

### Times & Locations

	Day	Period	Time	Building & Room
<b>Lecture</b> (all sections)	Thursdays	4-5	12:30 PM – 2:50 PM	Computer Science & Engineering Building (CSE), Room E222

Lab Section	Day	Period	Time	Building & Room
7E51	Mondays	2-3	9:30 AM – 11:50 AM	Rolfs, Room 306
7055	Mondays	4-5	12:30 PM – 2:50 PM	Rolfs, Room 306
7057	Wednesdays	2-3	9:30 AM – 11:50 AM	Rolfs, Room 306
7058	Wednesdays	4-5	12:30 PM – 2:50 PM	Rolfs, Room 306

### The Teaching Team

	Dr. Tony Andenoro	Mr. Blake Colclasure	Ms. Sarah LaRose	Mr. Taylor Polinard
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<b>Office</b>	Rolfs 219	Rolfs 310	Rolfs 310	Rolfs 408
<b>Office Hours</b>	By Appointment	By Appointment	By Appointment	By Appointment
<b>Labs</b>	Instructor of Record	Lead Instructor	7E51 7055	7057 7058

### Course Description

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

## **Description of Course Assignments**

### **Lecture Attendance & Participation (200 points)**

During lectures throughout the semester, a guest speaker will spend 10-15 minutes of class discussing elements of communication they face in their job on a daily basis or a TED Talk speaker will be shown. After the speech, 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.

Due: On-going in lecture throughout the semester

### **Lab Attendance & Participation (200 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 200 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**. Visual aids are optional; 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/syllabus for due date

### **Personal Narrative Speech Reflection (40 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: \*TBD in lab - see your lab section's schedule/syllabus for due date

### **Informational Interview Questions (40 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. Questions must request information from the interviewee that is not obtainable online. The submission should also include the interviewee's name and industry as well as the time and location of the interview.

Due: May 23<sup>rd</sup>, 11:59 PM via Canvas

### **Informational Interview Reflection (100 points)**

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: June 27<sup>th</sup>, 11:59 PM 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 5 minutes with a 5-minute follow-up conversation with their lab instructor.

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

### **Persuasive Speech Reflection (40 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 my 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: \*TBD in lab - see your lab section’s schedule/syllabus for due date

### **Group Presentation (150 points)**

Your group presentation will consist of small groups of 4-5 formed halfway 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 classmate 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/syllabus for due date

### **Group Presentation Reflection (40 points)**

Students 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: \*TBD in lab - see your lab section’s schedule/syllabus for due date

### **Final Reflection Video (150 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: August 1<sup>st</sup>, 11:59 PM via a submission on Canvas of a link to your YouTube video

## Extra Credit

### **Current Event Speech** (30 points extra credit maximum)

Throughout the course of the semester, students will have the option of giving a short presentation (3-4 minutes in length) in lecture on a current domestic or international event that includes a specific element of communication.

Due: Contact your lab instructor to arrange a lab day to present your speech; available lab dates will be determined by your lab instructor

### **Professional Communication Mock Interview** (30 points extra credit)

During the semester, students will have the option to schedule a mock interview with the UF Career Resource Center on campus. This will provide an opportunity for application of the course materials and gain valuable interviewing tools and tactics and practical experience. In order to receive extra credit for this experience, students must schedule the interview and upload the proper evaluation form completed by the interviewer on Canvas or turn in a hard copy of the evaluation to their lab instructor.

Due: August 4<sup>th</sup>, 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 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 by 11:59 PM on the Monday before the proceeding class. 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 August 4<sup>th</sup>, 11:59 PM via Canvas. This opportunity is optional and worth a maximum of 30 points (2 points per tweet).

Due: August 4<sup>th</sup>, 11:59 PM

## Assignment Point Breakdown and Grading Scale

Course Assignment	Points
Lecture Attendance and Participation	200
Lab Attendance and Participation	200
Personal Narrative Speech	100
Personal Narrative Speech Reflection	40
Informational Interview Questions	40
Informational Interview Reflection	100
Lab Mock Interview	50
Persuasive Speech	100
Persuasive Speech Reflection	40
Group Presentation	150
Group Presentation Reflection	40
Final Reflection Video	150
<b>Total</b>	<b>1210</b>

Letter Grade & Course Grading Scale		
A = 1,210 – 1,150 points	B- = 1,003 – 968 points	D+ = 846 – 811 points
A- = 1,149 – 1,089 points	C+ = 967 - 932 points	D = 810 – 762 points
B+ = 1,088 – 1,053 points	C = 931 – 883 points	D- = 761 – 726 points
B = 1,052 – 1,004 points	C- = 882 – 847 points	E = < 726 points

## 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/](http://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/](http://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
<b>May 12<sup>th</sup></b>	<b>May 19<sup>th</sup></b>
<p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• What is Effective Oral Communication?</li> <li>• Introduction to the AEC3030 and the Teaching Team</li> <li>• Setting the Standard</li> </ul> <p><u>Assignment:</u> Read Part I: Emotional in <i>Talk like TED</i> by May 26<sup>th</sup>.</p>	<p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Secret #1: Unleash the Master Within</li> <li>• What Motivates You?</li> <li>• Secret #2: Master the Art of Storytelling</li> <li>• The Importance of Story Telling (Dr. Tony Andenoro)</li> </ul>
Talk like TED: Emotional Secret #3	Presentations: Visuals, Audience Engagement, Dynamic Delivery
<b>May 26<sup>th</sup></b>	<b>June 2<sup>nd</sup></b>
<p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Secret #3: Have a Conversation</li> <li>• Non-verbal Communication</li> <li>• Speaking with Confidence</li> <li>• Stress Reduction</li> </ul> <p><u>Assignment:</u> Read Part II: Novel in <i>Talk like TED</i> by June 9<sup>th</sup>.</p>	<p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Visuals that Aid</li> <li>• Audience Analysis &amp; Engagement</li> <li>• Dynamic Delivery</li> </ul>
Talk like TED: Novel Secrets #4, #5, & #6	Professionalism
<b>June 9<sup>th</sup></b>	<b>June 16<sup>th</sup></b>
<p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Secret #4: Teach me Something New</li> <li>• Secret #5: Deliver Jaw-dropping Moments</li> <li>• Secret #6: Lighten Up</li> </ul>	<p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Professional Language &amp; Personal Brand</li> <li>• Effective Interviewing</li> </ul>

No Lecture	Critical Thought & Rhetoric
<p style="text-align: center;"><b>June 23<sup>rd</sup></b></p> <p>Enjoy Summer Break!</p> <p><u>Assignments:</u> Read Part III: <i>Memorable in Talk like TED</i> by July 7<sup>th</sup></p>	<p style="text-align: center;"><b>June 30<sup>th</sup></b></p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Communicating Controversial Topics</li> <li>• Rhetoric &amp; Argumentation</li> <li>• Ethos, Pathos, Logos</li> </ul>
Talk like TED: Memorable Secrets #7 & #8	Effective Group Communication
<p style="text-align: center;"><b>July 7<sup>th</sup></b></p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Secret #7: Stick to the 18-minute Rule</li> <li>• Secret #8: Paint a Mental Picture with a Multisensory Experience</li> <li>• The Art of Listening</li> </ul>	<p style="text-align: center;"><b>July 14<sup>th</sup></b></p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• What is My Role?</li> <li>• Effective Group Communication</li> <li>• Barriers to Effective Group Communication</li> </ul>
Leadership in Communication & Secret #9	Interpersonal Communication
<p style="text-align: center;"><b>July 21<sup>st</sup></b></p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Leadership in Communication</li> <li>• Secret #9: Stay in Your Lane</li> </ul>	<p style="text-align: center;"><b>July 28<sup>th</sup></b></p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Interpersonal Communication</li> <li>• Cultural Influences</li> <li>• Overcoming Cultural Differences in Communication</li> </ul>
Course Wrap-Up	
<p style="text-align: center;"><b>August 4<sup>th</sup></b></p> <p><u>Lecture:</u></p> <ul style="list-style-type: none"> <li>• Course Wrap-up</li> </ul>	

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