations: Delivery & Content
February 21st	February 28th
<u>Lecture:</u> <ul style="list-style-type: none"> • Evils of PowerPoint • Visuals that AID • Audience Analysis & Engagement 	<u>Lecture:</u> <ul style="list-style-type: none"> • Dynamic Delivery • Content & Organization <p>*Read Part II: Novel in <i>Talk like TED</i> by March 14th</p> <p>ENJOY SPRING BREAK NEXT WEEK – NO CLASS!</p>

<p align="center">Talk like TED: Novel Secrets #4, #5, & #6</p>	<p align="center">Professionalism</p>
<p align="center">March 14th</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Secret #4: Teach me Something New • Creativity in Communication • Secret #5: Deliver Jaw-Dropping Moments • Secret #6: Lighten Up 	<p align="center">March 21st</p> <p><u>Lecture</u></p> <ul style="list-style-type: none"> • Professional Language & Personal Brand • Effective Interviewing
<p align="center">Effective Group Communication</p>	<p align="center">Talk like TED: Memorable Secrets #7 & #8</p>
<p align="center">March 28th</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • What is My Role? • Effective Group Communication • Barriers to Effective Group Communication • Leadership in Communication <p>*Read Part III: Memorable in <i>Talk like TED</i> by April 4th</p>	<p align="center">April 4th</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Secret #7: Stick to the 18-minute Rule • Secret #8: Paint a Mental Picture with a Multisensory Experience • The Art of Listening
<p align="center">Intercultural Communication & Emotional Intelligence</p>	<p align="center">Course Wrap-Up</p>
<p align="center">April 11th</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Interpersonal Communication • Cultural Influences • Overcoming Cultural Differences in Communication 	<p align="center">April 18th</p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Continuing the Communication Journey • Course Wrap-Up

Note: This is a tentative syllabus and schedule. Modifications may be made by the Instructor and will be announced in class.