Course Name: Oral Communication in the Information Age
Course Number: ES 104 (GE A1)
Section: 001
Credit Hours: 3.0
Semester Offered: Fall 2018
Course Meeting Days/Time: T/R 9:20 Am – 10:35 AM
Classroom: Salazar 2009A

Instructor: Dr. Sara Kassis
Office: Salazar 2010A
Telephone: 707-664-4438
Email: sara.kassis@sonoma.edu *(preferred method of contact)*
Office Hours: Mondays 12 – 1:00 PM

Course Description
Lecture, 3 hours. This course explores the importance of oral communications in the modern digital world where we can communicate with anyone, anywhere, at anytime. It focuses on enhancing students’ ability to orally present technical information and arguments to a wide and diverse group of technical and non-technical stakeholders within the context of real-world problem-solving and practical design process. The course also teaches students to listen effectively and critically evaluate oral problem-solving presentations within the realms of humanity and environmental sustainability.

Course Goals and Student Learning Objectives
The learning goals for Area A1 of GE per (http://web.sonoma.edu/senate/committees/ge/LGOs_new.html#oldA1 )

The ES 104 course objectives fit the above GE learning goals. Upon successful completion of this course, students will be able to (with matching numbers):

LO1 Develop the verbal and non-verbal skills required to give compelling oral presentations. This course provides sufficient practices to improve ability to present persuasive oral arguments to wide range of audiences and being able to coherently and concisely make a convincing technical or non-technical talk.

LO2 Develop the ability to prepare oral presentations based on students’ own research and composition. Through this course students understand the importance of effective communications with various audiences having different background and skill sets. The course also offer examples of how real,
potential or perceived conflicts of interest can compromise the ethical conduct of research and public speaking and undermine public trust in the ability of the institution to carry out its missions, operations and ethical responsibilities in research.

**LO3** *Develop the active listening skills required to hear another’s oral communication accurately.* This course addresses the importance of gaining active listening skills in order to present informative talks about new ideas to a wide range of audiences. Class explores how students can (1) Develop active listening skills in order to interpret and evaluate arguments and to engage critically with new ideas; and (2) Engage in the collaborative practice and study of discourse in critical and informed ways.

**Required Texts/Readings**

**Textbook**

No textbook required.

**Other Readings**

1- Erik Palmer, “Well Spoken: Teaching Speaking to All Students”
3- McGowan, B. and Bowman, A., 2014. Pitch perfect—How to say it right the first time, every time.

**Other equipment / material requirements (optional)**

Readings from selected Internet Websites will be assigned according to specific issues in the class discussions. Generally these will be recent news items or announcements which are pertinent to the topics covered each week. There will be several such assigned readings per week.
Classroom Protocol

Classroom conduct: In order to create an appropriate environment for teaching and learning, students must show respect for their instructor and fellow students. Listed below are a few guidelines for classroom behavior:

1. **Class Participation**: You are expected to be in class the entire class time. Please do not enter late or leave early. Rare exceptions may be made, particularly in emergency situations. Your participation in the class and lab and the discussions are very important and would help me understand how much you follow the material. As you go through the material before and after the class jot down your questions and ask me as I go through the slides.

2. **Absences**: Inform the instructor in advance, if you know you are going to miss a class. Also, take responsibility for getting missed assignments from other students. Your instructor is not responsible for re-teaching the material you missed due to an absence or being late.

3. **Conversation**: Do not carry on side conversations in class.

4. **Sleep**: Do not sleep in class.

5. **Internet browsing**: Please turn off all monitors/laptops and listen to lectures. Check your emails before coming to class!

6. **Attitude**: You are expected to maintain a civil attitude in class. You may not use inappropriate or offensive commentary or body language toward the instructor or fellow students.

7. **Cell phones**: You may not use your cell phone during class. Please turn off your cell phone upon entering the classroom.

See University policies (below) for more information.
There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See Important Policies and Procedures for Students http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml.

Final Exam Schedule:

Please see https://www.sonoma.edu/academics/schedule-classes/final-exam-schedules

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. How to Add a Class http://www.sonoma.edu/registration/addclasses.html has step-by-step instructions. Registration Information http://www.sonoma.edu/registration/regannounce.html lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS. See SSU’s policy on Disability Access for Students http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm.

Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should be familiar with the University’s Cheating and Plagiarism policy http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.
Library Research Guides and Subject Librarians

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open Research Help hours: [http://library.sonoma.edu/about/hours/detailed](http://library.sonoma.edu/about/hours/detailed).

(Insert the URL address for the Research Guides [http://libguides.sonoma.edu/](http://libguides.sonoma.edu/) provided by your subject librarian, contact information for the Subject Librarians [http://library.sonoma.edu/research/subjectlibrarians/], and any applicable Information for distance learners [http://library.sonoma.edu/services/distancelearners/].)

Moodle Course

Moodle is SSU's Learning Management System (LMS). Moodle is the place where you will find the course syllabus, read posted announcements in the news forum, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the Moodle course use your SSU Seawolf ID and password to log into SSU’s Online Services Portal [https://login.sonoma.edu](https://login.sonoma.edu). Click on the Moodle link. When you get to the Moodle site home, click on the “My Courses” menu located on the top navigation. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located at the top of the Sonoma State University homepage [http://www.sonoma.edu](http://www.sonoma.edu) and many other university pages.

Visit [Learning with Moodle](http://www.sonoma.edu/it/students/moodle.html) to review frequently asked questions about using Moodle and also to view a list of technical recommendations.

Moodle Help and Student Computing Resources

**Moodle and General IT Help Desk:** Contact the IT Help Desk [http://www.sonoma.edu/it/helpdesk/](http://www.sonoma.edu/it/helpdesk/) if you need assistance with Moodle or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- **Call:** 707-664-4357
- **Email:** helpdesk@sonoma.edu
- **Visit Location:** Schulz 1000

**Plugins:** Download Plugins [http://www.sonoma.edu/about/plugins.html](http://www.sonoma.edu/about/plugins.html) lists plugins that may be needed to access some content on or linked from SSU websites and Moodle. (If applicable, list any other plugins that may be needed to access/use publisher materials).

**General Student Computing**

Review the information posted at [Student Computing](http://www.sonoma.edu/it/students). There you will find computer use guidelines and a list of available computer labs.
SSU Writing Center

The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website http://www.sonoma.edu/programs/writingcenter/default.html for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well being. The CAPS website http://www.sonoma.edu/counselingctr provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

Grading Justification & Policies:

Throughout the course the students will have ample opportunities to conduct in-class presentations both individually and collaboratively as part of a group. Each presentation assignments must follow the specified style such as informal, narrative, and persuasive, etc. The grading for each presentation will be based on the rubric below.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class individual presentation assignments **:</td>
<td>30%</td>
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<tr>
<td>In-class group presentation assignments **:</td>
<td>10%</td>
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<tr>
<td>Extended presentations using digital and online tools **:</td>
<td>30%</td>
</tr>
<tr>
<td>Final Group Project **:</td>
<td>20%</td>
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<tr>
<td>Class participation and completing in-class presentation evaluations:</td>
<td>10%</td>
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</tbody>
</table>

** These assignment will be graded according to the following:
- Development of oral presentations (presentation content, organization and transition – see the rubric below for more information) 40%
- Effectiveness of oral presentations (in-class delivery and overall effectiveness- see the rubric below for more information) 60%

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score Range</th>
<th>Letter Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100 A</td>
<td>C-</td>
<td>70 – 73 C-</td>
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<td>Grade</td>
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<td>B+</td>
<td>87 – 89</td>
<td>B+</td>
<td>87 – 89</td>
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<td>84 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<td>C</td>
<td>74 – 76</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<tr>
<td>D+</td>
<td>67 – 69</td>
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<td>64 – 66</td>
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<td>D-</td>
<td>60 – 63</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 1& 2 | Week of Aug 20 & Aug 27 | **Lecture:** ASKING: Understanding the Problem  
- Real problem or just an inconvenience – what is the difference?  
- Finding a “problem” - research  
- Examples of different technical problems  
- What makes it a problem? Why is it a problem?  
- Who/what has the problem? Understanding the stakeholders  
- How do you know it is problem? Says who?  
- Understanding the cost (financial, human, health, etc.)  
- What is problem formulation and how to summarize it?  
- Is your problem important to everyone?  
**Digital Tools:** Video tools, YouTube features, Voicethread  
**Reading:** TBD  
**Assignment:** Find 3 different technical problems and for each one create a 5 minute convincing video that the problem needs our attention |
| 3    | Week of Sep 3 | **Lecture:** PERSUASION: Describe the existing solutions.  
- How to conduct a literature review – what is the historical context of the issue?  
- Summarize existing solutions so your audience can understand  
- What hasn’t the problem solved yet?  
- What are the short comings of existing approaches?  
**Digital Tools:** Prezi, Piazza, Microsoft PPT advanced features  
**Reading:** TBD  
**Assignment:** Using visual effects summarize three solutions to a known problem. Record your presentation (max. 5 minutes). Each individual must review 2 other presentations and critique it (Use Piazza). |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 4    | Week of Sep 10| **Lecture:** LISTENING: Improve your listening skills  
- Understanding each other’s points of views  
- Listening to opposing views – how to analyze each other  
- Creating a questioner/survey  
- How to respond to critiques  
- Show some videos – opposing opinions  
**Digital Tools:** Google Survey, Digital recording tools, using your cell phone to record, how to add caption.  
**Reading:** TBD  
**Assignment:** Prepare several questions about a controversial problem and conduct 3 interviews. You must include opposing views. Create a video summarizing your interviews in 5 minutes. |
| 5,6  | Week of Sep 17 & Sep 24 | **Lecture:** CREATION: Present your solution  
- Finding the right solution  
- What makes it a good solution?  
- Getting results and validating them.  
- Is your data/result reliable and convincing to others?  
- How to summarize your results so everyone understands?  
- How to convert passive support to active support?  
- What makes your solution unique?  
**Guest speaker:** TBD  
**Reading:** TBD  
**Assignment:** Create a 5-10 minute video and convince the audience that your solution is in fact viable and it deserves attention. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 7,8   | Week of Oct 1 & Oct 8 | **Lecture:** LEADERSHIP: Creating a Dream Team  
- Understanding the needs of the project and the skills required to resolve a problem  
- Finding the team  
- Working with your team online  
- Talking to individuals – can you work together?  
- How to communicate with team members and resolve conflicts  
- Understanding what works and what does not – strengthening what works!  
- How to communicate with your team members  
- Diverse organization / what makes diversity work?  
**Guest speaker:** TBD  
**Reading:** TBD  
**Digital Tools:** WebEx, Whiteboard, Google Hangout, Zoom, Skype, **Assignment:** TBD |
| 9     | Week of Oct 15 | **Spring Break** |
| 10    | Week of Oct 22 | **Lecture:** IMPROVEMENT: Evidence-base resolution  
- How to read data and turn it into a story  
- Using evidence to explain the facts  
**Guest speaker:** TBD  
**Reading:** TBD  
**Assignment:** TBD |
| 11,12 | Week of Oct 29 & Nov 5 | **Lecture:** ETHICS: Ethical Communications  
- What is Ethics and Ethical design?  
- Why ethics is important  
- How to use ethical reasoning in your arguments  
- Defining the bigger picture to the public: safety, equity, diversity, sustainability, intellectual property, security  
- Considering environmental and human factors while speaking of economic improvements  
**Guest speaker:** TBD  
**Reading:** TBD  
**Assignment:** TBD |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 13     | Week of Nov 12    | **Lecture:** REACHING OUT: Finding your audience  
- How to define your target  
- How to deliver a Ted Talk-like technical presentation  
**Guest speaker:** TBD  
**Digital Tools:** Facebook, Web page, blogs  
**Reading:** TBD  
**Assignment:** TBD |
| 14     | Week of Nov 19    | **Lecture:** SOCIAL MEDIA: How to use digital tools  
- Why social media is important to utilize  
- Examples of various tools and how they work  
- Learning from examples  
- Fighting the fake news and false advertising  
- Don’t believe whatever that you read on the Internet  
**Guest speaker:** TBD  
**Digital Tools:** Facebook, Web page, blogs  
**Reading:** TBD  
**Assignment:** TBD |
| 15,16  | Week of Nov 26 & Dec 3 | **PUTTING IT ALL TOGETHER –**  
- Find a real technical/scientific problem  
- Create a multidisciplinary team  
- Interview stakeholders  
- Investigate existing solutions  
- What are the opposing views  
- Identify your solution and implement it  
- Collect data and make a story  
- Present your story!  
- Technology solving technology created problems  
Preparation for the final presentation – review of primary topics |
| Final Exam | Thursday, Dec 13 | **Final Oral Presentation 2 hours –**  
15 min TED-Talk on a technical Problem by each team, Must include a recorded video and interviews. Elaborate on the opposing views. |
<table>
<thead>
<tr>
<th>ES 104: ORAL COMMUNICATION EVALUATION FORM</th>
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<tbody>
<tr>
<td>Presenter/Group:</td>
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<tr>
<td>Section:</td>
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<tr>
<td>Evaluation Factors</td>
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<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• Appropriate topic for assignment</td>
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<tr>
<td>• Suitable background and development</td>
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<tr>
<td>• Demonstrated knowledge/expertise of subject</td>
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<tr>
<td>• Relevant and complete</td>
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<tr>
<td>• Excellent development of ideas</td>
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<tr>
<td>• Accurate information</td>
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<tr>
<td>• Effective Q &amp; A—ability to answer questions</td>
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<tr>
<td><strong>Organization/Transition</strong></td>
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<tr>
<td>• Opening (10-15% of presentation)</td>
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<tr>
<td>- attention getter/gives audience reason for listening</td>
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<tr>
<td>- clear objective/purpose/sets audience expectation</td>
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<tr>
<td>• Agenda (outline major points to be covered)</td>
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<tr>
<td>• Body (generally no more than 2-3 major points)-</td>
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<tr>
<td>- sequence logical and matches agenda</td>
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<tr>
<td>- effective transitions</td>
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<tr>
<td>- major points: sufficient support/detail/examples</td>
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<tr>
<td>• Closing (5-10% of presentation)</td>
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<tr>
<td>- effective summary/conclusion/recommendations</td>
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<tr>
<td>- specifies action expected of audience (as appropriate)</td>
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<tr>
<td><strong>Delivery—Oral/Visual</strong></td>
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<tr>
<td>• Language (appropriate grammar/diction/phraseology)</td>
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<tr>
<td>• Voice (pitch/rate/volume/variation/no vocalized pauses—ahs, ums, etc.)</td>
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<tr>
<td>• Pronunciation/enunciation</td>
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<tr>
<td>• Visuals/media (complementary/well managed/ professional quality/appropriate/visibility)</td>
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<tr>
<td>• Appropriate type/use of notes</td>
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<tr>
<td><strong>Overall Effectiveness</strong></td>
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<tr>
<td>• Meets purpose of assignment</td>
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<tr>
<td>• Maintains attention of audience</td>
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<tr>
<td>• Within allotted time (as directed)</td>
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</table>

**Evaluated by:**

(circle one in each category)