

**College of Food, Agricultural, and Environmental Sciences**  
**Department of Human and Community Resource Development**  
**Proposal for Minor in Agricultural Communication**

**Introduction**

The minor in agricultural communication has been developed to provide students with basic knowledge and skills to translate and communicate technical and scientific information related to food, agricultural, and environmental sciences. It caters to the needs of students interested in agricultural and natural resource careers in marketing, government relations, public relations, sales, advertising and non-profit organizations.

**Rationale**

Studies have shown that employers are continually looking for graduates who have a solid background in one of the agricultural disciplines combined with strong communication skills (Herman, 1995). With the variety of agriculture and food related topics that have been in the public eye in recent years it is important that individuals working in the food, agricultural, and environmental science industries know how to communicate not only to their internal audiences, but also to external audiences. Employers are looking for students coming out of colleges and universities who not only have the scientific skills, but also the abilities to use written and oral communication as well as new technology to get messages across. This minor aims to give these students such skills.

This minor is expected to meet the needs of students in applied scientific and agricultural fields who may not necessarily want to work as scientists, but may want to work in those industries. The applied technical and communication skills taught through this minor will improve and broaden career opportunities for individuals in other scientific disciplines.

**Purpose**

The purpose of this minor is to offer students a firm foundation of communication skills and techniques to use when providing food, agricultural and environmental science information to audiences.

**Benefits for Students**

This minor will be an effective complement to agricultural, natural resources, and other majors. By offering students a skill set in which to communicate and effectively discuss the materials they have learned in their majors. Many industry professionals have expressed the need for the proposed minor for student who have completed their degree in another major in the College of Food, Agricultural, and Environmental Sciences. Once hired in their field, they found themselves doing communication work with limited background knowledge and skills in communication. The proposed minor would offer individuals the knowledge they need to excel in their careers. Students with this minor will stand out with employers by having strong communication (written and oral) skills that can be used in any profession. They will be well-versed in electronic and print communication tools and ready to hit the ground running in their future careers.

**AGRICULTURAL COMMUNICATION MINOR**

College of Food, Agricultural,  
and Environmental Sciences  
The Ohio State University

Emily Rhoades, Minor Coordinator  
208 Ag. Administration Bldg.  
2120 Fyffe Road  
614-292- 4937  
Rhoades.100@osu.edu

The minor in Agricultural Communication is designed to provide students with basic knowledge and skills in communication related to agricultural and environmental sciences. Courses in the minor will develop oral and written communication skills, and the use of electronic technologies to effectively communicate science-based information. This minor is designed for students interested in careers in marketing, government relations, public relations, sales, advertising and non-profit organizations.

The minor is open to students across the university interested in learning to effectively communicate science-based information to a variety of audiences.

A minor in Agricultural Communication consists of a minimum of 23 hours of coursework selected from the following:

| Courses  |  | Credit Hours |
|--|--|--------------|
| <b>Required:</b>                                   |  |              |
| Agr Comm 200                                       | Introduction to Agricultural Communication                   | 5            |
| Agr Comm 300                                       | Publication Design and Production                            | 5            |
| Agr Comm 350                                       | Advanced Agricultural Communication Technology               | 5            |
| Agr Comm 390                                       | Oral Expression in Agriculture                               | 5            |
|  | <i>Or</i>  |              |
| Comm 321   | Principles of Effective Public Speaking                      | 5            |
| <b>Take at least one of the following courses:</b> |  |              |
| Agr Comm 510                                       | Campaign Design and Management in Agricultural Organizations | 5            |
| AEE 342  | Fundamentals of Personal and Professional Leadership         | 5            |
| Rural Soc 662                                      | Diffusion of Innovations                                     | 5            |
| AED Econ 421                                       | Salesmanship in Agriculture                                  | 3            |
| Agr Comm 650                                       | Communication Strategies for Change and Development          | 5            |
| Comm 311   | Visual Communication Design                                  | 5            |
| Comm 611   | Communication and Multimedia                                 | 5            |

**Restrictions and General Information:**

- It is recommended that students in this minor complete Agr Comm 367.
- This minor is not available to Agricultural Communication or Agricultural Education and Extension majors.
- A minimum overall GPA for courses in the minor shall be 2.0.
- A minor should be declared at the time a student accumulates 90 hours
- A maximum of five (5) credit hours may overlap between the minor and the GEC (foundations, natural sciences, arts and humanities, social sciences, and contemporary issues).
- Courses taken pass/non-pass may not be applied to the minor.

**Recruitment**

The department will recruit for the new minor through its website and through undergraduate presentations during college events like the Farm Science Review and the CFAES Exploration Fair. Direct mailings will be sent to undergraduates in the college using departmental list serves. Flyers will also be posted across campus when the minor is first launched.

**Administration and Advising**

Advising and administration of the minor will be done through the Human and Community Resources Department and the Agricultural Communication Program. Dr. Emily Rhoades will serve as the coordinator for the minor.

**Anticipated Enrollment**

It is anticipated that students across the college of FAES will find this minor attractive. Students majoring in animal science, environmental sciences, and agricultural business have already indicated an interest in such a minor within the college. The projected enrollment in the minor is 15-20 students per year.

**Letters of Support**

Letters of concurrence were requested from the School of Communication, the Rural Sociology Program, and Agribusiness and Applied Economics Department and will be included.

**Resources**

At this point no new resources will be needed to start up the minor as all of the classes are already in place. Potentially in the future if interest in the minor grows, second sections of some the agricultural communication courses may need added.

**Expenses**

No new expenses will be incurred as all of the courses in the proposed minor are already being taught by faculty in the college.

**Implementation**

It is requested that this minor be put in place by Fall 2009.

**Syllabi**

Syllabi from all courses included in the minor are appended to this proposal.

-----Original Message-----

From: Amy Nathanson [mailto:nathanson.7@osu.edu]  
Sent: Friday, March 20, 2009 3:36 PM  
To: Emily Rhoades  
Subject: Re: Ag Comm Minor Proposal

Hi Emily,

This sounds great. I will be able to provide concurrence at this time. How should I do it? Do I write a note to you?

Amy

At 03:31 PM 3/20/2009, you wrote:

>Amy,  
> I have changed the proposal to include 611. I think it is a great  
>addition and appreciate the suggestion. I also appreciate your  
>willingness to work with us on this minor. Do you know when you might  
>present this to your committee for concurrence? If they have and  
>questions I would be happy to answer them. Thank you again, Emily  
>  
>  
>

>On Thu, 19 Mar 2009 16:53:47 -0400

> Amy Nathanson <nathanson.7@osu.edu> wrote:

>>Hi Emily,

>>Thanks for meeting this morning. I spoke with our director and she  
>>indicated that we should probably remove 634 and 637 given that they  
>>are taught by lecturers in our department (and therefore may not be  
>>offered on a predictable basis). However, she thought 611 could be  
>>added (it has a prereq of 311). I will forward an example of our 611  
>>syllabus to you in just a moment so you can see how it might match up  
>>with the goals of your minor.  
>>I appreciate your willingness to work with us on this. I hope things  
>>go smoothly for you and that you can get the minor approved quickly.  
>>I hope you have a great break too!

>>Amy

>>

>>At 12:54 PM 3/19/2009, you wrote:

>>>Amy,

>>> Thank you again for taking time out this morning to talk with us  
>>>about the proposed minor in Ag Communication. Please find attached a  
>>>revised sheet that includes the options we discussed this morning.  
>>>Please let me know if I can answer any questions you or your colleagues may  
have.

>>> I hope you have a wonderful break and I look forward to hearing from you.

>>>Sincerely,

>>>Emily

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The Ohio State University

Emily Rhoades, Minor Coordinator  
208 Ag. Administration Bldg.  
2120 Fyffe Road  
614-292- 4937  
Rhoades.100@osu.edu

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**Implementation**

It is requested that this minor be put in place by Fall 2009.

**Syllabi**

Syllabi from all courses included in the minor are appended to this proposal.



Department of Human and  
Community Resource Development

Emily Rhoades, PhD  
Assistant Professor

208 Agricultural Administration Building  
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Columbus, OH 43210-1067

Phone: 614-292-4937  
FAX: 614-292-7007  
E-Mail: [rhoades.100@osu.edu](mailto:rhoades.100@osu.edu)

January 7, 2009

Dear Dr. David,

I am writing in regard to the messages I sent you at the end of last quarter. As you remember a few years ago, we proposed a minor in agricultural communications. As time has passed, the need for the minor is becoming more in demand from our students and alumni. Many are heading into careers where they are faced with communicating highly scientific information to rural and urban audiences. We have organized the proposed minor to meet the needs of students in applied scientific and agricultural fields who may not necessarily want to work as scientists, but may want to work in those industries. As such, the courses included are not solely agricultural communication courses, but also courses in leadership and marketing.

My chair and I would like to sit down and discuss this proposal with you. We would like to see what we can do to make it work with what you offer in communication so it is beneficial to both programs. We feel that this is a unique minor that will hit a niche set of students not currently being served on campus. We are open to meet with you when ever is convenient. Please contact me at 2-4937 or [rhoades.100@osu.edu](mailto:rhoades.100@osu.edu). I have enclosed a copy of the minor proposal and rationale for you to look at. I look forward to hearing from you soon.

Sincerely,

Emily Rhoades  
The Ohio State University

CC Robert Birkenholz  
Jill Pfister  
Linda Martin



-----Original Message-----

From: Emily Rhoades [mailto:rhoades.100@cfaes.osu.edu]  
Sent: Tuesday, November 25, 2008 3:00 PM  
To: Prabu David  
Subject: Good afternoon

Prabu,

I hope this email finds you doing well. I have had several students in your 311 course recently who said great things about it.

I was writing to see if my chair and I might be able to come meet with you sometime during finals week. As you remember a few years ago we proposed a minor in ag communications. As time as passed the need for the minor for students in our college is becoming more in demand from our students and alumni. Many are heading into career were they are faced with communicating highly scientific information to rural and urban audiences. We would like to chat with you to see what we can do it make it work with what you offer in communication. I look forward to hearing from you.

Have a Happy Thanksgiving,  
Emily Rhoades

-----Original Message-----

From: Emily Rhoades [mailto:rhoades.100@cfaes.osu.edu]  
Sent: Wednesday, December 03, 2008 11:34 AM  
To: Prabu David  
Subject: Good afternoon

Prabu,

I hope this email finds you doing well. I have had several students in your 311 course recently who said great things about it.

I was writing to see if my chair and I might be able to come meet with you sometime during finals week. As you remember a few years ago we proposed a minor in ag communications. As time as passed the need for the minor for students in our college is becoming more in demand from our students and alumni. Many are heading into career were they are faced with communicating highly scientific information to rural and urban audiences. We would like to chat with you to see what we can do it make it work with what you offer in communication. I look forward to hearing from you.

Thank you,  
Emily Rhoades

\*\*\*\*\*  
\*\*\*\*\*

Emily B. Rhoades, PhD  
Assistant Professor, Agricultural Communications Human and Community Resource  
Development The Ohio State University  
203 C Ag Administration

2120 Fyffe Rd  
Columbus, Oh 43210  
(614)292-4937  
[www.emilyrhoades.com](http://www.emilyrhoades.com)  
<http://agrcomm.wordpress.com/>

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**See letter sent January 7, 2009**

**Prabu notified us there was a new Committee Chair so e-mailed Nathanson, no response, then we called, no response.**

**From:** Emily Rhoades [mailto:[rhoades.100@cfaes.osu.edu](mailto:rhoades.100@cfaes.osu.edu)]  
**Sent:** Friday, February 06, 2009 4:09 PM  
**To:** [nathanson.7@osu.edu](mailto:nathanson.7@osu.edu)  
**Subject:** Good Afternoon

Dr. Nathanson,

Hello, my name is Emily Rhoades. I am the program leader for the agricultural communication major in the College of Food, Agricultural, and Environmental Sciences. I recently sent a letter to Dr. David about a proposal we are wishing to submit to the university. A few years ago we talked with Dr. David about us developing a minor in agricultural communication. Feedback from the students in our college and our alumni have made it clear that it is a need for them. As time has passed since talking with Dr. David the need for the minor in our college is becoming more in demand from our students and alumni. Many are heading into career were they are faced with communicating highly scientific information to rural and urban audiences. We would like to chat with you to see what we can do to make it work with what you offer in communication. I sent Dr. David the proposal for the minor a few weeks ago and he indicated he was going to forward it on to you.

I was writing to see if my chair and I might be able to come meet with you sometime in the next few weeks. I hope you have a wonderful weekend and I look forward to meeting you.

Sincerely,

Emily Rhoades

\*\*\*\*\*

Emily B. Rhoades, PhD

Assistant Professor, Agricultural Communications

Human and Community Resource Development

**Agricultural Communication 200:**  
**Introduction to Agricultural Communication**  
**Autumn 2008**  
**M/W 3:18 p.m. 205 Ag. Administration**

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**Instructor:**  
Dr. Emily Rhoades  
208B Ag.Admin. Bldg.

Phone: 2924937  
E-Mail: rhoades.100@osu.edu

**Office Hours:** M/W 12:30 and by appointment. You can also find me on Facebook for chat these times.

**Course Description:** This course provides an introduction to the field of agricultural communication and examines how agricultural communication fits into the U.S. mass media system. This course will introduce the communication process, how media serves as a communication channel and how agricultural communicators utilize media to reach a variety of audiences.

**Objectives:** After this course, the student should be able to:

1. Understand the history and development of the agricultural communication industry.
2. Explain the various career opportunities for agricultural communicators.
3. Understand and discuss the mass media system and its role in society.
4. Critically evaluate media messages and the ethics behind issues facing the profession.
5. Demonstrate examples of excellence in agricultural communication.

**Text:**

*Media/Impact: An Introduction to Mass Media* (8th Ed.) by Shirley Biagi  
Occasional Class Handouts

**Supplies:**

I ask that you come to class prepared with an open mind ready to discuss the topic of will periodically receive readings in the form of class handouts, and for that reason I recommend getting a three-ring binder. You will also need a hard drive or other media storage device for preparing class assignments.

**Grading Scale**

|            |            |            |
|------------|------------|------------|
| A = 94-100 | B- = 80-82 | D+ = 67-69 |
| A- = 90-93 | C+ = 77-79 | D = 63-66  |
| B+ = 86-89 | C = 73-76  | E < 63     |
| B = 83-85  | C- = 70-72 |            |

**Assignments:**

|   |                |
|---|----------------|
| <input type="checkbox"/> Career Shadow and presentation     | 100 pts        |
| <input type="checkbox"/> Job Application and analysis       | 100 pts        |
| <input type="checkbox"/> Media analysis                     | 100 pts        |
| <input type="checkbox"/> Midterm exam                       | 150 pts        |
| <input type="checkbox"/> Final exam                         | 150 pts        |
| <input type="checkbox"/> Blogging                           | 50 pts         |
| <input type="checkbox"/> Wiki Timeline                      | 50 pts         |
| <input type="checkbox"/> Participation and class activities | 50 pts         |
| <b>Total</b>  | <b>750 pts</b> |

**Job Application:** Part of this class is to start thinking about what type of a career you in communications you would be interested in, and what you will need to do in college to that career. You are required to find a job announcement for a position in ag communication would interest you. You will need to prepare a cover letter, resume, and portfolio to apply position. You will be asked to turn in a rough copy of your resume and portfolio prior to due date, and make any noted changes.

*Rough Draft due Nov. 1st*

*Final piece due Dec. 3rd*

**Career Shadow and Presentation:**

In order to further explore the many career opportunities in agricultural communication you identify one communications professional to visit and shadow ~~at least~~ 3 hours. Information gained from the experience must be developed into a ~~3-page report~~ 1-page report describing the individual you visited, the job duties, and office atmosphere you observed that will be posted to the will also be graded on a copy of the thank you note to the individual you shadow. I may the person you shadow to confirm you were there for 3 hours so please be honest. Finally summarize your experience in ~~minute~~ 1-minute presentation to the class during the last week of the quarter. *Career and interviewee need to be approved by the instructor by October 13.*

**Media Analysis:** Agriculture topics are covered by many sources including Ag and other. As agricultural communicators, you must be current on what issues are being covered and how covered in the media. You must find three media sources covering an agricultural issue from 3 years. Two sources must be from the popular press (radio, TV, newspaper, magazine) and only one source can be from an agricultural or public media source. You must evaluate the coverage of the issue in all three sources ~~3-page report~~ 1-page report. Your analysis should look at the number and types of sources utilized in the pieces, the balance (or lack of) in the story, story, the use of photos (and what types) with the story, where the story was placed in (front page, first story, last story) and importance given, and lastly how you might change coverage of this issue to cover it fairly if you were the reporter.

*Due- Nov. 3rd*

**Blogging:** During the first week of class, you will get an invitation to join a blog from Bl. You will need to follow the link they send you and set up a free blogging account to be a member of our class (<http://agcomm200.blogspot.com/>). Over the quarter, you must blog one week (by Friday evening) for a total of 8 entries (this gives you one week off that you can use anytime, and you are more than welcome to blog more than that, but this is the minimum required). I want you to blog on current news in the world of media or the type of coverage being agriculture issues. You are also required to comment on at least 4 of your classmate's entries. Be professional in your comments and use good grammar in all entries. I will explain this during our first class.

### Wiki:

Our class has a wiki (<http://agcomm200.pbwiki.com>) that we will be using. I will show you how to use it during the first week of class. Over the quarter, we will create a media timeline. Each one of you will sign up for a type of medium and you will be required to tentatively add to that timeline the major dates, advancements, and changes in that medium. We will be looking at this throughout the quarter and you will receive points for the completeness of your entry. You go beyond the book to find other major dates that have had an impact. Be prepared to post in class on the day we cover that media.

**Exams:** The midterm exam will be based on material covered up until the exam. This will test your knowledge of concepts discussed in class. The final exam will include material covered after the midterm. If for some reason you must miss an exam you must notify me ~~more~~ **later than 2 weeks before** the test to work out an alternative date. Last minute requests will only be granted in the case of illness or family emergency (and I will ask for proof). Up to 10 questions will come from the notes page of the class wiki. If no notes are contributed to the wiki, no questions will come from it. This is your chance to know what is on the tests!

**Participation & Attendance:** All students are expected to attend and be on time. We will have many group discussions about agricultural communication and mass media and your views and opinions are welcome and encouraged as long as you remain respectful of your classmates. If you must miss class, you are expected to notify the instructor prior to class. Participation points will be deducted if a student misses class repeatedly. While attendance will not be formally taken, it will be noted. There will also be occasional participation points given out during class activities. These points are a one-time deal and cannot be made up or given prior to class. You can also earn participation points through your involvement in the class wiki.

**Late Policy:** As a professional in the agricultural communication field, you are required to work with many deadlines. It is imperative that you start learning now how to organize yourself and meet such deadlines. Because this is so important, a **20 percent per day deduction** will be assessed for all assignments turned in late. Assignments will not be accepted if they are more than 2 days late.

**Cell phones/Texting/Laptops:** Students are asked to turn off their cellular phones before entering the classroom. If it rings I have the right to answer it. Recent research has shown that people

less when they are ~~making~~ ~~not~~ using. For that reason, if I catch you texting during class I have the answer that as well. If you have a laptop to use during class that is fine, but you must will ask for you to turn it off

### Academic Misconduct

Any violation of the university's Code of Student Conduct will be reported to the Committee on Academic Misconduct as specified by Faculty Rule 31-0235. Plagiarism and other forms of academic dishonesty are justification for failure on any assignment or the course. Materials turned in for a grade are assumed to be the student's original work prepared specifically for this course this quarter. Students wishing to submit material that has been used for other classes must obtain permission from the instructor beforehand.

### Notice for Students with Special Needs

If you need an accommodation based on the impact of a disability, contact the instructor at an appointment as soon as possible. At the appointment, the instructor will discuss with you the course format and explore potential accommodations. In this course, the instructor relies on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, please do so.

Course schedule

| Date     | Lessons/Readings   |
|----------|--|
| Sept. 24 | Course Introduction and Communication overview   |
| Sept. 29 | Communication in everyday life<br>Text: Chapter 1  |
| Oct. 1   | Mass Media's <del>fact</del> <sup>effect</sup> on our world<br><i>Bring to Class</i> Communication Usage Sheet   |
| Oct. 6   | The newspaper and free press <del>speaker</del><br>Text: Chapter 3<br><i>Bring to Class</i> A newspaper it can be a major one or one from your hometown  |
| Oct. 8   | Magazine targets<br>Text: Chapter 4<br><i>Bring to Class</i> 2 of your favorite magazines  |
| Oct. 13  | Development of Agricultural Communication  |
| Oct. 15  | Media coverage of Agriculture  |
| Oct. 20  | Radio Sounds <del>Lindsay Hill, ABN/BARN</del><br>Text: Chapter 6<br><b>Midterm Review</b>   |
| Oct. 22  | Television-Tom Stewart (former station manager Channel 10)<br>Text: Chapter 8  |
| Oct.27   | <b>Midterm</b>   |
| Oct. 29  | <i>No Class- Work on Career Shadow and media analysis</i>  |
| Nov. 3   | Developing a professional resume and portfolio<br><i>Bring to Class</i> If you have a resume currently please bring it in.<br><b>Deadline:</b> Media Analysis  |
| Nov. 5   | Professional challenges in Agricultural Communication<br>Text: Chapter 15  |
| Nov. 10  | Professional challenges in Agricultural Communication, Cont.<br>Text: Chapter 15   |
| Nov. 12  | Digital Media and Agriculture<br>Text: Chapter 9   |
| Nov. 17  | <i>No Class Veterans Day</i>   |
| Nov. 19  | Public relations, Advertising, and Marketing <del>speaker</del><br>Text: Chapter 11 & Chapter 10<br><i>Bring to Class</i> An example of public relations<br><b>Deadline:</b> First draft of resume and portfolio |
| Nov. 24  | Communicating agriculture to the public  |
| Nov. 26  | <i>No Class Thanksgiving</i>   |
| Dec. 1   | <b>Job Shadow Presentations</b>  |
| Dec. 3   | <b>Job Shadow Presentations</b><br><b>Deadline:</b> Job application  |

|     |                   |
|-----|-------------------|
| TBA | <i>Final Exam</i> |
|-----|-------------------|

\*Please note that ~~this is~~ a tentative syllabus and you will be informed of any changes that may occur.



**PUBLICATION LAYOUT AND DESIGN**  
AGRICULTURAL COMMUNICATION 300  
WINTER 2007

Monday/Wednesday, 3:30 p.m. to 5 p.m., Howlett Hall (29276)

**INSTRUCTOR:**

Dr. Emily Rhoades  
208B Ag.Admin. Bldg.  
Phone: 2924937  
E-Mail: rhoades100@osu.edu

**OFFICE HOURS:**

Monday and Wednesday 3:00  
Or By appointment

**COURSE DESCRIPTION:**

This course introduces students to basic practices and techniques used in designing and producing professional-quality publications for agricultural and general audiences. Agricultural communicators will find application for these skills in a variety of work settings. Special emphasis will be placed on the practical skills expected of entry-level professionals in the agricultural communication workplace.

Students completing this course will be able to perform the following tasks:

1. Use computer software and hardware to accomplish basic and advanced publication design and production tasks.
2. Use professional terminology necessary to collaborate effectively with editors, designers, printers and other production vendors.
3. Recognize and apply basic layout and design principles when producing a publication.
4. Solve common design and production problems encountered in the communication workplace including those related to readability, use of graphics, resolution and color.
5. Write bid requests to get reliable cost estimates from printers and other vendors before initiating a project.

**TEXT:**

- *The NonDesigner's Design Book* (2<sup>nd</sup> Ed.) by Robin Williams (2004)
- *InDesign For Macintosh & Windows*: by S.S. Cohen (2006)

**SUPPLIES:**

You will need a flash disk or other media storage device for preparing class assignments. Software needed to complete assignments can be found in campus labs. a lab with software to use visit: [http://scc.osu.edu/software/software\\_search.php](http://scc.osu.edu/software/software_search.php). You may also download trial versions of the software at home from adobe.com. Make sure you are working from InDesign CS2.

**GRADING SCALE:**

|            |            |            |
|------------|------------|------------|
| A = 95-100 | B- = 80-82 | D+ = 67-69 |
| A- = 90-94 | C+ = 77-79 | D = 63-66  |
| B+ = 86-89 | C = 73-76  | E < 62     |
| B = 83-85  | C- = 70-72 |            |

**ASSIGNMENTS:**

While all major assignments will be graded on design skill and use of techniques taught in class, they will also be graded on professionalism. That includes correct grammar in all materials. Make sure you proofread. You are also expected to not use images downloaded online. Unless it is a royalty-free site, taking images offline is against copyright laws, you can't do that in the workplace so do not get in the habit of it now.

|                             |                |
|-----------------------------|----------------|
| Major Project               | 100 pts        |
| Color Activity              | 50 pts         |
| Photoshop Creative          | 50 pts         |
| Magazine Spread             | 75 pts         |
| Bring in the Best           | 25 pts         |
| Course Exam                 | 100 pts        |
| In Class Exercises and Quiz | 50 pts         |
| Attendance                  | 25 pts         |
| <b>Total</b>                | <b>475 pts</b> |

**MAJOR PROJECT:**

You will complete a major project that will be 100 points. Your project should include both text and photographs or artwork and should incorporate the layout and design principles discussed in the course. A justification paper will also be included, describing the project. This is a significant project that requires a substantial time commitment. Students should start work on the project as possible after receiving instructor approval. Graded major projects will be available for students to pick up during the week. Further details will be provided in class.

**COLOR ACTIVITY:**

You will be completing a worksheet on color design and color theory after working through an online tutorial (<http://www.poynterextra.org/cp/index.html>). You will also be asked to provide examples of various color techniques described in the tutorial to share with the class. Further details will be provided about this assignment.

**PHOTOSHOP CREATIVE:**

You will utilize Photoshop to develop a graphic image for a company that could be utilized in a piece utilizing images and text. You will be graded on your use of Photoshop, the skills learned in class, and your creativity. You must submit the image as a Photoshop file. A justification paper will be included, describing the project. Further details will be provided in class.

**MAGAZINE SPREAD:**

You will design and lay out a two-page magazine spread in InDesign using text and images provided by the instructor. Grading will be based on proper design and layout concepts and the effectiveness of the design and typography. The magazine page layout must include a headline, photos with cutlines, a pull quote, a subhead, and an advertisement. A justification paper will also be included, describing the project. Further details will be provided in class.

**BRING IN THE BEST**

The best way to get a good design is to constantly be looking for great examples of design in everyday life. At some point in the quarter you must bring in an example of a great design and discuss its principles and topics discussed in class. You will need to let me know beginning of class that you have your design. You will then share it with the class and discuss what makes it good and how it relates to the ideas we have learned in class. The instructor will collect all designs and a class vote at the end of the quarter will be held for the best design. A small prize will be given to the winner.

**EXAM:**

The course exam will be based on material covered up until the exam. This will test your knowledge of design concepts discussed in class well as proficiency with the software taught in class. If for some reason you must miss an exam you must meet with me later than 2 weeks before the test to work out an alternative date. Last minute requests will only be granted for serious illness or family emergency (you will need to ask for proof).

**PARTICIPATION & ATTENDANCE:**

This is a very hands-on course in which we will be working with technology everyday. It is not possible to perform well in this course without regular attendance. You are required to attend class and participate. Participation points will be deducted if a student misses class. While attendance won't be formally taken, it will be noted. There will also be occasional points given out through class activities and quizzes. These points are a small deal and cannot be made up or given prior to class.

**LATE POLICY:**

As a professional in the agricultural communication field you will be required to work with tight deadlines. It is imperative that you start learning now how to organize yourself to meet such deadlines. Because this is so important, a 10 percent per day deduction will be assessed for all assignments turned in late. Assignments will not be accepted if they are more than 48 hours late. Computer glitches will not be counted as an excuse. Save often and don't panic!

**CELL PHONES/LAPTOPS:**

Students are asked to turn off their cellular phones before entering the classroom. If it rings I have the right to answer it.

While I understand the temptation to play online or check email when you are sitting at a computer, it is important for you to pay attention during class in order to grasp the technology skills we are discussing. You will have time before and after class to check your email or do what you wish.

**ACADEMIC MISCONDUCT:**

Any violation of the university's Code of Student Conduct will be reported to the Committee on Academic Misconduct as specified by Faculty Rule 1-0235. Plagiarism and other forms of academic dishonesty are justification for failure on any assignment or the course. Material turned in is assumed to be the student's original work prepared specifically for this course during this quarter. Students wishing to submit material that has been used for other classes must get permission from the instructor beforehand.

**NOTICE FOR STUDENTS WITH SPECIAL NEEDS:**

If you need an accommodation based on the impact of a disability, contact the instructor to make an appointment as soon as possible. At the appointment, the instructor will discuss with you the format and explore potential accommodations. In this course, the instructor relies on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, please do so.

## COURSE SCHEDULE

| DATE      | LESSONS  | READINGS                          |
|-----------|--|-----------------------------------|
| W Jan. 3  | Course Introduction and Best Design Award  |                                   |
| M Jan. 8  | Production Planning and Page layout  | Pg 133                            |
| W Jan. 10 | Introduction to page layout and design principles  | Pg 133                            |
| M Jan. 15 | No Class MLK Day   |                                   |
| W Jan. 17 | Typography   | Pg 125, 140<br>142-163<br>166-171 |
| M Jan. 22 | Complex formats in layout and design   | Pg 88, 116                        |
| W Jan. 24 | Using photographs and artwork in the printed publication<br><i>Discuss: Magazine Layout Assignment</i> |                                   |
| M Jan. 29 | Image Enhancements   |                                   |
| W Jan. 31 | Creative Photoshop Quiz<br><i>Discuss: Color Activity and Photoshop Creative</i>                       |                                   |
| M Feb. 5  | No Class Work or Color Activity  |                                   |
| W Feb. 7  | Spot and Process Color<br><i>Color Activity Due</i>  |                                   |
| M Feb. 12 | Layout and Design Lab<br><i>Photoshop Creative Due</i>   |                                   |
| W Feb. 14 | Layout and Design Lab  |                                   |
| M Feb. 19 | Special Printing Items<br><i>Magazine Layout Due</i>   |                                   |
| W Feb. 21 | How to get reliable printing cost estimates  |                                   |
| M Feb. 26 | Layout and design lab  |                                   |
| W Feb. 28 | In-class course exam   |                                   |
| M March 5 | Major project lab  |                                   |
| W March 7 | Major project Lab Best Design Award Presentation<br><i>Major project Due by 5 p.m. Friday, the 9</i>   |                                   |

\*Please note that this is a tentative syllabus and you will be informed of any changes that may occur.

## Agricultural Communication 350

### Advanced Agricultural Communication Technology

Winter Quarter 2008  
MW 2-4:18

**Instructor:**

Dr. Emily Rhoades  
208 Ag.Admin. Bldg.  
Phone: 292-4937  
E-Mail: rhoades.100@osu.edu

**Office Hours:**

TBA  
Or by appointment as needed.

**Course Description:** This course is designed to further introduce students to practices and techniques used in computer-based electronic production when preparing messages for agricultural audiences. Students will learn through hands-on experiences how to effectively use advanced electronic communication software and layout, design, and usability principles when creating online materials to reach rural audiences. Students will explore the variety of new technologies currently being used in agricultural communications, and will learn how to analyze audiences based on their technology needs.

**Objectives:** After this course, the student should be able to:

1. Explain the various uses of electronic communication being utilized to reach agricultural audiences.
2. Analyze various audiences to determine the appropriate electronic media mixes to communicate agricultural information effectively.
3. Discuss and identify the common design and usability concepts that must be considered when utilizing electronic communications.
4. Describe and demonstrate the effective usage of web authoring and image manipulation software and html to successfully design and publish a Website and blog.

**Text:**

Required- *The Non-Designer's Web Book*, 3/e by Williams and Tollett ISBN 0321303377

Recommended- *Adobe Photoshop CS2 Classroom in a Book* by Adobe Press  
*Macromedia Dreamweaver MX for Windows and Macintosh* by J. T. Towers ISBN 0201844451

Several hand-outs will be provided throughout the quarter discussing agricultural communication industry trends.

**Supplies:** This course is designed to prepare you to work in a production environment. We will be publishing websites during the course of the semester. You will need to have some form of storage device to save your work. You also need to check your OSU email as class materials may be sent to you online. It is also recommended to have a three-ring binder for all provided readings.

**Equipment:** There is computer lab equipment available for your use during class lab time and during other times of the day. To find a lab with software closes to you visit:  
[http://scc.osu.edu/software/software\\_search.php](http://scc.osu.edu/software/software_search.php) . You may also download trial versions of the software at home from adobe.com. If you choose to do so, make sure you download the correct versions of the software that we are using in class (Photoshop CS2 and Dreamweaver MX 2004).

The department has several digital cameras you may check out for use from Dr. Rhoades. These cameras will be available for any photos you need to complete assignments. This equipment must be reserved in advance to ensure everyone has an equal opportunity to use it. You are responsible for making sure all equipment is brought back on time, and that it is working properly. A digital microphone is also available for you to check out to capture audio.

#### Grading Scale

|            |            |            |
|------------|------------|------------|
| A = 95-100 | B- = 80-82 | D+ = 67-69 |
| A- = 90-94 | C+ = 77-79 | D = 63-66  |
| B+ = 86-89 | C = 73-76  | E < 62     |
| B = 83-85  | C- = 70-72 |            |

#### Assignments:

|                                       |            |
|---------------------------------------|------------|
| Web Assignment #1                     | 100        |
| Website Analysis and Site Sketch      | 100        |
| Web Assignment #2                     | 200        |
| Blogging                              | 100        |
| Podcast                               | 50         |
| Technology exploration                | 50         |
| HTML E-mail                           | 50         |
| Midterm Quiz                          | 75         |
| Final Exam                            | 100        |
| Participation and in-class activities | 25         |
| <b>Total</b>                          | <b>850</b> |

**Web Assignment #1-** You will create a site to feature your professional skills. This site can feature work from previous classes that you are proud of (e.g., projects, speeches, papers, other design work, photography, articles, etc.). This site will include a home page and at least 3 additional pages. Your site will be graded on design, navigation, usability and functionality. You must have images on each page and links to at least 2 outside sources. A broken link or misspelled word will **severely** punish your grade.

**Website Analysis and Site Storyboard-** You will find an agriculture client to do a website for. You will then find two sites similar to what the client is looking for. Write a 2-3 page report describing the graphic design elements on the sites, what is good/bad about the design, colors, graphics, and navigation. You will need to discuss in your narrative what your website will be in terms of design, color, graphics, navigation, and content. You should also discuss the audience for your site and how they play a role in your decisions. Lastly design a site structure for your client's site from your observations of other sites.

**Website Assignment #2-** Develop a site (at least 6 pages) for an agriculture client you have identified early in the quarter. All clients must be approved by the instructor. This site should include at least three advanced features like a form, animation, fly out menu, etc. You must incorporate CSS into your site. Your site will be graded on design, navigation, usability and functionality. A broken link or misspelled word will **severely** punish your grade. You will present the site to the class at the end of the semester.

**Blogging-** You will develop a blog during the second week of class. You will be required to post an entry by Wednesday (5 p.m.) each week discussing a site you have found that represent good and bad qualities of the design principles and techniques we are discussing in class that week. At least one site

you use over the quarter must be agriculture related. Please discuss not only design, but also how effectively the site is reaching its intended audiences. You will also be required to comment by each Friday at midnight on a classmates' blog entry for that week. A list of everyone's blogs will be emailed to you. You will receive 8 pts for each blog you do and 4 pts for each week's comments. More information will be provided later on this. Blogs will not be done in week 10.

**HTML- Email-** You will develop an html-email announcing a commodity organization meeting that incorporates text and images. You will email me your final product.

**Podcast-** You will develop a podcasts discussing a current agriculture issue. You will need to interview at least one individual as part of your recording. Your podcast will be posted on your blog.

**Exams:** The course exam will be based on material covered up until the exam. This will test your knowledge of concepts discussed in class as well as proficiency with the software taught in class. If for some reason you must miss an exam you must meet with me **no later than 2 weeks before** the test to work out an alternative date. Last minute requests will only be granted for serious illness or family emergency (and I will ask for proof).

**Late Policy:** As a professional in the agricultural communication field you will be required to work with many deadlines. It is imperative that you start learning now how to organizing yourself to meet such deadlines. Because this is so important no late assignments will be accepted (please be mindful of all time requirements given). Technical difficulties may happen and no extensions will be given due to computer glitches so save often and in different locations.

**Attendance:** This is a very hands-on course in which we will be working with technology everyday. It is not possible to perform well in this course without regular attendance. You are required to attend class and to be on time. Participation points will be deducted if a student misses class repeatedly.

**Cell phones and E-mail:** Students are asked to **turn off** their cellular phones before entering the classroom. While I understand the temptation to play online or check e-mail and Facebook when you are sitting at a computer, it is important for you to pay attention during class in order to grasp the technology skills we will be discussing. You will have time before and after class to check your e-mail if you wish.

**Academic Misconduct:**

Any violation of the university's Code of Student Conduct will be reported to the Committee on Academic Misconduct as specified by Faculty Rule 3335-31-02. Plagiarism and other forms of academic dishonesty are justification for failure on any assignment or the course. Materials turned in for a grade are assumed to be the student's original work prepared specifically for this course during this quarter. Students wishing to submit material that has been used for other classes must get permission from the instructor beforehand.

**Notice for Students with Special Needs:**

If you need an accommodation based on the impact of a disability, contact the instructor to arrange an appointment as soon as possible. At the appointment, the instructor will discuss with you the course format and explore potential accommodations. In this course, the instructor relies on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, please do so.



Course schedule

| Date    | Lessons/Readings   |
|---------|--|
| Week 1  | Course Introduction and Overview.<br>Agriculture is online?  |
| Week 2  | How to grab attention for agricultural information<br>Electronic media- blogs, cell phones, and the Internet<br><i>Read Ch. 1 &amp; 4</i><br>Don't make me think...<br>Introduction to electronic communication methods<br><i>Read Ch. 6-9</i> |
| Week 3  | Making a communication site with Dreamweaver and Templates<br><i>Read Ch. 3</i><br>Online tools to use- CSS intro  |
| Week 4  | Taking it online<br>Using Graphics to enhance your messages<br><i>Read Ch. 10-11</i>   |
| Week 5  | <b>Quiz</b><br>Photoshop 101<br>Buttons, Rollovers, and Image maps<br><i>Read Ch. 13</i>   |
| Week 6  | A little more CSS!<br>FTP and publishing your site<br>Work Day<br><i>Read Ch. 14 &amp; 15</i><br><b>Website 1 due by Friday at 5pm</b>   |
| Week 7  | Share your site peer review<br>How can they find me? Behaviors<br><i>Read Ch. 16</i><br>Podcasting and rural radio networks<br>How does You-Tube fit in?<br><b>Website storyboard due by 5pm Friday</b>  |
| Week 8  | HTML Email development for commodity information<br>HTML Email development for commodity information<br><b>HTML Email due by 5pm Friday</b>  |
| Week 9  | Interactivity in your communication using Forms, menus, pop-ups<br>Freelancing you new skills and working with clients<br>Workday<br><b>Podcast due on your blog by today</b>  |
| Week 10 | Workday<br>Lab- Present sites<br><b>Website 2 due</b>  |
| TBA     | Course Wrap-up and Review, Evaluations<br>Final Exam and skills test   |

\*Please note that this is a tentative schedule and you will be informed of any changes that may occur.

Agricultural Communication 390 -Oral Expression in Agriculture -5 Credit Hours

The Ohio State University --- Autumn Quarter, 2008

Teaching Staff:

Instructor: Mr. Thomas S. Stewart

Room 311B

Agricultural Administration Building

Stewart.643@osu.edu

Office Phone: 614.292.1960 Home Phone: 614.459.4422

Office Hours: By Appointment

Teaching Associates: Jennifer Villard

Room 311

Ag Admin Building

Villard.1@osu.edu

614.292.9159

Office Hours: By Appointment

Carla Jagger

Room 311

Ag Admin Building

Jagger.16@osu.edu

614.292.9159

Office Hours: By Appointment

Secretary: Greta Wyrick

Room 208

Agricultural Administration Building

688.3178

Time & Place:

Lecture: Monday-Wednesday-Friday -- 9:30AM-10:48AM -- Room 103, Kottman Hall

| <u>Labs:</u> | <u>Day/Time</u>       | <u>Place</u>               | <u>TA</u>   |
|--------------|-----------------------|----------------------------|-------------|
|              | Tuesday, 8:00-9:48AM  | Room 246 Ag Admin Building | Ms. Villard |
|              | Tuesday, 10-11:48AM   | Room 246 Ag Admin Building | Ms. Villard |
|              | Tuesday, 2-3:48PM     | Room 246 Ag Admin Building | Ms. Jagger  |
|              | Tuesday, 4-5:48PM     | Room 246 Ag Admin Building | Ms. Jagger  |
|              | Thursday, 8:00-9:48AM | Room 246 Ag Admin Building | Ms. Jagger  |
|              | Thursday, 10-11:48AM  | Room 246 Ag Admin Building | Ms. Jagger  |
|              | Thursday, 12-1:48PM   | Room 246 Ag Admin Building | Ms. Villard |
|              | Thursday, 2-3:48PM    | Room 246 Ag Admin Building | Ms. Villard |

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**Course Description:** An introductory public speaking course. Students will analyze the communication process and learn to write and deliver speeches for various occasions and purposes. Other forms of oral communication will also be explored and discussed.

**Course Objectives:**

- To describe the process involved in preparing effective oral presentations.
- To prepare and present a variety of prepared and impromptu oral presentations.
- To overcome the fear of public speaking and learn how anxiety can be a useful tool.
- To learn how to locate supporting reference materials for oral presentations.
- To learn how to prepare effective visuals for oral presentations.
- To develop the ability to speak with clarity and precision.
- To develop effective listening skills.
- To evaluate oral presentations according to criteria discussed in class.
- To provide written and/or oral critiques of presentations.
- To identify the major types of oral presentations commonly used in business.
- To learn the importance of effective verbal and non-verbal communication.

**Course Requirements:**

**Text:** Lucas, Stephen E., (2004), The Art of Public Speaking  
9<sup>th</sup> Edition –New York: The McGraw-Hill Companies

**Handouts:** Periodically throughout the quarter, handouts will be distributed as supplements to the text.

**Videotape & Folder:** You will be asked to provide a blank videotape (VHST120) for use in your lab section each time you deliver a speech. All presentations will be taped and self-evaluated. A video playback unit is open for your use from 9AM until 5PM in Room 311 of Ag Administration or you may view your tape at home. A folder will be issued to you in class which will be used to collect your speech materials and to return graded materials back to your attention.

**Assigned Readings:** Students are responsible for all assigned readings, both listed on the class schedule and those assigned in class.

**In-Class Assignments:** In lecture there will be frequent and un-announced quizzes during class. There will be no quizzes in lab sessions. Quizzes in lecture cannot be made-up.

**Attendance:** We want you to come to each class session. Full participation is encouraged daily in general class discussions. Quizzes and exercises given during lecture will help determine the in-class portion of your grade. Attendance will be taken in labs as it is important to be there even if you are not scheduled to give a speech, to act as an audience for those giving speeches that day. You are permitted to miss one lab during

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the quarter as long as you are not scheduled to give a speech that day. If you are absent on a day you are scheduled to give a speech, you will not be permitted to make it up without approval of the instructor. Emergencies will be taken into consideration; however, missing a speech for a non-emergency situation will most likely result in forfeiture of that speech. Please contact your lab instructor in **ADVANCE** or before the end of the day your speech is scheduled if you have an emergency situation to be considered.

**Speech Requirements:** Each speech will be timed. Please make every attempt to stay within the time guidelines. In order for everyone to have a chance to give the required number of speeches, and due to the large size of the class, it is important not to go past the suggested time periods. As well, a speech that is too short indicates less than impressive preparation and will be so noted. We will ask you to provide the following items at the beginning of each speech you deliver:

- a). Full sentence outline OR a complete manuscript.
- b). The notes you used while speaking (after the speech).
- c). A completed Audience Analysis Sheet.
- d). A list of three references used as supportive material.

**Description of Speeches:**

- 1). Introduction Speech: In this speech, you will act as if you are an emcee, introducing the main speaker at an event. Your speech should tell the audience what the subject is, why they should be interested, who the speaker is and what he or she has done to earn the right to address the audience. Biographical sketches will be provided to assist you. This speech will be graded, but the grade will not count in your final point totals for the quarter.  
(1-2 minutes)
- 2). Informative Speech: Informative speeches clarify data and make ideas relevant to audiences. Examples of informative speeches: speeches of definition, instruction, and demonstrations, oral reports and lectures. They include speeches about objects, processes, events or concepts. Visual aids are suggested but not required.  
(5-7 minutes)
- 3). Persuasive Speech: Persuasive speaking is the process of producing oral messages that: a) Increase personal commitment; b) modify beliefs, attitudes or values and c) induce  
(6-9 minutes)

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action. The central focus of persuasion is on change and/or action. One form of visual aid (i.e. handouts, overheads, PowerPoint slides, posters, etc.) is required.

- 4). Scientific/Technical Speech -or- A Speech of Your Choice:  
(6-9 minutes)

The scientific/technical speech is a type of informative speech that involves presenting data from research or facts. A speech of your choice can be any type of speech you wish. Either speech will require two types of visual aids. Despite what you might think from past experience, a technical or scientific speech does not have to be boring. What ever you elect to do, look at this speech assignment as your chance to be creative. Use your imagination! Please advise your TA of your plans.

**Speech Topics:** Speech topic selection must be in good taste and not offensive to anyone in the audience. Content will be of your choosing and will be approved as long as it is not offensive. You will be asked to submit three speech topics during the second week of the class to your lab instructor. This submission will serve as the agreed speech topics for you for the quarter. If you find you need to change your speech topic for any reason, please notify your lab instructor one week in advance of the speech.

**Self-evaluations:** We will ask that each student complete a self-evaluation form for each speech given during the quarter. Each student will grade their own speech including a letter grade and number of points. Self-evaluations are due within one week of the date the speech was given and should be turned in to the instructor who graded the speech.

**Course Grade Schedule:** The course has a possible 1,000 point total for the quarter. Grades will be assigned based on the number of points earned at the end of the term. The points are divided by the following assignments and/or activities:

| <u>Assignment</u>             | <u>Percent of Grade</u> | <u>Points</u> |
|-------------------------------|-------------------------|---------------|
| Informative Speech (5-7 min.) | 13%                     | 130           |
| Persuasive Speech (6-9 min.)  | 16%                     | 160           |
| Technical Speech (6-9 min.)   | 18%                     | 180           |
| <b>Self-Evaluations</b>       |                         |               |
| Speech of Introduction        | 1%                      | 10            |
| Informative Speech            | 1%                      | 10            |
| Persuasive Speech             | 1%                      | 10            |
| Technical Speech              | 1%                      | 10            |

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|                            |       |       |
|----------------------------|-------|-------|
| Lab Participation          | 10%   | 100   |
| In-Lecture Assignments     | 10%   | 100   |
| Speaker of Choice Critique | 12%   | 120   |
| First Mid-Term Exam        | 10%   | 100   |
| Second Mid-Term            | 7%    | 70    |
|                            | ----- | ----- |
| Totals                     | 100%  | 1,000 |

**Grade Scale:**

|        |    |
|--------|----|
| 90-100 | A  |
| 87-89  | B+ |
| 80-86  | B  |
| 77-79  | C+ |
| 70-76  | C  |
| 67-69  | D+ |
| 64-66  | D  |
| 0-63   | E  |

**Late Work Policy:** Due to the large number of students enrolled in this class and the large number of assignments, and in order to be fair to all involved, late work will be accepted only if prior permission has been given by the instructor. All exams, critiques, assignments and speeches need to be completed by the designated date. In terms of an exam, Mr. Stewart must be notified within five hours of missing an exam of any extenuating circumstances causing a student to be absent. No incomplete grades will be given except under the provisions of Faculty Rule 3335-7-21.

**Academic Misconduct:** Academic misconduct of any kind, including plagiarism, will not be tolerated. "Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged use of another person's ideas" (Faculty Rule 3335-5-487). If you have any questions about what constitutes academic misconduct and what procedures are followed, please feel free to consult with your instructor. Rules of the university faculty will be followed in cases of academic misconduct. The teaching staff is required to report all instances of alleged academic misconduct to the Committee on Academic Misconduct. If you would like more information regarding any facet of this issue, please see Mr. Stewart.

**Extra Help:** The Writing Center will be happy to assist you with advice on taking essay exams, evaluation of writing performance and progress. The office is located in Room 147 of University Hall and can be reached by calling 292.5607. The Learning Skills Program offers a non-credit reading/study skills course, workshops on lecture & textbook note taking, time management, exam review and test-taking tips. The office is located in

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Room 206 of Enarson Hall and can be reached by calling 292.1461. Any student who is working with the Office of Disability Services and who needs special consideration with assignments and exams should let the instructor know as soon as possible. Additionally, any student who needs this syllabus and/or other materials made available in an alternative format should let Mr. Stewart know as arrangements will be made to meet those needs. The University Technology Services (UTS) has information on campus computer labs. Visit the web page at [www.osu.edu/units/uts/campus/sites/sites.html](http://www.osu.edu/units/uts/campus/sites/sites.html) or call 292.8400.

**Class Schedule:** (please note dates and topics are subject to change)

### **Week One**

Wednesday, September 24, 2008: **“Hello, My Name Is...”**  
(Chapter 1) Course Introduction, goals and requirements

Thursday, September 25, 2008: No Lab Sections Today

Friday, September 26, 2008: **“I’d Rather Get Hit by a Truck; Than Give A Speech”**  
(Chapter 1) Conquering the Fear of Public Speaking

### **Week Two**

Monday, September 29, 2008: **“Why Are We Here?”**  
(Chapter 4) Purposes of Public Speaking  
**“Any Old Bag” & “Tell Me a Story” Speeches Begin**

Tuesday, September 30, 2008: Lab 1: Getting Acquainted & Using the AV Equipment

Wednesday, October 1, 2008: **“The Beginning of the End”**  
(Chapter 9) Beginning and Ending an Effective Speech

Thursday, October 2, 2008: Lab 1: Getting Acquainted & Using the AV Equipment

Friday, October 3, 2008: **“So Without Further Delay, Please Welcome...”**  
(Chapter 5) Speech of Introduction -- What to do and What not to do  
**“Who Am I Talking To? Does It Really Matter?”**  
Audience and Occasion Analysis

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### Week Three

Monday, October 6, 2008:  
(Chapter 13)

**“The Power of Visuals and Appearance”**  
The power of dress and visuals & why they are so critical

Tuesday, October 7, 2008:

Wednesday, October 8, 2008:

(Chapter 13)

**"The Power of Visuals & Appearance"**  
The power of dress and visuals & why they are so critical

**"The Informative Speech"**

Thursday, October 9, 2008: Lab 2: Introduction Bio's Distributed  
**Speech Topics Due Today**

Friday, October 10, 2008:  
(Chapter 6)

**“Be A Good Scout; Be Prepared”**  
Organizing and Writing the Speech; Delivery Styles

## Week Four

Monday, October 13, 2008: **“Gimme Some Support!”**  
(Chapter 7) Finding, using and citing supportive materials

Tuesday, October 14, 2008:    Lab 3: Speech of Introduction

Wednesday, October 15, 2008:  
(Pages 312-315)

**“Body Language; It Never Lies”**  
Facial expression, eye contact, gestures & movement

Thursday, October 16, 2008: Lab 3: Speech of Introduction

Friday, October 17, 2008:      **“Vocal Quality”**  
Using Language Correctly

## Week Five

Monday, October 20, 2008: **“Just Short of Brainwashing!”**  
(Chapter 5) Principals of Persuasion

Tuesday, October 21, 2008:    Lab 4: Informative Speeches I

Wednesday, October 22, 2008:  
(Chapter 5)

**“Just Short of Brainwashing!”**  
Principals of Persuasion-Continued



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**Week Five (continued)**

Thursday, October 23, 2008: Lab 4: Informative Speeches I

Friday, October 24, 2008: **“Methods of Persuasion by the Media”**  
Case Study – Dateline NBC

**Week Six**

Monday, October 27, 2008: **“I Have A Dream”**  
The Famous Martin Luther King, Jr. Speech  
**Speaker of Your Choice** (Assignment Given Today)  
Mid-Term Review Sheets Distributed Today

Tuesday, October 28, 2008: Lab 5: Informative Speeches II

Wednesday, October 29, 2008: **“Yikes!! – Mid-Term Exam!”**

Thursday, October 30, 2008: Lab 5: Informative Speeches II

Friday, October 31, 2008: **“No Class Scheduled Today”**

**Week Seven**

Monday, November 3, 2008: **“Mid-Term Review Session”**  
Halloween Celebration

Tuesday, November 4, 2008: Lab 6: Persuasive Speeches I

Wednesday, November 5, 2008: **“How Dry I Am!”**  
Presenting Scientific/Technical Information

Thursday, November 6, 2008: Lab 6: Persuasive Speeches I

Friday, November 7, 2008: **“The Gender Gap”**  
Are all things equal when we step up to the podium?

**Week Eight**

Monday, November 10, 2008: **“No More Questions!”**  
Controlling Q & A Sessions

Tuesday, November 11, 2008: **“No Classes-Veterans Day Observed”**

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**Week Eight (continued)**

Wednesday, November 12, 2008: **“Do You Hear What I Hear?”**  
The Importance of Listening

Thursday, November 13, 2008: Lab 7: Persuasive Speeches II

Friday, November 14, 2008: **“Yada, Yada, Yada”**  
Using Humor in Public Speaking

**Week Nine**

Monday, November 17, 2008: **“Dr. Heckle or Mr. Jibe?”**  
Dealing with Hecklers and Interruptions  
**Speaker of Your Choice** (Assignment Due Today)

Tuesday, November 18, 2008: Lab 8: Persuasive Speeches II

Wednesday, November 19, 2008: **“Bottoms Up!! Here’s to....”**  
Speaking on Special Occasions

Thursday, November 20, 2008: Lab 9: Scientific/Technical Speeches I

Friday, November 21, 2008: **“Lie, Steal or Cheat: Just Don’t Do It!”**  
Ethics in Communication  
Beat Michigan Celebration!!

**Week Ten**

Monday, November 24, 2008: **“Don’t Call Us, We’ll Call You!”**  
Job Interview Tips and Ideas

Tuesday, November 25, 2008: Lab 9: Scientific/ Technical Speeches I

Wednesday, November 26, 2008: **“No Class Scheduled Today”**

Thursday, November 27, 2008: **“Thanksgiving Holiday – No Classes”**

Friday, November 28, 2008: **“Thanksgiving Holiday – No Classes”**

**Week Eleven**

Monday, December 1, 2008: **“Don’t Call Us, We’ll Call You!”**  
Job Interview Tips and Ideas-Continued

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**Week Eleven-Continued**

Tuesday, December 2, 2008: Lab 10: Scientific/Technical Speeches II

Wednesday, December 3, 2008: **"Oh, No! Not Again!"**  
Second Mid-Term Exam

Thursday, December 4, 2008: Lab 10: Scientific/Technical Speeches II

Friday, December 5, 2008: **"No Class Scheduled"**

Agricultural Communication 510 ---- Public Relations ---- 5 Credit Hours

The Ohio State University --- Winter Quarter, 2008

Teaching Staff:

Instructor:

Mr. Thomas S. Stewart  
Room 311B  
Agricultural Administration Building  
[Stewart.643@OSU.Edu](mailto:Stewart.643@OSU.Edu)  
Office Phone: 614.292.1960      Home Phone: 614.459.4422  
Office Hours: By Appointment

Secretary:

Greta Wyrick  
Room 208  
Agricultural Administration Building  
Office phone: 688.3178

Time & Place:

Monday and Wednesday, 10:30AM – 12:18PM, Room 116, Kottman Hall

Course Description:

This class is a public relations laboratory class which is designed to provide you with an actual **how-to, hands-on, problem solving approach** to campaign planning for effective public relations. You will be able to draw on public relations principals discussed early in the quarter in this class, plus your own experiences to actually design a real-life, client-centered campaign that might actually be used by one of several companies and/or organizations in the Columbus. You will work in groups during the quarter to design this strategic PR plan. In order to assist you with the construction of this plan, a series of assignments will be given throughout the quarter, each building on the other, which will lead to the final plan.

The goal of this class is to help you learn as well as to develop your skill set as a communication strategist. The area of Public Relations in the private sector continues to become more and more important in business today. Increasingly, good public relations practitioners are being called upon to perform managerial roles thus leading to promotions of individuals that are creative and that can make science-based decisions, and also those who

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are able to use state-of-the-art technology to help a company or organization meet its bottom line objectives each year. We will discuss social and scientific theories and methodologies necessary for the design of persuasive messages that influence knowledge, attitudes and behavioral changes of targeted individuals. The course will include a mix of classroom discussions, lectures, guest speakers and in-class and out-of-class assignments.

**Course Objectives:**

At the end of the quarter, this course is designed to enable students enrolled to have:

- 1). Acquired knowledge of strategic communication planning principles.
- 2). Gained skills in strategic communication and campaign planning.
- 3). Demonstrated the ability to design a strategic communication campaign plan.
- 4). Related theory to actual 'real-world' practice.
- 5). Developed organizational leadership skills.

**Course Requirements:**

**Text:** Seitel, Fraser P. (2004) The Practice of Public Relations  
Pearson Prentice Hall – Publishers  
Upper Saddle River, New Jersey

**Attendance & Participation:** Due to the nature of the class, it is important that you come to each class. Attendance will be taken each time the class meets. In addition, participation in class is strongly encouraged and student participation will be so noted and will have an impact on course grades. The classroom will have a relaxed yet respectful demeanor where no idea is bad, and creative thinking is encouraged.

**Course Grade Schedule:** This course has a possible 1,000 point total for the quarter. Grades will be assigned on the number of points earned at the end of the quarter. While the majority of the course is made up from group assignments, individual grades will be issued to each student within each group. The points will be earned by completing the following assignments and/or activities:

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**Course Grade Schedule (continued):**

|   | <b><u>% of Grade</u></b> | <b><u>Points</u></b> | <b><u>Due Date</u></b> |
|---|--------------------------|----------------------|------------------------|
| 1). Organization of 'The Firm' & Client Selection | 1%                       | 10                   | 1/7/08                 |
| 2). Situation Analysis                            | 10%                      | 100                  | 1/14/08                |
| 3). Survey:                                       |                          |                      |                        |
| a). Questionnaire                                 | 4%                       | 40                   | 1/23/08                |
| b). Questionnaire data collection                 | 4%                       | 40                   | 1/28/08                |
| c). Data analysis and reporting                   | 4%                       | 40                   | 1/30/08                |
| 4). Goals, objectives, strategies and tactics     | 4%                       | 40                   | 2/4/08                 |
| 5). Media materials production:                   |                          |                      |                        |
| a). Press Release                                 | 4%                       | 40                   | 2/11/08                |
| b). Brochure                                      | 4%                       | 40                   | 2/18/08                |
| c). Other materials                               | 4%                       | 40                   | 2/18/08                |
| 6). Timeline/Implementation Schedule              | 4%                       | 40                   | 2/20/08                |
| 7). Campaign Plan Draft                           | 1%                       | 10                   | 2/25/08                |
| 8). Final Campaign Report                         | 20%                      | 200                  | 3/3/08                 |
| 9). Campaign Proposal Presentation (for client)   | 25%                      | 250                  | 3/5/08                 |
| 10). Class attendance and participation           | 11%                      | 110                  | All Quarter            |
| Totals  | 100%                     | 1,000                | Points*                |

(\* Please see Page Six for Grade Point Totals)

**Deadlines:** Meeting deadlines is not only a basic requirement of a college student, but is also a basic requirement in the 'real world' of communication professionals. Announced deadlines are firm for all assignments. As in the 'real world' un-expected issues may arise that might affect your ability to meet established deadlines. Should a problem arise, please see Mr. Stewart as soon as possible to discuss possible solutions.

**Group Project:** The course is centered around your group projects. You will work in groups to design a campaign plan for the client. Once you agree to become a team or group, that team or group will remain in tact throughout the quarter. Much of your group work will be done outside of class, however, you will have class time on 1/30/08, 2/13/08, 2/25/08 and 2/27/08 for group activities. The class will meet those days, however, the time will be spent on group projects and the instructor will be available to meet with groups to assist as needed. Campaign Proposals will be presented on 3/5/08.

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**Class Schedule:** (Please note dates and topics are subject to change)

Week of 1/7/08:

1/7/08: Course Overview & Client Selection

Reading: Seitel (2004) Defining Public Relations – Pages 1-16

Reading: Seitel (2004) Research in Public Relations – Pages 181-204

Starting the Public Relations Campaign Project

Reading: Seitel (2004) Communication – Preparation and Process – Pages 52-66

1/9/08: Campaign Models and Communication Theories

Reading: Seitel (2004) Print & Electronic Media Relations – Pages 241-258

Week of 1/14/08:

1/14/08: Dealing with the Media

Questionnaire development and administration

Assignment: Situational Analysis due today

1/16/08: Strategy and Tactics: Setting goals and objectives

Reading: Seitel (2004) Writing for Public Relations – Pages 396-414

Week of 1/21/08:

1/21/08: **No Classes -- University Closed – MLK Jr. Holiday**

1/23/08: Campaign case studies and working in an agency.

Assignment: Questionnaire Data Collection due today

Week of 1/28/08:

1/28/08: Review of questionnaires

1/30/08: Group Work: Setting objectives, strategies and tactics.

Assignment: Data Analysis due today

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Week of 2/4/08:

2/4/08: Strategy and tactics: Message design and media selection  
Reading: Seitel (2004) Writing for the Eye and Ear – Pages 420-433  
Assignment: Goals and Objectives due today

2/6/08: Guest Speaker: Marjorie Pizzuti, President & CEO, Goodwill Columbus  
Group Work: Message design and media selection  
Reading: Seitel (2004) Crisis Management – Pages 490-502

Week of 2/11/08:

2/11/08: Crisis Management  
Assignment: Press Release due today

2/13/08: Group Work: Media materials production

Week of 2/18/08:

2/18/08: Implementation and activity scheduling  
Assignment: Brochure and other materials due today

2/20/08: Campaign evaluation; Preparing the Campaign Proposal  
Reading: Seitel (2004) Presenting the Plan – Pages 433-435  
Assignment: Timeline and Implementation Schedule due today

Week of 2/25/08

2/25/08: Campaign evaluation; Preparing and presenting the campaign proposal.  
Reading: Seitel (2004) Public Relations & the Internet – Pages 440-456  
Assignment: Campaign Plan Draft due today  
Group Work: Preparing & Presenting the Campaign Proposal

2/27/08: Packaging the Campaign Proposal  
Group Work: Preparing and presenting the campaign proposal

Week of 3/3/08:

3/3/08: Assignment: Final Campaign Report due today

3/5/08: Campaign Proposal Presentations



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**Assigned Works:** Inasmuch as this class will be as ‘real-world’ as possible, all assignments will need to be of the highest quality possible. The work product should be typed, double-spaced with proper margins on all sides. It is suggested they be printed in 11 or 12 point type. You may use any writing style you wish but it should conform to accepted business standards. Obviously, spelling, grammar and punctuation should be of the highest quality. The final campaign proposal document should be submitted in two hard copies. One will be graded and returned, the other kept by the instructor. A copy of the power point presentation should also be submitted. You are advised to produce additional copies for group members as well as the client. The client will be free to use any of the material in any manner they wish.

**Academic Misconduct and Honesty:** Plagiarism and falsification represent violations not only of the OSU Code of Student Conduct but also of the fundamental ethic that underlies the profession of journalism and communication. Be certain your assignments are complete, accurate, fair, original and that full credit or attribution is made for any information that did not originate with the author(s). Violation of this ethic can not be tolerated in this class any more than it would be in the “real world”. Consequences will include a failed grade and/or action by the Committee on Academic Misconduct. Matters of academic misconduct (see Faculty Rule 3335-31-02; Source: Academic Misconduct, November 27, 2000) will be handled according to the procedures specified in the University Regulations Booklet.

**Disability Statement:** Students with a disability should contact the instructor so that their needs will be accommodated. The Faculty relies on the Office For Disability Services for assistance in verification and development of accommodation strategies. If you have not previously contacted the Office for Disability Services, you are encouraged to do as at your earliest convenience.

**Course Grade Schedule:**

|          |    |
|----------|----|
| 90 – 100 | A  |
| 87 – 89  | B+ |
| 80 – 86  | B  |
| 77 – 79  | C+ |
| 70 – 76  | C  |
| 67 – 69  | D+ |
| 64 – 66  | D  |
| 0 – 63   | E  |

## **Agricultural & Extension Education 342 Fundamentals of Personal & Professional Leadership**

The Ohio State University  
Spring Quarter

Course: AEE 342  
Title: Fundamentals of Personal & Professional Leadership  
Credits: 5  
Time: 1:00 - 2:20 pm  
Dates: Mondays, Wednesdays, Fridays  
Room: TBD  
Textbook: Dubrin, A.J. (2001). Leadership: Research Findings, Practice, and Skills.  
Boston: Houghton Mifflin.

Additional  
Readings: As Assigned

Instructor: Dr. Jim Connors  
Office Hours: By appointment  
Address: 203C Agricultural Administration Building  
2120 Fyffe Road  
Telephone: (614) 292-3386  
Fax: (614) 292-7007  
Email: [connors.49@osu.edu](mailto:connors.49@osu.edu)

Course Description:

### **Course Description:**

This course is designed to stir students' excitement about becoming leaders in their personal lives, their careers, and their communities. The class will help students develop their leadership skills, abilities, and vision for the future of agriculture, communities, and the state. Individual and group activities will allow students to identify their leadership philosophy, enhance their strengths and improve on their weaknesses.

### **Course Objectives:**

1. Explain various theories of leadership.
2. Assess situations for placing various theories into practice.
3. Summarize the relationship between personality and leadership.
4. Describe the qualities of good and bad leaders.
5. Identify individual personality styles.
6. Establish goals and implement effective strategies for goal attainment.
7. Strengthen personal leadership skills.
8. Analyze and critique the leadership approaches taken by others.
9. Acquire skills for delegating responsibility and eliciting participation.

10. Develop trust among other people.
11. Demonstrate the effect of power in leadership situations.
12. Develop time management techniques.
13. Describe the role of community service in developing leaders.
14. Describe methods for reducing stress in your life.
15. Acquire skills for motivating others.
16. Examine risk-taking.
17. Practice effective decision-making.
18. Evaluate ethical issues leaders face.
19. Evaluate how one's values and ethics influence decision-making and self-confidence.
20. Demonstrate proficiency in verbal and written communications.
21. Discuss obstacles and benefits to gender/ethnicity as it relates to leadership.

### **Off-Campus Field Experience:**

Agricultural and Extension Education 342 is an on-campus course.

### **Diversity**

Agricultural and Extension Education 342 is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

### **Technology**

Agricultural and Extension Educators should demonstrate a sound understanding of technology operations and concepts as utilized in the course. The technology will be utilized to maximize student learning by being electronically connected to the course instructor and all other students in the course. In addition, the instructor will be available to assist in systematic one-on-one instruction.

## Course Outline

| Week | Session | Topic  | Readings   |
|------|---------|--|------------|
| 1    | 1       | Introduction & Course Overview                                   | Chapter 1  |
|      | 2       | Definition of Leadership   | Chapter 1  |
|      | 3       | History of Leadership  |            |
| 2    | 4       | Leadership Theories: Personality Theories                        | Chapter 2  |
|      | 5       | Leadership Theories: Contingency and Situational Theories        | Chapter 6  |
|      | 6       | Leadership Theories: Servant Leadership                          |            |
| 3    | 7       | Leadership Theories: Charismatic Leadership                      | Chapter 3  |
|      | 8       | Leadership Theories: Transformational Leadership                 | Chapter 3  |
|      | 9       | Leadership Theories: Covey: 7 Habits of Highly Effective Leaders |            |
| 4    | 10      | Leadership Theories: Leader-Member Exchange                      |            |
|      | 11      | Leadership Styles: <i>12 Angry Men</i>                           | Chapter 5  |
|      | 12      | Leadership Styles: <i>12 Angry Men</i>                           |            |
| 5    | 13      | Leadership Styles  |            |
|      | 14      | Vision, Values, & Goals  |            |
|      | 15      | Vision, Values, & Goals  |            |
| 6    | 16      | Power, Politics, and Leadership                                  | Chapter 7  |
|      | 17      | Power, Politics, and Leadership                                  |            |
|      | 18      | Influence Tactics and Leadership                                 | Chapter 8  |
| 7    | 19      | Ethical Leadership   |            |
|      | 20      | Ethical Leadership   |            |
|      | 21      | Ethical Leadership   |            |
| 8    | 22      | Communication and Conflict Resolution                            | Chapter 12 |
|      | 23      | Motivation and Coaching Skills                                   | Chapter 10 |
|      | 24      | Motivation and Coaching Skills                                   | Chapter 10 |
| 9    | 25      | Personal Management Skills (Time Management)                     |            |
|      | 26      | Personal Management Skills (Stress)                              |            |
|      | 27      | Effective Leadership Behavior and Attitudes                      | Chapter 4  |
| 10   | 28      | International and Cultural Diversity of Leadership               | Chapter 14 |
|      | 29      | Leadership Development for the Future                            | Chapter 15 |
|      | 30      | Leadership Development for the Future                            | Chapter 15 |

**Course Requirements**

|    | <u>Assignments</u>                 | <u>Points</u> |
|----|------------------------------------|---------------|
| 1. | Leadership Journal                 | 200           |
| 2. | Leadership Shadowing and Profile   | 300           |
| 3. | Leadership Characteristics Profile | 300           |
| 4. | Personal Leadership Philosophy     | 100           |
| 5. | Attendance & Participation         | 100           |
|    | TOTAL POINTS                       | 1000          |

**Course Evaluations:****1. Leadership Journal**

The student will select and read leadership articles and books. Any academic/business text addressing leadership (either in the title or ISBN key words) published since 1990 is appropriate. The student can choose between:

- a. Three (3) leadership articles, OR
- b. One (1) leadership text.

The student will analyze the information presented in the articles/book and synthesize the material into a one page synopsis for each article or a three page synopsis for the book. The one page reports should be single spaced, 12 point font with one inch margins.

Points = 200  
Due dates =

**2. Leadership Shadowing and Profile**

The student will (1) spend a minimum of one day “shadowing” an individual who is a recognized leader in an organization and (2) based upon the “shadowing” experience, prepare a Leadership Profile of the individual. The identification of the potential individual leader to be shadowed is the responsibility of the student. The final selection of the individual leader is the joint decision of the student and Dr. Connors.

The student should contact the selected individual and arrange well in advance for an appropriate opportunity to “shadow” the individual. During the “shadowing” experience, observations should be made and appropriate questions asked that address at a minimum the following topics:

1. Briefly describe the leader's professional background and history.
2. Briefly explain leadership positions and responsibilities the individual has within the organization.
3. What is the individual's personal philosophy of leadership?
4. What leadership style(s) do(es) the leader exhibit?
5. How does the leader approach change?
6. Does the leader take risks?
7. What are the leader's source of power?
8. How does the leader utilize teamwork?
9. What is the leader's vision for the organization?
10. How does the leader define (and use) ethics in leadership?
11. Can you (personally) identify with this leader? Why or why not?

Each student will prepare a written profile of his/her "shadowing" experience. The Leadership Profile should, at a minimum, cover the topics identified above plus any other insights/observations deemed important by the student. A successful profile will focus in greater depth upon the student's discussions/applications of leadership topics covered in the course, NOT a biographical sketch of the individual or a daily itinerary of the visit. The Profile should be original and creative, and be a maximum of three single-spaced typed pages using 12 point font with one-inch margins.

Points = 300

Due Date =

### 3. Leadership Characteristics Profile

Each student will select a specific individual to profile. This individual may be an acquaintance, a political or entertainment figure, a religious leader, or business executive to study, research, and profile. The paper should focus on the specific leadership characteristics and traits exhibited by the selected individual. Students should analyze the person's strengths and weaknesses and determine which leadership style they use most often. Utilizing leadership literature, students should identify specific leadership theories, styles and traits the individual possesses.

Points = 300

Due Date =

#### 4. **Personal Leadership Philosophy**

Each student will reflect upon their individual values, beliefs, and experiences and develop a Personal Leadership Philosophy. The philosophy should be given considerable critical thought and reflection. Possible questions would include: How do you define leadership? What does it mean to you to be a leader? How will you be a leader in your career field? Philosophies should be a maximum of one single spaced page using 12 point font and one inch margins.

Points = 100

Due Date =

#### 5. **Attendance and Class Participation**

Because this class will rely heavily on classroom discussion and interaction between the facilitator and the students it is extremely important students attend every class session. Students will be given points for attendance and participation.

##### **Leadership Means Showing Up!!**

Please notify Dr. Connors **in advance** if you expect to miss class, and why. A voice mail message or email is sufficient. Students are responsible for accessing all materials and information missed.

Points = 100

#### **Grading Scale**

The following grading scale will be utilized to award letter grades:

|    |          |
|----|----------|
| A  | 94 - 100 |
| A- | 90 - 93  |
| B+ | 87 - 89  |
| B  | 84 - 86  |
| B- | 80 - 83  |
| C+ | 77 - 79  |
| C  | 74 - 76  |
| C- | 70 - 73  |
| D+ | 67 - 69  |
| D  | 64 - 66  |
| F  | ≤ 63     |

## **Statement of Student Rights**

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

## **Academic Accommodations Statement**

If you need an accommodation based on the impact of a disability, you should contact the instructor to arrange an appointment as soon as possible. At the appointment, the instructor and the student, can discuss the course format, anticipate your needs, and explore the potential accommodations. The instructor will rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If the student has not previously contacted the Office of Disability Services, the student is encouraged to do so.

## **Academic Misconduct Statement**

Academic misconduct of any kind will not be tolerated or permitted. If students have questions about what activities constitute academic misconduct they should consult Faculty Rule 3335-23-04. The procedures that will be followed should suspected academic misconduct occur will follow Faculty Rule 3335-23-09.

All assignments and examinations must be done by individual efforts. It must be clear to the student that it is expected that the student must complete each assignment by him/herself. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

Students are encouraged to review the Code of Student Conduct at:  
<http://trustees.osu.edu/Rules%2023/index.php>



**RURAL SOCIOLOGY 662**  
**5 Credits**  
**SOCIAL CHANGE AND DIFFUSION OF INNOVATIONS**  
**Fall 2008**

**INSTRUCTOR**      Professor Linda Lobao  
214 Agricultural Administration Bldg.  
292-6394  
e-mail: lobao.1@osu.edu

Office Hours: Tuesdays 3:00-5:00 pm and other times/days by appointment.

Office Associate: Greta Wyrick ([wyrick.1@osu.edu](mailto:wyrick.1@osu.edu)) 688-3178, room 208, Agricultural Administration Bldg.

**COURSE OBJECTIVES**

The primary objectives of the course are:

- 1) To examine innovation diffusion as a specific type of social change. You will become acquainted with the social, economic, and cultural processes involved in the dissemination of new ideas and technology related to agriculture and rural societies. Much of the innovation diffusion literature centers on top-down models of social change, whereby an organization (e.g. corporation, Extension Service or other government entity) introduces an innovation to a recipient audience. We will discuss two, classic major top-down models: the traditional, adoption-diffusion model that focuses on the adopter-side; and the alternative approach which emphasizes the propagator-side or provider of the innovation. You will also become acquainted with more recent, less "top-down" approaches including those that focus on how social groups including farmers contribute to innovation.
- 2) To understand the relationship between innovation diffusion as a change process and how it compares to other social change processes. You will become familiar with the major sociological theories and concepts that have been applied to the study of social change. Sociologists define social change as transformations in social structure (society) or patterns of relationships involving statuses, roles, groups, and institutions.
- 3) To critically examine the effects of diffusion of innovations/technology transfer and implications of traditional, "top-down" strategies of introducing change. Included are issues such as social class and gender differentials in the dissemination of ideas and technology, non-adoption as a form of behavior, social (group) and economic constraints on adoption behavior, and the consequences of new technology at both the individual and societal levels.

4) To examine the strategies by which social groups including the poor, farmers, indigenous people, and women may be empowered to enact their own changes. We will compare "bottom-up" strategies of social change relative to traditional "top-down" strategies.

5) To begin, continue, and develop your own research and personal interests on the topics of innovation diffusion, social change, social impacts, and other course-related subjects. *The course should help graduate students who are interested in thesis or dissertation work in these topics-- and upper-level undergraduates who have general interests in the course topics.*

## REQUIRED BOOKS AND OTHER READINGS

**Course Texts: (all books are available at the OSU book stores; a copy of each of the first two books is also on reserve at the Food, Agricultural, and Environmental Sciences Library, ground floor, this building, for information call 292-6125)**

- 1) Charles L. Harper and Kevin Leicht, Exploring Social Change, Prentice Hall, 5<sup>th</sup> edition, 2007.
- 2) Dupuis, E. Melanie, Nature=s Perfect Food: How Milk Became America=s Drink. New York University Press, 2002.
- 3) Ritzer, George, The McDonaldization of Society 5, Pine Forge Press, 2008.
- 4) Fliegel, Frederick and Peter Korsching, Diffusion Research in Sociology. Middleton, WI: Social Ecology Press, 2001.
- 5) All other readings are available for you to download electronically. Noted under each reading, is how you can download each of these readings: through the OSU=s library electronic reserve—via Carmen go to [carmen.osu.edu](http://carmen.osu.edu) and login using your internet user name and password; or directly on-line via the OSU OSCAR journal system.

*If you have any problems downloading the electronic reserve material, please call the 688-help and ask them to guide you.*

## CLASS FORMAT, ASSIGNMENTS, AND GRADING

RS662 is a combination of lecture and class discussion. At the beginning, to orient you toward the material, much of the class is lecture. The focus each week will be on the assigned readings, outlined below. *Students may take the course for undergraduate credit or graduate credit, with different expectations.*

### Written Assignments:

There are four written assignments.

Two exams: There are two take-home exams (one mid-term, due November 3, the other, due Monday December 8 of final exam week). Both exams are essay. The midterm consists of three to four questions, from which you will choose two questions. The last exam is a short written essay assignment.

Research abstract and research paper: An abstract for your research paper is due October 15, with the completed research paper due the last day of class (December 1). For the research paper, undergraduate students will be asked to choose an innovation and to answer a set of questions about it. Graduate students are also asked to choose an innovation, preferably one related to their thesis or dissertation and to write a paper on this topic. Prior to beginning the research project, the student will produce a one-page abstract and give a five-minute class presentation about the innovation chosen. Based upon this, the instructor will help the student decide if the innovation is appropriate for use as an example for the final paper.

### Class Performance Requirements:

A large part of your grade is based on your performance in class. This requires that you are able to demonstrate that you have read the assigned material in advance and that you are fully prepared to contribute to the class discussion. Quality is more important than quantity in what you have to say. In addition to your class contribution, you will have a short group assignment where you work with other students to lead class discussion for a portion of one class.

Grading criteria regarding class participation are the following: (1) High quality class participation should reflect thoughtful consideration of the required readings and course assignments, clearly demonstrating your knowledge, questions, and concerns about the topics introduced each week. In class discussion, it is important to reference the readings. (2) High quality class participation reflects a group assignment performance that provides excellent coverage of the points outlined in the group assignment instructions. (3) High quality class participation reflects consistency in participation, which also means that you are present the entire time for each class. Your input to class discussion is very important. It is essential that you do not miss any classes. Please do not come to class late or leave early, as this disrupts the learning experience for other students. Your class participation grade will be lowered proportionately for any class (or part of any class) you miss; if you are ill and need to miss a class, please bring a written, physician's note so that your grade is not affected. If you miss a part of any class, it is your responsibility to secure any missed material and notes from another student.

Your grade for the course is based on the following contributions:

|                   |     |
|-------------------|-----|
| First exam        | 30% |
| Second exam       | 15% |
| Final paper       | 30% |
| Class performance | 25% |

**Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

**Disability Statement:**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## **COURSE OUTLINE AND READINGS**

*\*\*Please be sure to complete all readings for the first class in each week\*\**

### **PART I: INTRODUCTION TO THE STUDY OF SOCIAL CHANGE**

**WEEK 1 (September 24)****Introduction to the Course**

Grading and administrative procedures.

**WEEK 2 (September 29-October 1)****Social Change, U.S. Society, and the Adoption-Diffusion Model as a Type of Change**

- 1) Readings from, Harper and Leicht: Chapter 1, By Way of Introduction; Chapter 2, the Causes and Patterns of Change; Chapter 4, American Social Trends; Chapter 5, Change in the Settings of Everyday Life; Chapter 6, Economics, Politics, and the American Prospect.

**WEEK 3 (October 6- 8)**

**Sociological Concepts, Theories, and Practice of Social Change**

- 1) Readings from Harper and Leicht, Chapter 3, Social Theory and Social Change
- 2) The McDonaldization of Society 5, 2008 edition, Ritzer, Chapters 1,2, 6, 7, and 8.

**PART II: INNOVATION-DIFFUSION RESEACH: THE CLASSICAL TRADITIONS OF STUDYING "TOP-DOWN" STRATEGIES OF DIFFUSION**

**WEEK 4 (October 13-15)**

**Diffusion of Innovations as an "Adopter-side" Process**

- 1) Harper and Leicht, Chapter 10, Technology, Innovations and Networks
- 2) Fliegel, Chapters 1, 2, 3, pp. 1-46.
- 3) Rogers, Chapter 1, Elements of Diffusion, pp. 1-37. *Available: OSU=s library electronic reserve, via Carmen titled: Rogers, Elements of Diffusion.*

**ABSTRACT FOR YOUR INNOVATION PROJECT AND FIVE MINUTE PRESENTATION DUE OCTOBER 15**

**WEEK 5 (October 20-22)**

**Diffusion of Innovations as a "Provider-side" Process**

- 1) Brown, Chapter 4, The Market and Infrastructure Perspective, Chapter, 7, The Development Perspective I, pp. 100-149, 197-227. *Available: OSU=s library electronic reserve, via Carmen titled: Brown Market Infrastructure.*
- 2) Audirac and Beaulieu, "Micro-computers in Agriculture," Rural Sociology 1986, Vol. 51 (1):60-77. *Available: OSU=s library electronic reserve via Carmen, titled: Audirac and Beaulieu, Microcomputers in Agriculture.*
- 3) Comer and Wikle, "Worldwide Diffusion of the Cellular Telephone. *The Professional Geographer* 60 (2), pp. 252-269. Available in class, hard copy to be provided by instructor.

### **PART III SOCIAL CONSEQUENCES OF INNOVATION-DIFFUSION**

#### **WEEK 6 (October 27-29)**

#### **Consequences of Innovation Diffusion: Issues of Social and Economic Inequality and Sustainability**

- 1) Brown, Chapter 8, The Development Perspective II, pp. 229-277  
*Available: OSU=s library electronic reserve via Carmen, titled: Brown, Development Perspective II*
- 2) Rogers, Chapter 11, pp.405-442 *Available: OSU=s library electronic reserve via Carmen, titled: Rogers, Consequences of Innovations*
- 3) Robert K. Schaeffer, A Technology, Food, and Hunger, @ Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change (Rowman and Littlefield, 1997), pp. 143-185  
*Available: OSU=s library electronic reserve via Carmen, titled: Schaeffer, Technology, Food, Hunger*
- 4) Valdivia, Corinne, A Gender, livestock assets, resource management, and food security. @ Agriculture and Human Values 2001 (Volume 18), pp. 27-39. *Available on-line through the OSU library on-line journal system.*

### **PART IV. MOVING INNOVATION-DIFFUSION RESEARCH FORWARD: QUESTIONING AND ELABORATING THE INNOVATION-DIFFUSION MODEL**

#### **WEEK 7 (November 3-5)**

- 1) Fliegel, Chapters 4, 5, and 7, pp.47-89 and pp. 105-134
- 2) Padel, Susanne. A Conversion to Organic Farming: A Typical Example of Innovation Diffusion?" Sociologia Ruralis Vol, 41, January 2001.  
*Available on-line through the OSU library on-line journal system.*
- 3) Barbara Wejnert, A Integrating Models of Diffusion of Innovations: A Conceptual Framework, @ Annual Review of Sociology, Volume 28, 2002, pp 297-326. *Available on-line through the OSU library on-line journal system.*
- 4) German, Mowo, and Kingamkono, "A Methodology for Tracking the "Fate" of Technological Interventions in Agriculture." Agriculture and Human Values, Volume, 23, 2006: 352-369. *Available on-line through the OSU library on-line journal system.*
- 5) Shoshanah Inwood, Jeff Sharp, Richard Moore, and Deborah Stinner, 2008 "Restaurants, chefs and local foods: insights drawn from application of a diffusion of innovation framework." Agriculture and Human Values (forthcoming). Available at

<http://www.springerlink.com/content/v221964l832h7031/fulltext.pdf>

**MIDTERM DUE NOVEMBER 3**

**WEEK 8, NOVEMBER 10-12 (Continue with previous week's readings and read..)**

- 1) Dupuis, M. E. Chapters 1-5 (pp. 3-121), Chapter 8 (pp. 165-182), Chapter 10 (pp. 210-244).

**PART V. GLOBAL CHANGE AND SOCIAL CHANGE FROM BELOW**

**WEEK 9 (November 17—19)**

**Global Change and Future Transformations**

- 1) Harper and Leicht, *The Emerging Global System: Development and Globalization*, Chapter 12; *World Futures*, Chapter 14.
- 2) Chambers, *Rural Poverty Unperceived*, from Putting the Last First, Longman 1983, pp. 1-27. *Available: OSU=s library electronic reserve, titled: Chambers, Rural Poverty Unperceived*
- 3) The McDonaldization of Society 5, Ritzer, Chapter 10, "The Starbuckization of Society."
- 4) Kaufman and Patterson, "Cross-National Cultural Diffusion: The Global Spread of Cricket." American Sociological Review, Vol. 70, February 2005, pp.82-110. *Available on-line through the OSU library on-line journal system (contact librarian if you cannot download).*

**WEEKS 10-11 (November 24 and December 1; note, no class November 26, the night before Thanksgiving)**

**"Bottom-Up" Approaches to Social Change**

- 1) Harper and Leicht, Chapter 7, *A Social Movements, @* and Chapter 11, *A Creating Change @*
- 2) The McDonaldization of Society 5, Ritzer, Chapter 9, *A Dealing with McDonaldization. @*
- 3) Schurman and Munro. *A Making Biotech History: Social Resistance to Agricultural Biotechnology. @* pp. 111-129 in Engineering Trouble: Biotechnology and Its Discontents, edited by Schurman and Kelso, University of California Press, 2003. *Available: OSU=s library electronic reserve via Carmen, titled: Schuman, Munro, Making Biotech History.*
- 4) Hoffman, Probst, and Christinck, "Farmers and Researchers: How can collaborative advantages be created in participatory research and technology development?" Agriculture and Human Values, Volume 24, 2007, pp. 355-368. *Available on-line through the OSU library on-line journal system.*
- 5) Linda Lobao and Curtis Stofferahn, "The community effects of industrialized farming: Social science research and challenges to corporate farming laws." Agriculture and Human Values, Volume 25, 2008, pp.219-240. *Available on-line through the OSU library on-line journal system.*

**FINAL COURSE PAPER DUE DECEMBER 1/ SECOND EXAM DUE  
MONDAY, DECEMBER 8 (Please give me hard-copy of your exam  
by 5:00pm).**



## ADDITIONAL SOURCES THAT MAY BE OF INTEREST

### *DIFFERENT APPLICATIONS OF INNOVATION-DIFFUSION MODELS*

See particularly journals such as:

*Rural Sociology*

*Agriculture and Human Values*

*The Professional Geographer*

Chabot, Sean. 2002. ATransnational Diffusion and the African-American Reinvention of the Gandhian Repertoire.@ Pp. 97-114 in *Globalization and Resistance*, edited by Jackie Smith and Hank Johnston.

Coughenour, C. Milton. 2003. AInnovationg Conservation Agriculture: The Case of No-Till Cropping. A *Rural Sociology* 68 (2): 278-304.

Best, Joel (editor). 2001. *How Claims Spread: Cross-National Diffusion of Social Problems*. Aldine de Gruyter.

Korsching, Peter et al. 2003. ARural Telephone Company Adoption of Service Innovations: A Community Field Theory Approach.@ *Rural Sociology* 68 (3): 387-409.

Moody, James. 2002. AThe Importance of Relationship Timing for Diffusion@ *Social Forces* 81 (1):25-56.

### *SOCIAL IMPACTS OF TECHNOLOGY*

See particularly journals such as:

*Science, Technology and Human Values*

*Rural Sociology*

*Agriculture and Human Values*

Cohen, Maurie and Joseph Murphy. 2001. *Exploring Sustainable Consumption*. Elsevier.

DiMaggio, Paul et al. 2001. ASocial Implications of the Internet.@ *Annual Review of Sociology* 27, pp. 307-336.

Katz, James E. and Ronald E. Rice. 2002. *Social Consequences of Internet Use: Access, Involvement, and Interaction*. The MIT Press.

Levenstein, Harvey. 2003. *The Paradox of Plenty: A Social History of Eating in Modern America*. University of California Press.

Padmanabhan, Martina A. 2002. *Trying to Grow: Gender Relations and Agricultural Innovations in Northern Ghana*. Muenster: LIT Verlag.

Wellman, Barry and Caroline Haythorn-thwaite. 2002. *The Internet in Everyday Life*. Blackwell.

Welsh, Rick et al. 2003 AAgro-Food System Restructuring and the Geographic Concentration of US Swine Production.@ *Environment and Planning A* 35, pp 215-229.

### *TWO CLASSICS*

Everett M. Rogers, *Diffusion of Innovations* (various editions)

Lawrence A. Brown, *Innovation Diffusion: A New Perspective*, 1981

New Course Proposal

COMMUNICATION STRATEGIES FOR CHANGE AND DEVELOPMENT

AGR COMM 650, Autumn, U G 5

TR: 4:00 -6:30 p.m.

Room 240 AA

Instructor: Dr. Robert Agunga

Office: 203 Ag Admin. Building

Contact: Email: Agunga. 1 (cd\_osu.edu); Tel.: 292-4624

Office Hours: TR, 10:00-11:30 a.m. (walk-in hours) or by appointment

Office Associate: Jackie Grueser (292-4624, Grueser. 1 @osu.edu)

**COURSE DESCRIPTION** Stakeholder participation on matters affecting their lives is key to social transformation. Unless people are the driving force of their own change, no amount of investment, including the provision of technology, will bring about any lasting improvements in their living standards. Communication is central to people participation-social mobilization, empowerment, promoting adoption of new ideas, and managing change. We live in a communication age and the full impact of communication on development and social change is beginning to be seen under the rubric of strategic communication.

Strategic communication is an integrated approach, based on general systems theory. It combines communication techniques and technologies to solve problems of social change and economic development. As society has grown in complexity and new communication emphasis and technologies have emerged, so is the challenge for the communicator to develop the professional competencies needed to deal with the human dimension of change. Demand for this type of professional comes from major development organizations such as the Pan American Health Organization, Rockefeller Foundation, United States Agency for International Development (USAID) and the World Bank.

How does communication facilitate development? What does a communicator need to know and be able to do to be competent and successful as a change agent? What do universities need to teach so that professionals in the field of communication for development know and can use these competencies? This course will engage students interested in learning about how communication facilitates change. It will provide them with a sound theoretical and social-scientific foundation of communication on which to build a comprehensive understanding of theories, skills and competencies needed for change. It will also expose students to the political economy and socio-cultural conditions in developing countries. Thus, it will expand students' understanding of globalization, diversity, and multiculturalism. Prerequisite: Junior standing or written permission of instructor

**COURSE OBJECTIVES**

At the end of the course, the student will:

1. Gain knowledge of development and social change theory to better appreciate the role of communication in the change process.
2. Acquire strategic communication competencies necessary to be an effective facilitator.
3. Become more globally and cross-culturally aware by studying about other nations and cultures and interacting with students in the class from other cultures.
4. Increase his/her chances of becoming employable in development work by developing communication competencies.

**REQUIRED READING:**

1. Human Development Report 2003. United Nations Development Programme. New York.
2. Severin, S. T. & Tankard (2001). Communication Theories, Methods, and Uses in the Mass Media. New York: Longman.
3. Xeroxed Package of readings, available through KINKO'S.

## COURSE REQUIREMENTS

| Requirement                              | Undergraduates | Graduates                      |
|--|----------------|--------------------------------|
| 1. Final exam                            | 25 %           | 25 %                           |
| 2. Mid-term                              | 20 %           | 20 %                           |
| 3. Group project                         | 20 %           | 20 %                           |
| 4. Special project for graduate students | --             | 20 %                           |
| 5. Class attendance                      | 10 %           | 10 %                           |
| 6. Group project presentation            | 10 %           | 10 %                           |
| 7. Research paper                        | 15 %           | 15 %                           |
| <b>Total</b>                             | <b>100 %</b>   | <b>120 % (convert to 100%)</b> |

## GRADE DISTRIBUTION

|                 |                    |
|-----------------|--------------------|
| 1. A = 93 - 100 | 6. C+ = 77 - 79    |
| 2. A- = 90 - 92 | 7. C = 73 - 76     |
| 3. B+ = 87 - 89 | 8. C- = 70 - 72    |
| 4. B = 83 - 86  | 9. D+ = 67 - 69    |
| 5. B- = 80 - 82 | 10. D = 62 - 66    |
|                 | 11. E = 61 & below |

## EXTRA ASSIGNMENT FOR GRADUATE STUDENTS

Graduate students are required to do substantially more work than undergraduate students for the same grade. They will write a critique of special works in the field of communication and development.

## COURSE FORMAT

The course format will consist of lectures, discussions, guest speakers, and practical projects designed to ensure an active learning environment. Students are expected to complete assigned readings before class meetings, and be prepared to discuss and apply the concepts. The exams and class projects will test mastery of the readings and lectures. A typical class will consist of a review of important points from the previous class period, lecture, discussion and practical exercises to actively engage students.

## CLASS SCHEDULE

## WK DAY DATE TOPIC

|   |   |        |  |
|---|---|--------|--|
| 1 | T | 9 - 23 | Course introduction: Welcome, course overview, and discussion on group project teams.<br>Reading: a. Syllabus.   |
|   | R | 9 - 25 | Development, human development and social change. Some definitions.<br>Reading: a. UNDP Human Development 2003<br>b. Seers (1977): The new meaning of development.<br>c. Seers (1977): The meaning of development.   |
| 2 | T | 9 - 30 | Communication: A basic life process—an overview of interpersonal, group, non-verbal and mass communication methods and technologies.<br>Reading: a. Severin & Tankard (2002): Communication models, Ch. 4.   |
|   | R | 10 - 2 | Communication and social change: A diffusion perspective.<br>Reading: a. Rogers & Adhikarya (1980): Diffusion of innovations: An up-to-date review and commentary.<br>b. Roling et al (1976): The diffusion of innovations and the issue of equity in rural development. |

|   |   |         |   |
|---|---|---------|---|
| 3 | T | 10 - 7  | Communication and development.<br>Reading: a. McPhall (2002): International Communication and World System Theory: Summary and conclusions.<br>b. Severin & Tankard (2002), Ch. 6, 8-10 & 12.   |
|   | R | 10 - 9  | Communication and social change: A systems perspective.<br>Reading: a. Hall & Fagan (1968). Definition of a system<br>b. Wiener (1968): Cybernetics in History; and<br>c. Miller (1994): System approaches.   |
| 4 | T | 10 - 14 | Communication and social change: A systems perspective (contd).<br>Reading: a. Same as the previous class.  |
|   | R | 10 - 16 | Approaches to social science inquiry.<br>Reading: a. Severin & Tankard (2002): the scientific method, Ch. 1 - 3.<br>b. Zemke (1999). Appreciative inquiry.<br>c. FAO (1998): Participatory rural communication appraisal.   |
| 5 | T | 10 - 21 | Attitude and behavioral change: Strategic communication models.<br>Reading: a. Malbach & Cotton (1995): Moving people to behavior change: A staged social cognitive approach to message design<br>b. Dillard (1995): Fear appeals in health promotion campaigns.  |
|   | R | 10 - 23 | Processes of selective perception, semantics and communication, and cognitive processes; <i>international travel/study abroad (Guest speakers)</i> .<br>Reading: a. Severin & Tankard (2002), Ch. 7. <u>Mid-term Exam</u>   |
| 6 | T | 10 - 28 | Institutionalizing communication systems in social change programs.<br>Reading: a. Fraser & Villet (1996): Communication—Key to human dev.<br>b. Agunga & Ascroft (2002). DSC for Swaziland project.<br>Web sites: c. The Communication Initiative: <a href="http://www.comminlt.com/stsilviocomm/sld-2881.html">http://www.comminlt.com/stsilviocomm/sld-2881.html</a><br>d. The Change Project: <a href="http://www.changeproject.org/">http://www.changeproject.org/</a> |
|   | R | 10 - 30 | Planning and implementing communication for development projects.<br>Reading: a. Radtke (1998). Seven steps to creating a successful plan<br>b. Siegel & Doner (1998): The planning process, monitoring and refining implementation: Process evaluation tools.  |
| 7 | T | 11 - 4  | Communication functions and competencies/<br>Reading: a. Fraser and Villet (1995). Comm.: A key to human development<br>b. Axley (1996): Managing change through communication.   |
|   | R | 11 - 6  | Communication functions and competencies contd./ <i>Working in development: USAID/UNDP/World Bank—Guest speaker(s)</i> .<br>Reading: a. Same as last class.   |
| 8 | T | 11 - 11 | Coordination and teambuilding in the development campaign.<br>Reading: a. Axley (1996): Building teams through communication,<br>b. Siegel & Doner (1998): Working with partners.   |
|   | R | 11 - 13 | Project budgeting and activity scheduling.<br>Reading: a. Smith (2002), pp. The budget.<br>b. Agunga & Ascroft (2002). DSC for Swaziland project  |

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|   |   |         |  |
|---|---|---------|--|
| 9 | T | 11 - 18 | Writing the project appraisal report.<br>Reading: a. UNDP Project reporting guidelines.<br>b. UNDP (1987): Project identification and preparation. |
|   | R | 11 - 20 | Thanksgiving: No Class.  |

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|    |   |         |  |
|----|---|---------|--|
| 10 | T | 11 - 25 | Group project presentations.   |
|    | R | 11 - 27 | Group presentations (continued) and course evaluation. Final exam will be given during exams week. |

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**EXAMS**

There will be mid-term and final exams to test mastery of the readings and lectures. Exams will comprise of true/false, multiple choice, fill in the blanks and short essay questions. Details of the exams will be provided in class.

**GROUP PROJECT**

The group project is a major assignment, accounting for 20% of the grade. It will expose students to real life social change concerns. Working in teams of 3-4 members, each group will identify a community organization for a case study, such as homeless shelters, Faith-based Initiative projects, and animal welfare organizations. It could also be high schools with United Nations Chapters. Students will analyze the organization's activities from a strategic communication perspective. For example, how the organization relates to stakeholders. More information on this assignment, including grading criteria, will be discussed in class.

**RESEARCH PROJECT**

In addition to the group project, each student will conduct an in-depth investigation of a development or social change issue/problem such as poverty, HIV/AIDS, famine, and illiteracy. A thorough review of the literature is carried out and reported. The idea is to examine the relevance of communication in addressing development issues. The research paper should be no less than 10 pages, typed and double-spaced.

**HONESTY**

Plagiarism and falsification represent violations not only of the OSU Code of Student Conduct but also of the fundamental ethic that underlies the journalism profession. Assignments will be as complete, accurate, fair and original as possible. Full credit or attribution must be made for any information or insight that did not originate with the author. Be particularly careful in avoiding plagiarism when using web-based information. Consequences could include a reduced grade, failure of the course or action by the Committee on Academic Misconduct.

**ACADEMIC MISCONDUCT**

As a student in this course, it is assumed that you have read and understood the official position of The Ohio State University on matters of academic misconduct (see Faculty Rule 3335-31-02. Source: Academic Misconduct, November 27, 2000). If misconduct occurs, it will be handled according to the procedures specified in the University Regulations booklet. Misconduct is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process.

**DISABILITY STATEMENT**

If you need accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we will discuss the course format, your needs and opportunities to accommodate them. I rely on the Office For Disability Services for assistance in verifying and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

## XEROXED PACKAGE READING:

The following articles will be available in the readings package.

1. Agunga & Ascroft (2002). Development support communication for Swaziland project.
2. Fraser, Colin & Jonathan Villet (1994). Communication: A key to human development. FAO.
3. "Hall & Fagan (1968). Definition of a system"; and Wiener (1968): "Cybernetics in History" in
4. Hale, Jerold L. & Dillard, James Price (1995). "Fear appeals in health promotion campaigns"; and Maibach & Cotton (1995). "Moving people to behavior change: A staged social cognitive approach to message design" in Designing health messages: Approaches from communication theory and public health practice. Edward Maibach and Roxanne Louiselle Parrott, editors. London: Sage publications.
5. McPhail, Thomas L. (2002). Global communication: Theories, Stakeholders, and Trends. Boston: Allyn and Bacon.
6. Radtke (1998). Strategic Communications: Seven Steps to Creating a Successful Plan
7. Rogers & Adhikarya (1980). "Diffusion of innovations: An up-to-date review and commentary."
8. Roling et al (1976). The diffusion of innovations and the issue of equity in rural development.
9. Seers, Dudley (1977). "The new meaning of development" in International development review, xix, 1977/3, pp. 2-7.
10. Siegel & Doner (1998). "The Monitoring and refining implementation: Process evaluation tools; "Working with partners" and "The planning process" in Marketing public health: Strategies to promote social change. Michael Siegel and Lynne Doner, editors. Gaithersburg, Maryland: Aspen publishers, Inc.
11. Zemke, Ron (1999). "Appreciative inquiry. May be problem solving is the problem. Don't fix that." Appreciative Inquiry is a new approach to organizational development that focuses on what works rather than what doesn't. Training, June 1999.

Agricultural Economics 421  
Salesmanship in Agriculture  
Autumn 2005

Introduction

Agricultural Economics 421 is a course that will provide in depth insight into the sales function in agribusiness. The course is a series of lectures and guest speakers who are professional sales and marketing managers in the industry. Students will be exposed to many facets that comprise the role of selling in the business to business environment. In addition class participants will be required develop a sales presentation based on an existing product or service. Each student will make a sales presentation, in a role play situation, to an industry representative for review and critique.

Course Objectives

The role of professional sales within agribusiness will be explored. Focus will be centered around the role of consultative selling and the role of relationship selling in a business environment.

Emphasis will be placed on how to construct and conduct an effective sales call. Concepts will be reinforced by actual role-play of a sales call made to an industry professional.

The relative role of how the sales function relates to marketing will be discussed. Company organization of the sales and marketing function will be examined along with the impact on career paths available based on how a company is organized in the commercial area.

A full understanding of relationship selling in a business environment will be developed. Fundamentals of interpersonal skills and related communication concepts will be covered. Concepts of why people buy and the buying motives will be discussed.

Additional business acumen skills such as time and territory management, sales planning, budgeting, sales negotiation and business ethics in selling will be examined as well.

Course Grading:

|                      |     |
|----------------------|-----|
| Mid Term             | 20  |
| Final                | 20* |
| Sales Presentation   | 20  |
| Reading and Reports  | 10  |
| Written Assignments  | 10  |
| Interview Assignment | 10  |
| In Class Exercises   | 10  |

If grade on final is ten or more points more than midterm the midterm grade will be increased by one half of the difference between the two grades.

In class exercises: Worth one point each

Instructor: Glenn Watts [gwatts@insight.rr.com](mailto:gwatts@insight.rr.com) 614-313-0999

TA Melissa Hurt Contact:

Web site: To be established



Department of Agricultural, Environmental, and Developmental Economics

Agricultural Administration Building  
2120 Fyffe Road  
Columbus, OH 43210-1067

Phone (614) 292-7911  
Fax (614) 292-4749  
<http://aede.ag.ohio-state.edu/>

May 7, 2007

Dr. Emily Rhoades  
Department of HCRD  
208 Ag. Admin. Bldg.  
CAMPUS

Dear Dr. Rhoades:

Our Academic Affairs Committee has approved the proposed minor in agricultural communication. We are pleased that you want to include AED Econ 421-Salesmanship in Agriculture as an elective course in the minor. Enclosed is a copy of the syllabus for AE 421. If you need any other information, please contact me at [southgate.1@osu.edu](mailto:southgate.1@osu.edu).

Sincerely,

A handwritten signature in cursive script that reads "Douglas Southgate".

Douglas Southgate  
Professor and Chair,  
Academic Affairs Committee

enclosure



**RURAL SOCIOLOGY 662**  
**5 Credits**  
**SOCIAL CHANGE AND DIFFUSION OF INNOVATIONS**  
**Fall 2008**

**INSTRUCTOR**      Professor Linda Lobao  
214 Agricultural Administration Bldg.  
292-6394  
e-mail: lobao.1@osu.edu

Office Hours: Tuesdays 3:00-5:00 pm and other times/days by appointment.

Office Associate: Greta Wyrick ([wyrick.1@osu.edu](mailto:wyrick.1@osu.edu)) 688-3178, room 208, Agricultural Administration Bldg.

**COURSE OBJECTIVES**

The primary objectives of the course are:

- 1) To examine innovation diffusion as a specific type of social change. You will become acquainted with the social, economic, and cultural processes involved in the dissemination of new ideas and technology related to agriculture and rural societies. Much of the innovation diffusion literature centers on top-down models of social change, whereby an organization (e.g. corporation, Extension Service or other government entity) introduces an innovation to a recipient audience. We will discuss two, classic major top-down models: the traditional, adoption-diffusion model that focuses on the adopter-side; and the alternative approach which emphasizes the propagator-side or provider of the innovation. You will also become acquainted with more recent, less "top-down" approaches including those that focus on how social groups including farmers contribute to innovation.
- 2) To understand the relationship between innovation diffusion as a change process and how it compares to other social change processes. You will become familiar with the major sociological theories and concepts that have been applied to the study of social change. Sociologists define social change as transformations in social structure (society) or patterns of relationships involving statuses, roles, groups, and institutions.
- 3) To critically examine the effects of diffusion of innovations/technology transfer and implications of traditional, "top-down" strategies of introducing change. Included are issues such as social class and gender differentials in the dissemination of ideas and technology, non-adoption as a form of behavior, social (group) and economic constraints on adoption behavior, and the consequences of new technology at both the individual and societal levels.

4) To examine the strategies by which social groups including the poor, farmers, indigenous people, and women may be empowered to enact their own changes. We will compare "bottom-up" strategies of social change relative to traditional "top-down" strategies.

5) To begin, continue, and develop your own research and personal interests on the topics of innovation diffusion, social change, social impacts, and other course-related subjects. *The course should help graduate students who are interested in thesis or dissertation work in these topics-- and upper-level undergraduates who have general interests in the course topics.*

## REQUIRED BOOKS AND OTHER READINGS

**Course Texts: (all books are available at the OSU book stores; a copy of each of the first two books is also on reserve at the Food, Agricultural, and Environmental Sciences Library, ground floor, this building, for information call 292-6125)**

- 1) Charles L. Harper and Kevin Leicht, Exploring Social Change, Prentice Hall, 5<sup>th</sup> edition, 2007.
- 2) Dupuis, E. Melanie, Nature=s Perfect Food: How Milk Became America=s Drink. New York University Press, 2002.
- 3) Ritzer, George, The McDonaldization of Society 5, Pine Forge Press, 2008.
- 4) Fliegel, Frederick and Peter Korsching, Diffusion Research in Sociology. Middleton, WI: Social Ecology Press, 2001.
- 5) All other readings are available for you to download electronically. Noted under each reading, is how you can download each of these readings: through the OSU=s library electronic reserve—via Carmen go to carmen.osu.edu and login using your internet user name and password; or directly on-line via the OSU OSCAR journal system.

*If you have any problems downloading the electronic reserve material, please call the 688-help and ask them to guide you.*

## CLASS FORMAT, ASSIGNMENTS, AND GRADING

RS662 is a combination of lecture and class discussion. At the beginning, to orient you toward the material, much of the class is lecture. The focus each week will be on the assigned readings, outlined below. *Students may take the course for undergraduate credit or graduate credit, with different expectations.*

### Written Assignments:

There are four written assignments.

Two exams: There are two take-home exams (one mid-term, due November 3, the other, due Monday December 8 of final exam week). Both exams are essay. The midterm consists of three to four questions, from which you will choose two questions. The last exam is a short written essay assignment.

Research abstract and research paper: An abstract for your research paper is due October 15, with the completed research paper due the last day of class (December 1). For the research paper, undergraduate students will be asked to choose an innovation and to answer a set of questions about it. Graduate students are also asked to choose an innovation, preferably one related to their thesis or dissertation and to write a paper on this topic. Prior to beginning the research project, the student will produce a one-page abstract and give a five-minute class presentation about the innovation chosen. Based upon this, the instructor will help the student decide if the innovation is appropriate for use as an example for the final paper.

### Class Performance Requirements:

A large part of your grade is based on your performance in class. This requires that you are able to demonstrate that you have read the assigned material in advance and that you are fully prepared to contribute to the class discussion. Quality is more important than quantity in what you have to say. In addition to your class contribution, you will have a short group assignment where you work with other students to lead class discussion for a portion of one class.

Grading criteria regarding class participation are the following: (1) High quality class participation should reflect thoughtful consideration of the required readings and course assignments, clearly demonstrating your knowledge, questions, and concerns about the topics introduced each week. In class discussion, it is important to reference the readings. (2) High quality class participation reflects a group assignment performance that provides excellent coverage of the points outlined in the group assignment instructions. (3) High quality class participation reflects consistency in participation, which also means that you are present the entire time for each class. Your input to class discussion is very important. It is essential that you do not miss any classes. Please do not come to class late or leave early, as this disrupts the learning experience for other students. Your class participation grade will be lowered proportionately for any class (or part of any class) you miss; if you are ill and need to miss a class, please bring a written, physician's note so that your grade is not affected. If you miss a part of any class, it is your responsibility to secure any missed material and notes from another student.

Your grade for the course is based on the following contributions:

|                   |     |
|-------------------|-----|
| First exam        | 30% |
| Second exam       | 15% |
| Final paper       | 30% |
| Class performance | 25% |

**Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

**Disability Statement:**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## **COURSE OUTLINE AND READINGS**

*\*\*Please be sure to complete all readings for the first class in each week\*\**

### **PART I: INTRODUCTION TO THE STUDY OF SOCIAL CHANGE**

**WEEK 1 (September 24)****Introduction to the Course**

Grading and administrative procedures.

**WEEK 2 (September 29-October 1)****Social Change, U.S. Society, and the Adoption-Diffusion Model as a Type of Change**

- 1) Readings from, Harper and Leicht: Chapter 1, By Way of Introduction; Chapter 2, the Causes and Patterns of Change; Chapter 4, American Social Trends; Chapter 5, Change in the Settings of Everyday Life; Chapter 6, Economics, Politics, and the American Prospect.

**WEEK 3 (October 6- 8)**

**Sociological Concepts, Theories, and Practice of Social Change**

- 1) Readings from Harper and Leicht, Chapter 3, Social Theory and Social Change
- 2) The McDonaldization of Society 5, 2008 edition, Ritzer, Chapters 1,2, 6, 7, and 8.

**PART II: INNOVATION-DIFFUSION RESEACH: THE CLASSICAL TRADITIONS OF STUDYING "TOP-DOWN" STRATEGIES OF DIFFUSION**

**WEEK 4 (October 13-15)**

**Diffusion of Innovations as an "Adopter-side" Process**

- 1) Harper and Leicht, Chapter 10, Technology, Innovations and Networks
- 2) Fliegel, Chapters 1, 2, 3, pp. 1-46.
- 3) Rogers, Chapter 1, Elements of Diffusion, pp. 1-37. *Available: OSU=s library electronic reserve, via Carmen titled: Rogers, Elements of Diffusion.*

**ABSTRACT FOR YOUR INNOVATION PROJECT AND FIVE MINUTE PRESENTATION DUE OCTOBER 15**

**WEEK 5 (October 20-22)**

**Diffusion of Innovations as a "Provider-side" Process**

- 1) Brown, Chapter 4, The Market and Infrastructure Perspective, Chapter, 7, The Development Perspective I, pp. 100-149, 197-227. *Available: OSU=s library electronic reserve, via Carmen titled: Brown Market Infrastructure.*
- 2) Audirac and Beaulieu, "Micro-computers in Agriculture," Rural Sociology 1986, Vol. 51 (1):60-77. *Available: OSU=s library electronic reserve via Carmen, titled: Audirac and Beaulieu, Microcomputers in Agriculture.*
- 3) Comer and Wikle, "Worldwide Diffusion of the Cellular Telephone. *The Professional Geographer* 60 (2), pp. 252-269. Available in class, hard copy to be provided by instructor.

### **PART III SOCIAL CONSEQUENCES OF INNOVATION-DIFFUSION**

#### **WEEK 6 (October 27-29)**

#### **Consequences of Innovation Diffusion: Issues of Social and Economic Inequality and Sustainability**

- 1) Brown, Chapter 8, The Development Perspective II, pp. 229-277  
*Available: OSU=s library electronic reserve via Carmen, titled: Brown, Development Perspective II*
- 2) Rogers, Chapter 11, pp.405-442 *Available: OSU=s library electronic reserve via Carmen, titled: Rogers, Consequences of Innovations*
- 3) Robert K. Schaeffer, A Technology, Food, and Hunger, @ Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change (Rowman and Littlefield, 1997), pp. 143-185  
*Available: OSU=s library electronic reserve via Carmen, titled: Schaeffer, Technology, Food, Hunger*
- 4) Valdivia, Corinne, A Gender, livestock assets, resource management, and food security. @ Agriculture and Human Values 2001 (Volume 18), pp. 27-39. *Available on-line through the OSU library on-line journal system.*

### **PART IV. MOVING INNOVATION-DIFFUSION RESEARCH FORWARD: QUESTIONING AND ELABORATING THE INNOVATION-DIFFUSION MODEL**

#### **WEEK 7 (November 3-5)**

- 1) Fliegel, Chapters 4, 5, and 7, pp.47-89 and pp. 105-134
- 2) Padel, Susanne. A Conversion to Organic Farming: A Typical Example of Innovation Diffusion?" Sociologia Ruralis Vol, 41, January 2001.  
*Available on-line through the OSU library on-line journal system.*
- 3) Barbara Wejnert, A Integrating Models of Diffusion of Innovations: A Conceptual Framework, @ Annual Review of Sociology, Volume 28, 2002, pp 297-326. *Available on-line through the OSU library on-line journal system.*
- 4) German, Mowo, and Kingamkono, "A Methodology for Tracking the "Fate" of Technological Interventions in Agriculture." Agriculture and Human Values, Volume, 23, 2006: 352-369. *Available on-line through the OSU library on-line journal system.*
- 5) Shoshanah Inwood, Jeff Sharp, Richard Moore, and Deborah Stinner, 2008 "Restaurants, chefs and local foods: insights drawn from application of a diffusion of innovation framework." Agriculture and Human Values (forthcoming). Available at

<http://www.springerlink.com/content/v221964l832h7031/fulltext.pdf>

#### **MIDTERM DUE NOVEMBER 3**

**WEEK 8, NOVEMBER 10-12 (Continue with previous week's readings and read..)**

- 1) Dupuis, M. E. Chapters 1-5 (pp. 3-121), Chapter 8 (pp. 165-182), Chapter 10 (pp. 210-244).

**PART V. GLOBAL CHANGE AND SOCIAL CHANGE FROM BELOW**

**WEEK 9 (November 17—19)**

**Global Change and Future Transformations**

- 1) Harper and Leicht, The Emerging Global System: Development and Globalization, Chapter 12; World Futures, Chapter 14.
- 2) Chambers, Rural Poverty Unperceived, from Putting the Last First, Longman 1983, pp. 1-27. *Available: OSU=s library electronic reserve, titled: Chambers, Rural Poverty Unperceived*
- 3) The McDonaldization of Society 5, Ritzer, Chapter 10, "The Starbuckization of Society."
- 4) Kaufman and Patterson, "Cross-National Cultural Diffusion: The Global Spread of Cricket." American Sociological Review, Vol. 70, February 2005, pp.82-110. *Available on-line through the OSU library on-line journal system (contact librarian if you cannot download).*

**WEEKS 10-11 (November 24 and December 1; note, no class November 26, the night before Thanksgiving)**

**"Bottom-Up" Approaches to Social Change**

- 1) Harper and Leicht, Chapter 7, ASocial Movements,@ and Chapter 11, ACreating Change@
- 2) The McDonaldization of Society 5, Ritzer, Chapter 9, ADealing with McDonaldization.@
- 3) Schurman and Munro. AMaking Biotech History: Social Resistance to Agricultural Biotechnology.@ pp. 111-129 in Engineering Trouble: Biotechnology and Its Discontents, edited by Schurman and Kelso, University of California Press, 2003. *Available: OSU=s library electronic reserve via Carmen, titled: Schuman, Munro, Making Biotech History.*
- 4) Hoffman, Probst, and Christinck, "Farmers and Researchers: How can collaborative advantages be created in participatory research and technology development? Agriculture and Human Values, Volume 24, 2007, pp. 355-368. *Available on-line through the OSU library on-line journal system.*
- 5) Linda Lobao and Curtis Stofferahn, "The community effects of industrialized farming: Social science researchand challenges to corporate farming laws." Agriculture and Human Values, Volume 25, 2008, pp.219-240. *Available on-line through the OSU library on-line journal system.*

**FINAL COURSE PAPER DUE DECEMBER 1/ SECOND EXAM DUE  
MONDAY, DECEMBER 8 (Please give me hard-copy of your exam  
by 5:00pm).**



## ADDITIONAL SOURCES THAT MAY BE OF INTEREST

### *DIFFERENT APPLICATIONS OF INNOVATION-DIFFUSION MODELS*

See particularly journals such as:

*Rural Sociology*

*Agriculture and Human Values*

*The Professional Geographer*

Chabot, Sean. 2002. ATransnational Diffusion and the African-American Reinvention of the Gandhian Repertoire.@ Pp. 97-114 in *Globalization and Resistance*, edited by Jackie Smith and Hank Johnston.

Coughenour, C. Milton. 2003. AInnovationg Conservation Agriculture: The Case of No-Till Cropping. A *Rural Sociology* 68 (2): 278-304.

Best, Joel (editor). 2001. *How Claims Spread: Cross-National Diffusion of Social Problems*. Aldine de Gruyter.

Korsching, Peter et al. 2003. ARural Telephone Company Adoption of Service Innovations: A Community Field Theory Approach.@ *Rural Sociology* 68 (3): 387-409.

Moody, James. 2002. AThe Importance of Relationship Timing for Diffusion@ *Social Forces* 81 (1):25-56.

### *SOCIAL IMPACTS OF TECHNOLOGY*

See particularly journals such as:

*Science, Technology and Human Values*

*Rural Sociology*

*Agriculture and Human Values*

Cohen, Maurie and Joseph Murphy. 2001. *Exploring Sustainable Consumption*. Elsevier.

DiMaggio, Paul et al. 2001. ASocial Implications of the Internet.@ *Annual Review of Sociology* 27, pp. 307-336.

Katz, James E. and Ronald E. Rice. 2002. *Social Consequences of Internet Use: Access, Involvement, and Interaction*. The MIT Press.

Levenstein, Harvey. 2003. *The Paradox of Plenty: A Social History of Eating in Modern America*. University of California Press.

Padmanabhan, Martina A. 2002. *Trying to Grow: Gender Relations and Agricultural Innovations in Northern Ghana*. Muenster: LIT Verlag.

Wellman, Barry and Caroline Haythorn-thwaite. 2002. *The Internet in Everyday Life*. Blackwell.

Welsh, Rick et al. 2003 AAgro-Food System Restructuring and the Geographic Concentration of US Swine Production.@ *Environment and Planning A* 35, pp 215-229.

### *TWO CLASSICS*

Everett M. Rogers, *Diffusion of Innovations* (various editions)

Lawrence A. Brown, *Innovation Diffusion: A New Perspective*, 1981

**COMM 311, Autumn 08**  
**Visual Communication Design**  
[MW 12:30 - 2:18] 3176 Derby Hall

**Instructor**

Jatin Srivastava  
3049 Derby Hall  
Email: [elias.28@osu.edu](mailto:elias.28@osu.edu)  
Phone: (614) 292-2756  
Office Hours: M-W 2.30 pm-3.30 pm or by appointment

**Description and Objectives**

**Course Description**

The purpose of COMM 311 is to provide a basic overview of various forms of visual communication and to help students develop a sense of visual literacy, which is often overlooked in the curriculum.

As we travel in time from cave paintings to virtual reality environments, we will pause to look at a few examples of visual communication through different perspectives, namely perceptual, personal, critical, ethical, aesthetic, cultural and historical (Lester, 2002).

In addition to looking at graphics conceptually from different perspectives, we will apply these ideas by focusing on basic design competencies for the web.

**Objectives**

At the end of the quarter, students should be able to look at images created in different media and evaluate them from multiple perspectives.

Students should be able to demonstrate basic knowledge in the following areas:

- Principles of visual design
- Fundamentals of web design
- Designing graphics for the web

In a laboratory environment, students will learn how to design effective pages and graphics for the web using two Macromedia programs, **Fireworks** and **Dreamweaver**. It should be underscored that this is a class about visual communication. Only the basics of web design will be introduced in this course. Students interested in careers as web designers are recommended to take COMM 711, which focuses mainly on web design.

**Requirements**

**Prerequisites**

Students entering the class are expected to have a working knowledge of the Windows operating system. Mac users are encouraged to learn Windows before entering the class. Students should be willing and able to troubleshoot on their own using online tutorials and other resources.

Most of the elements of the course are presented online. Hence, it is absolutely essential that you have access to the Internet and a working OSU e-mail address.

**Students with disabilities or special needs can seek information in alternative formats based on their needs.**

### **Required Textbooks**

Lauer, D. A., & Pentak, S. (2005). *Design Basics*. Belmont, CA: Wadsworth/Thomson Learning.

Schulze, P. (2006). *Macromedia Fireworks 8: Training from the source*. Berkeley, CA: Macromedia Press.

### **Required Flash Drives**

Students are required to bring a Flash drive to class every day. It must be at least 100 MB, or have 100 MB of free space and be IBM PC compatible. Students should also carry with them a back up of all of their files on a separate disk, or should have their files backed up on their personal computers. In case of an emergency, such as a virus attack, your primary disk can be easily corrupted. It is imperative, therefore, that you regularly back up your work on a laptop or another computer. If the media you submit for grading is lost, we can provide you with a new drive. However, we cannot replace your files. Hence, it is your responsibility to make sure that you have all your files backed up before submitting the disk. ***You should always have a backup of your work.***

When submitting your portfolio websites, you will have two options. You can turn in your flashdrive or you can burn your website onto a CD and turn in the CD for grading. Late websites will not be accepted.

### **Software and Lab Access**

A number of public labs, including the lab in Brown Hall have Fireworks and Dreamweaver. If you use the lab, be sure that the computer has version MX or MX 2004 for Fireworks and/or Dreamweaver since we will be using the MX versions of both programs.

For a complete list of labs, visit the following search page and search for Fireworks or Dreamweaver:

<http://sccweb.it.ohio-state.edu/public/software.cfm>

### **Downloading Trial Software**

If you have your own computer, you can download a trial version of Fireworks and

Dreamweaver from Macromedia.com. However, the trial period lasts only 30 days. I would recommend that you download the software toward the end of the quarter to help avoid the end-of-quarter rush at the labs. Also you can purchase your own copy at academic discount rates. Check OSU's Office of Information Technology website for more information.

## Evaluation

### Attendance Policy

This class is a workshop that is based on a philosophy of collaborative learning. Also the class is driven by a set of assignments in sequential order, with increasing levels of challenge. When a student misses class, or falls behind on an assignment, it disrupts the progress of the whole class. To minimize chaos, we will strictly enforce our attendance policy.

In short, attendance is compulsory. A missed lab section automatically results in a **2 percentage-point deduction**. When emergency situations warrant absence, the deduction can be waived off at the discretion of the instructor. However, supporting documentation is required to explain the circumstances. Routine events, such as conflict between class hours and internship/work hours, do not constitute an emergency. Do not schedule work, internships or classes during the COMM 311 labs. Also, **do not make travel plans during exam week**.

One of the primary reasons for poor performance in this course is failure to attend class and failure to read the syllabus and other material. Please take note of this.

### Mid-term and Final

In order to do well, you should read through the assigned pages focusing on how you can use the information and incorporate it in your designs. **Note taking** during reading is also encouraged.

Part of the midterm is an open-book lab test, and part of the midterm is comprised of closed-book questions related to the text. You will be required to create some simple websites and other graphics in class for the midterm.

The final exam is cumulative and covers all the content covered during the quarter. Besides a design component, the final includes a closed-book exam as well. In order to do well, you should be well-versed with the tools in Fireworks and Dreamweaver.

### Projects

Assignments will be evaluated along various dimensions. Scores will be based on creativity, crisp design, sophisticated analytical thinking, attention to detail, and polished writing.

Here are some of the criteria that will be used while grading:

- Connecting your work to readings and class discussion

- Fluency with which design vocabulary is used in the text and lectures
- Demonstration of technical competence with Fireworks tools
- Understanding of visual literacy principles presented in readings or lecture
- Ability to develop creative graphic themes, designs and artwork
- Ability to critically evaluate visual communication, including self critique
- Quality writing that expresses clear thinking
- Writing that is free of typos, spelling errors and poor grammar
- Documentation of personal discovery through visual communication

Demonstration of effort is an integral part of each assignment and students should strive to present multiple attempts for each assignment. In short, **submitting the first version** of a design element that meets minimum requirements does not guarantee a passing grade. Be sure to save earlier copies of your work to document the process of evolution of your design.

### **Class Participation and Homework**

Fifty percent of the grade in the class is assigned to individual portfolio website. The portfolio website consists of several components, which should be finished by the due dates. These homework assignments won't be graded in the middle of the quarter. If your homework is **not ready by the beginning of the class**, a late penalty will be applied to the score of your final project. Students are expected to bring the finished work on a zip disk and display the work on your monitor in class. Sometimes, students will be asked to take a look at one another's work and offer suggestions and critiques. Students are expected to improve these components throughout the quarter before turning in the final portfolio website. This will be strictly enforced. All homework assignments will be graded only in the lab. If you miss a class, the homework assignment will be graded in during at the following lab. A late penalty will be applied (half credit maximum).

Students must bring an **electronic copy** and a **hard copy** of the write-up on the due dates. **Revised hard copies** of the write-ups must be submitted with the midterm and final. The revised copies of the write-ups must be in the websites you submit at midterm and final time as well. Sometimes, students will be asked to take a look at one another's work and offer suggestions and critiques. All students must be willing to revise and rework their design components. Performance will be based on trajectory of growth demonstrated by a student.

Many of the tutorials and homework assignments will be graded only in the lab. If you miss a class, the homework assignment will be graded during the following lab. A late penalty will be applied for late assignments (half credit maximum).

**Grading**

|                           |     |
|---------------------------|-----|
| Midterm Portfolio Website | 200 |
| Final Portfolio Website   | 300 |

|                            |     |
|----------------------------|-----|
| Midterm Exam (closed book) | 80  |
| Midterm Exam (open book)   | 120 |

|                          |     |
|--------------------------|-----|
| Final Exam (closed book) | 80  |
| Final Exam (open book)   | 120 |

|   |      |
|---|------|
| Tutorials, Class participation,<br>Pop Quiz's | 100  |
|   | 1000 |

**TOTAL**

950 - 1000 = A  
900-949 = A-  
875-899 = B+  
850 - 874 = B  
800 - 849 = B-  
775-799 = C+  
750-774 = C  
700-749 = C-  
< 700 = D scale.

**Calendar** (subject to revision)

| Week                     | Day     | Readings and Topics  | Due Dates               |
|--------------------------|---------|--|-------------------------|
| Week 1                   | 9/24 W  | Introduction to class  |                         |
|                          | 9/29 M  | Visual Communication and Visual Language<br><i>-About Me Discussion</i>                |                         |
| <b>Design Principles</b> |         |  |                         |
| Week 2                   | 10/1 W  | DB – ch. 1<br>FW– ch. 1<br><br>“Design process: thinking, looking, and doing”          | Tutorial (FW)– ch. 1    |
|                          | 10/6 M  | Typology<br><br><i>Font Poem Discussion</i><br><i>Class Time</i>                       | <i>About me (Draft)</i> |
| Week 3                   | 10/8 W  | DB – ch. 2, 3<br>FW – ch. 2<br><br>“Unity and emphasis”                                | Tutorial (FW) – ch. 2   |
|                          | 10/13M  | DB – ch. 4, 5<br>FW – ch. 3<br><br>“Scale and balance”<br><i>Logo Discussion</i>       | <i>Font Poem</i>        |
| <b>Design Elements</b>   |         |  |                         |
| Week 4                   | 10/15W  | DB – ch. 7, 8<br><br>“line and shape/volume”   | Tutorial (FW) – ch. 3   |
|                          | 10/20 M | FW – ch. 8<br><br><i>Building a site in Dreamweaver</i><br><i>Web Quilt Discussion</i> | <i>Logo</i>             |
| Week 5                   | 10/22 W | DB – ch. 9, 12<br>FW – ch. 5<br><br>“texture and value”                                | Tutorial ch. 4&5        |
|                          | 10/27 M | FW – ch. 6<br><br>Creating Buttons   | <i>Web quilt</i>        |
| Week 6                   | 10/29 W | FW – ch. 7<br><br>Creating Hotspots<br>Splash Page<br>Catch Up                         | Tutorial (FW) – ch. 6   |
|                          | 11/3M   | Midterm Review   | Tutorial ch. 7          |

|                                 |                                  |   |  |
|---------------------------------|----------------------------------|---|--|
|                                 |                                  | Black and White Portfolio                             |  |
| Week 7                          | 11/5W                            | <b>Midterm (in-class)</b>                             | <b>Black and White Portfolio website</b> |
|                                 | 11/10 M                          | DB – ch. 13<br><br>“Color”                            |  |
| Week 8                          | 11/12W                           | DB – ch. 6<br>FW – ch. 9<br><br>“Rhythm”              | Tutorial ch. 9                           |
|                                 | 11/17 M                          | Ad Design Discussion                                  | <i>Splash Page (Color)</i>               |
| Week 9                          | 11/19 W                          | DB – ch. 10, 11<br><br>“illusion of space and motion” |  |
|                                 | 11/24M                           | Final Project Classtime                               | <i>Ad Design</i>                         |
| Week 10                         | 11/26W                           | Final Project Classtime                               |  |
|                                 | 12/01 M                          | Review for Final                                      |  |
| <b>Final Exam &amp; Project</b> |                                  |   |  |
| FINALS                          | 12/03 W                          |   |  |
|                                 | 12/8 M<br>( 11.30 – 1.18<br>p.m) | <b>Final Exam</b>                                     | <b>Color Portfolio Website Due</b>       |





**COMM 611, Winter 08 Communication and Multimedia**  
TR 10:30-12:18 (Derby 3176)

**Instructor**

Steve Acker  
3049 Derby Hall  
[acker.1@osu.edu](mailto:acker.1@osu.edu)

**Office Hours** TR 12:30-2:00

**Course Description**

The purpose of this course is to introduce students to the design and implementation of multimedia communication environments. Students will learn the concepts and principles of user-centered design and apply these skills to multimedia design. They will work through a number of tutorials, and create, critique and individually contribute to a group project oriented toward serving an external client.

**Objectives**

The objectives for this class can be grouped under three categories: skills, competencies, and conceptual knowledge.

*Skills*

At the end of the quarter, student should leave with a working knowledge of Dreamweaver, Fireworks and Flash. Students will learn the basics of html, CSS, and some Flash action scripting.

*Competencies*

Skills are only useful to the extent to which they can be translated into competencies, or theory-based practices. Student will develop competencies in assessing the needs of the user, in designing and implementing information design solutions, in evaluating usability and making necessary adjustments. Mastery of the skill requirements is a necessary but not sufficient condition for competency.

*Conceptual Knowledge*

The transition from being competent to becoming an expert is an evolutionary process that is mediated by curiosity, self-learning and advanced training. Regardless of the approach, underlying principles and conceptual frameworks provide an important foundation. In class, we will learn principles from three relevant areas: basic design principles, human-centered design, and project development and management.

Successful students will be able to integrate skills, competencies and concepts to design web sites that address the needs of users.

**Textbooks (do not purchase until class meets)**

Hester, N. (2007). *Visual QuickProject Guide Creating a Web Site in Dreamweaver CS3*. Peachpit Press. (or earlier edition, see below)

Hester, N. (2005). *Visual QuickProject Guide: Creating a Web Page in Dreamweaver 8*. Peachpit Press.

**AND**

Anderson, A. & Johnson, S. (2005). *Macromedia® Flash™ 8 on Demand*. Que Publishing. (or earlier edition, see below)

Anderson, A. & Johnson, S. (2007). *Adobe® Flash CS3 Professional On Demand*. Que Publishing.

**Prerequisites**

Students entering the class are expected to be comfortable with the use of PCs and to have basic knowledge of Fireworks, Dreamweaver, Flash and HTML. For undergraduate students, COMM311 is a prerequisite. Graduate students who have not taken COMM311 can enroll directly in COMM611, but will require some catch-up work in the first few weeks of the quarter.

Most of the elements of the course are presented online. Hence, it is absolutely essential that you have access to the Internet and a working OSU e-mail address. Online discussions, chat and other forms of online interaction will be conducted through Carmen.

**Software and Lab Access**

A number of public labs, including the Digital Union have Fireworks, Dreamweaver and Flash available for out-of-class design work. In Derby 3176, we will use the “8” versions of these programs. However, if you have access to CS3, the newer version of these programs, they will work as well.

For a complete list of labs, visit the following search page and search for Fireworks or Dreamweaver:

[http://sccweb.it.ohio-state.edu/web\\_development/public/sftsearch1.cfm](http://sccweb.it.ohio-state.edu/web_development/public/sftsearch1.cfm)

**Downloading Trial Software**

If you have your own computer, you can download a trial version of Fireworks and Dreamweaver from Adobe. However, the trial period lasts only 30 days. I recommend that you download the software toward the end of the quarter to help avoid the end-of-quarter rush at the labs. Also you can purchase your own copy at academic discount rates. Check OSU’s Office of Information Technology website for more information.

**Evaluation**

**Attendance and Class Participation [50 points]**

This class is a workshop that is based on a philosophy of collaborative learning and team assignments. Moreover, the class is driven by a set of assignments in sequential order, with increasing levels of challenge. When a student misses class, or falls behind on an assignment, it hinders performance of team members and affects progress of the whole class. To minimize

chaos, attendance is mandatory. Class participation points are tied to attendance as well as participation in discussions in class.

In addition, class participation is also linked to performance as a team member. Penalty points will be assigned for not attending team meetings.

### **Team Project [400 points]**

To emphasize collaborative learning and the way the professional design industry works, students will work in teams to deliver a major multimedia design project. Finished projects will be posted on the web. These projects will be focused on building a website for a new University to be structured by students in Communication 656.

**Individual contribution to team Project [200].** Each student will have individual as well as group responsibilities to building this website.

**Critique and feedback [150].** Successful designers have a vocabulary and capability to communicate with clients their approaches, goals, and requirements.

### **Homework [200 points]**

Homework assignments will be announced weekly. Students will upload their homework assignments to the Carmen dropbox or to the website maintained by the School of Communication. **Note that uploading to the School's server can only be accomplished in Derby 3176** because of security (firewall) considerations. I will check homework assignments at the beginning of the class. If your homework is not ready by the beginning of the class, a half-grade late penalty will be applied. All homework assignments will be graded only in class. If you miss a class, the homework assignment will be graded at the beginning of the next class and a late penalty will be applied. All students get one late-assignment coupon, which can be used to offset a late-assignment penalty.

### **Grading**

|  |             |
|--|-------------|
| Team Project                             | 4000        |
| Individual participation on team project | 200         |
| Critique of other team project           | 150         |
| Homework                                 | 200         |
| Class Participation                      | 50          |
| <b>TOTAL</b>                             | <b>1000</b> |

900 – 1000 = A scale; 800 – 899 = B scale; 700 – 799 = C scale; < 700 = D scale.

**Calendar (Subject to Revision)**

|      |          |   |
|------|----------|---|
| WK1  | Jan 3    | Introduction  |
| WK2  | Jan 8    | Integrating Fireworks into your<br>Multimedia Design. Getting good at<br>HTML and web design. |
|      | Jan 10   |   |
| WK3  | Jan 15   | Information architecture  |
|      | Jan 17   |   |
| WK4  | Jan 22   | Learning to design with Flash.  |
|      | Jan 24   |   |
| WK5  | Jan 29   | Flash and CSS   |
|      | Jan 31   |   |
| WK6  | Feb. 5   | Building simple applications with Flash.  |
|      | Feb. 7   |   |
| WK7  | Feb. 12  | Client Sign-off   |
|      | Feb. 14  |   |
| WK8  | Feb. 19  | Team work toward final presentation.  |
|      | Feb 21   |   |
| WK9  | Feb. 26  | Final Presentations.  |
|      | Feb 28   |   |
| WK10 | March 4  | Final presentations.  |
|      | March 6  |   |
|      | March 11 | Final Exam  |
|      | Tues.    |   |

**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Ohio State University  
School of Communication**

**COURSE: Communication 321, Public Speaking**

**Meeting Time:** Monday & Wednesday at 11:30 am/Journalism Bldg #139

**INSTRUCTOR:** Nancy Fisher, M.A.                      Office: Derby Hall #3120

**PHONE:** Cell 316/841-7067 (Call or text)

E-Mail: Fisher.799@osu.edu

**OFFICE HOURS:** M-Th 10:30-10:30 am or by appointment

**REQUIRED TEXT AND MATERIALS:**

Lucas, Stephen E. The Art of Public Speaking. 10<sup>th</sup> edition.  
New York: McGraw-Hill, 2009.

**DESCRIPTION OF COURSE:**

Emphasis is placed on both verbal and nonverbal aspects of public speaking. Individual presentations, including at least three major speeches, are required.

**GOALS OF COURSE:**

- Students should demonstrate basic oral communication skills necessary for functioning effectively in the classroom and ultimately taking them into the workplace for participation as a competent citizen.
- Students should gain an appreciation for the oral communication process by understanding the importance of the speaker-audience situation and learning basic strategies for effectively communicating and overcoming potential obstacles in the speaking situation.
- Students should develop critical thinking skills and active listening skills by learning to listen to others and how they are most influenced.
- Students will have the opportunity to maximize leadership skills that can be practiced in formal speaking situations. Attention will also be given to speech anxiety, organization, library research, persuasion, audience analysis and credibility.
- Students will gain experience from viewing themselves on video as well as learning to make a presentation with PowerPoint.

**GRADING:**

|           |   |           |
|-----------|---|-----------|
| Excellent | A | 90 – 100% |
| Good      | B | 80 – 89%  |
| Average   | C | 70 – 79%  |
| Poor      | D | 65 – 69%  |
| Failing   | E | Below 65% |

**METHODS OF EVALUATION:**

Speech of Introduction 10% = **40 points**

An informative speech about yourself. You may talk about the past, present or future. (3-5 minutes)

Informative Speech 15% = **60 points**

The speaker gives NEW information to the audience on a non-controversial topic. This speech creates an awareness of your subject for the audience. Your role is one of lecturer or teacher. (4-6 minutes)

Value Speech 20% = **80 points**

The speaker persuades the class using a claim-of-value promoting a product, place or program. Your role is that of a marketer, sales person or promoter! (5-7 minutes)

Persuasive Policy Speech 25% = **100 points**

The speaker persuades the class using a claim-of-policy on a pressing social problem and discusses solutions for it that can be mandated by a decision-making body. Your role is an advocate. (6-8 minutes)

Quizzes (3) 20% = **80 points**

All quizzes are based on the textbook and in-class lectures.

Variable Points (In-Class Activities) 10% = **40 points**

Assignments determined by the instructor and may include such activities as pop quizzes, impromptu speeches, exercises, etc.

**TOTAL: 400 points**

## **COURSE POLICIES:**

### **Attendance & Participation**

Regular attendance is key to being successful in public speaking. Poor attendance will adversely affect performance and grades. If a student misses more than the equivalent of one week of classes during a regular 10-week quarter, the final course grade may be lowered one full letter grade. Because Communication 321 is a skills class, students should seriously consider withdrawing from the course if there are more than two classes missed. ACTIVE participation in class discussion and exercises is expected.

### **Speech Performances:**

The instructor will announce in advance the schedule for each speaking assignment. Speeches must be given on time. Make-up assignments will only be given at the instructor's convenience. All speeches must be delivered before an audience (the class). Late, unexcused speeches will receive a TWO letter-grade penalty and will only be heard if time permits. To accommodate all students, it is vital that you be ready to speak when you are scheduled. Instructors are under no obligation to allow make-up speeches.

**Plagiarism:** Speeches are to be individually developed. Using another person's speech or using large verbatim sections of information from the work of another will be considered plagiarism. Students who have plagiarized will be reported to the Dean and penalized. The penalty is severe. A grade of zero will be given for the assignment, and possibly failure for the entire course. If unsure, give credit to your source.

**Course Content:** Please complete reading assignments by the assigned date. The text is designed to give both a sound theoretical foundation and practical skills for speechmaking. To complete assignments correctly and to perform well on exams, it is essential that you read the text.

**Academic Misconduct:** "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp))."

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**Cell Phones:** Cell phones and pagers must be turned off. It is your responsibility to remember to turn these devices off before class begins.



## **TENTATIVE SCHEDULE**

| <b>WEEK</b>  | <b>TOPIC</b>  | <b>CHAPTER</b> |
|--------------|---|----------------|
| 1 3/30 & 4/1 | Orientation/Introductions<br>Preview/Syllabus<br>Assign Speech of Introduction<br>Speaking in Public        | Ch. 1, 2       |
| 2 4/6 & 8    | Speeches of Introduction<br>Ethics & Listening  | Ch. 3 & 4      |
| 3 4/13 & 15  | Selecting a Topic, Analyzing the Audience<br>and Gathering Materials<br>Assign Informative Speech           | Ch. 5 & 6      |
| 4 4/20 & 22  | Quiz #1 (Ch. 1-6)<br>Organizing the Body of the Speech,<br>Speaking to Inform & Outlining                   | Ch. 8, 14 & 10 |
| 5 4/27 & 29  | Evidence, Introductions & Conclusions,<br>Visual Aids<br>Assign Value Speeches<br>Quiz #2 (Ch. 7-10, 13-14) | Ch. 7, 9, 13   |
| 6 5/4 & 6    | Informative Speeches and Outline DUE<br>Peer Critiques  |                |
| 7 5/11 & 13  | Language & Delivery<br>Power Point<br>Assign Persuasive Policy Speeches                                     | Ch. 11-12      |
| 8 5/18 & 20  | Value Speeches and Outline DUE<br>Peer Critiques  |                |
| 9 5/25 & 27  | NO Class Monday – Memorial Day<br>Speaking to Persuade &<br>Methods of Persuasion                           | Ch. 15-16      |
| 10 6/1 & 3   | PERSUASIVE POLICY SPEECHES<br>Peer Critiques  |                |
| 11 FINAL     | Quiz #3 (Ch. 11-12, 15-16)<br>Thursday, June 11   |                |