



## **COMS 4322(83574) COMMUNICATION TRAINING & DEVELOPMENT**

### **Fall 2014**

*The process of analyzing communication problems and providing training skills for businesses and organizations. Emphasizes practical knowledge of facilitating skill improvement in verbal and nonverbal communication.*  
*Prerequisite: COMM 2315, COMS 1301 and 2305.*

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Office location & Hours: FA 417; TTH 11:00-11:30, or by appointment

Course req. 6 hours of communication courses or instructor permission

**Text:** **Training and Development; Enhancing Communication and Leadership Skills.**  
Beebe, Mottet, and Roach, 2<sup>nd</sup> Edition, 2012. Allyn and Bacon, Publisher

**Course Purpose/Description:** This is a course designed primarily to teach students how to create and present a training seminar or workshop. This course is not just *about* training but also about *how to do* training. This course aims at presenting a comprehensive need-centered approach to training that will help students learn practical principles and skills of how to develop a training program from start to finish.

#### **Student Learning Outcomes:**

1. To develop a knowledge and practical understanding of the training and development process.
2. To provide the knowledge and theories of how adults learn.
3. To develop a knowledge and practical understanding of conducting a needs assessment and task analysis.
4. To write clear and effective training objectives and designing curriculum.
5. To research and properly use sources for training content.
6. To effectively use training methods for presentations
7. To learn and use technology as aids in training.
8. To develop training programs.
9. To effectively deliver the training program to the audience.
10. To recognize and manage conflict in the training classroom.
11. To learn and use the assessments tools for measuring learning outcomes
12. To gain a sense of the career opportunities in the training and development field

### **A Note on my Teaching Philosophy:**

I like my job. I want to be here. I assume you want to be here as well. College is one of many options after high school. I expect you to own your choice of pursuing formal, higher education. Habits you form in college will be the habits you keep after you leave. Don't wait until you leave college to start "acting professionally."

### **Class Climate:**

My role as your instructor is to create a comfortable class environment and offer you constructive feedback to improve your critical thinking and public speaking skills. Such an environment cannot be achieved without your active participation. To that end, the number one rule of this class is RESPECT – for me, for each other, and for yourself. A performance-based class such as this is only successful to the degree that each student contributes to each class period, either through class discussion, speaking, or attentive listening. If you are disrespectful to me or to another student, you will be asked to leave class for the remainder of the period.

### **Course Policy Specifics:**

- 1. Attendance Policy/Make-Up Work:** I want to be perfectly clear about my policy for attendance. I will treat you all as adults – whether you deserve it or not. I expect you to attend all course meetings. The bulk of this course involves face-to-face interaction with your peers and interactive discussions. There are some assignments that cannot be made up; therefore, you will automatically lose points if you miss that particular class day.
  - *Due to the nature and timing of this course you will receive 3 "free" absences, ANY absences after that point will automatically cost you 5 points, and tardiness of +10 minutes will be treated as an absence.*
  - I do not wish to be put in the position as "judge/jury" to weigh in on if your absence should be excused or unexcused, so the above mentioned policy should solve that problem. Should you run into an unusual circumstance that will have you missing over a week of class, you need to seriously consider dropping the course.
- 2. Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).
- 3. Grade Grievance Policy:**

I want you to succeed in this course. I will do whatever I can to help you learn the material, gain the skills, and understand the assignments. The instructor asks that if you any questions or concerns regarding course content to address the issue with them first. If an understanding cannot be reached between the professor and student it can then be brought to the attention of the administration through the university grievance procedure. See the university policy in the catalogue.
- 4. Americans With Disabilities Act:**

The University of Texas at Arlington is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to

section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**5. Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

**6. UT Arlington Honor Code**

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will only submit work that I personally create or contribute to group collaborations, and reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

**7. Student Support Services Available:**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**8. E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success, including information concerning registration, financial aid, payment of bills, and graduation. All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**9. Decorum:**

The use of laptops, cell phones, text messaging, PDA's, hand held video games etc. is prohibited in this class, unless otherwise specified!!! Severe penalties will be assessed on violator's...turn it off **BEFORE** you come to class! You get one warning – this one – The first offense will cost you 15 points, the second violation will cost you 30, and a third offense is considered a violation of the universities disruptive behavior policy and I will seek to have you dropped from my class role.

10. *\*\*If you expect to use your computer for taking notes during lecture/discussion periods then I will expect to receive some documentation from the coordinator for students with disabilities. Learn to use a pen or pencil and paper. This is not subject to negotiation*
11. **GRADES:** Please feel free to approach me about all grades earned. You may contest a grade but must submit a specific argument in writing no later than one class period after receiving a grade. A meeting will then be scheduled to discuss your grade and if available watch your presentation. *Grades will not be discussed without your written argument.* You are responsible for keeping track of your own grades and attendance.
12. Feel free to see me or email me about any questions. Do not assume I check my email everyday – assume a 48-hour response time. I am happy to assist you with the development of speech topics and the construction of your speech outlines, either in person or via email, but be sure and seek help early! Emails sending me your outline the night before your speech will receive no response.
13. All work completed outside of class will need to be typewritten and turned in the day that it is due... (excused absences discussed above). Not following this policy will result in a **zero** for that assignment.
14. Late Work and Missed Assignments: Exams, quizzes, presentations, homework assignments and activities are due on specific days, and most times cannot be made up except under the direst of documented circumstances. Let me be clear...**I DO NOT ACCEPT LATE WORK!**
15. In most cases, skill building activities/exercises cannot be made-up; therefore you will not receive credit for any that you miss.
16. The point system (and grade ranges provided below) account for the exact number of points that you will need to achieve a certain grade level. I follow the law of mathematics! I will round up any grade that is .5 and above, if it is below then it is that number. I will not round to the higher number, so don't ask!
17. Do not pack up early. You will be dismissed when class is over, do not anticipate...it is rude.
18. **Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which will be discussed in class. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
19. **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.
20. **Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

### **My general Philosophy as it relates to my job as well as your expected performance:**

- As your teacher, remember that it's my job to tell you the truth, evaluate/criticize your work, push you to excel, and uphold my policies (which means I get paid to 'kick you in the rear end' from time to time). The truth is sometimes hard to hear but I'm committed to your improvement and success so please keep that in mind when you read my feedback- it's not personal, it's just me doing my job.
- I love my job. I want to be here. I assume you want to be here as well. I expect you to **own** your choices as well as your method of pursuing formal, higher education at an incredible university.
  - *\*\*Please consider that the habits you form in college will be the habits you keep after you leave. Don't wait until you leave college to start "acting professionally."*
- Just doing an assignment does not warrant an automatic 'A' or a 'B' on them. Speaking & writing is a skill that can be learned and developed but it requires A LOT OF PRACTICE in order to improve (some of you will have to practice more than others based on your level of skill coming into the class just as some of you are naturally better at Math while others of you have to work really hard just to get a 'C').
- While I can provide you with all the tools and help you will need to succeed, your grade must be earned **through your consistent attendance and hard work**. If you want to improve but you don't know how, ask for help sooner rather than later, it is very difficult for me to help you the week before finals.
- I will not insult your intelligence by reading from the textbook. I expect you to read the assigned material to be prepared for discussions. *If you are not prepared to participate in discussions – don't expect a good grade in the class.*
- I am not in the habit of changing grades for any assignment. That is not to say that I am infallible; however, as you will learn, a great deal of communication is subjective and open to interpretation. As such, I am the final judge for any grading issue. Of course any outright errors on my part will be changed in your favor.
- I have a very open style. Please do not hesitate to see me or email me about any questions. I'm usually pretty quick with my response.
- Don't make excuses for not completing work. Everyone has a life outside of class, and I'm sure your life is important. You figured out how to get to college, you figure out how to get your work done. Trust me on this – your boss won't care about the reason.

### **Overall Grading Expectations: *Grades are neither given nor negotiated; they are earned.***

There is no curve for this class, nor should you expect extra credit. You earn points for meeting the various requirements of the course and are then assigned a grade accordingly.

The Grade of A: High level performance implies excellence in thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

- A level work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well. Basic terms and distinctions are learned at a level which implies insight into basic concepts and principles.
- The A-level student has internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and demonstrates insight into self-evaluation.

- The A-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, frequently identifies relevant competing points of view, and demonstrates a commitment to reason carefully from clearly stated premises in the subject, as well as marked sensitivity to important implications and consequences.
- A-level work displays excellent reasoning and problem-solving within a field and works consistently at a high level of intellectual excellence.
- Overall A-level work is deemed remarkable, and truly memorable.

**The Grade of B:** The grade of B implies sound thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

- B level work is, on the whole, clear, precise, and well-reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level which implies comprehension of basic concepts and principles.
- The B-level student has internalized some of the basic intellectual standards appropriate to the assessment of his/her own work in a subject and demonstrates competence in self-evaluation.
- The B-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educated usage, sometimes identifies relevant competing points of view, and demonstrates the beginnings of a commitment to reason carefully from clearly stated premises in a subject, as well as some sensitivity to important implications and consequences. B-level work displays sound reasoning and problem-solving with in a field and works consistently at a competent level of intellectual performance.
- Overall B-level work is “good”, all criterion of the assignment(s) were successfully met, but otherwise, not particularly remarkable.

**The Grade of C:** The grade of C implies mixed thinking and performance within the domain of a subject and course, along with some development of a range of knowledge acquired through the exercise of thinking skills and abilities.

- C level work is inconsistently clear, precise, and well-reasoned; moreover, it does not display depth of insight or even consistent competence. Basic terms and distinctions are learned at a level which implies the beginnings of, but inconsistent comprehension of, basic concepts and principles.
- The C-level student has internalized a few of the basic intellectual standards appropriate to the assessment of his/her own work in a subject, but demonstrates inconsistency in self-evaluation.
- The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies some concepts competently, inconsistently uses language in keeping with educated usage, sometimes identifies relevant competing points of view, but does not demonstrate a clear commitment to reason carefully from clearly stated premises in a subject, nor consistent sensitivity to important implications and consequences.
- Overall C-level work is considered average. You simply completed the assignment as designated.

**The Grade of D:** The grade of D implies poor thinking and performance within the domain of a subject and course. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.

- The student is not developing critical thinking skills and understandings as requisite to understanding course content. D-level work represents thinking that is typically unclear, imprecise, and poorly reasoned. The student is achieving competence only on the lowest order of performance. Basic terms and distinctions are often incorrectly used and reflect a superficial or mistaken comprehension of, basic concepts and principles.
- The D-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and does poorly in self-evaluation. The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize his/her assumptions, only partially clarifies concepts, rarely uses language in keeping with educated usage, rarely

identifies relevant competing points of view, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject.

- The D-level student is insensitive to important implications and consequences. D-level work displays poor reasoning and problem-solving within a field and works, at best, at a low level of intellectual performance. Was not able to complete all of the assignment instructions.

**The Grade of F:** The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content.

- F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The student is not achieving competence in his/her academic work. Basic terms and distinctions are regularly incorrectly used and reflect a mistaken comprehension of basic concepts and principles.
- The F-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and regularly mis-evaluates his/her own work. The F-level student does not raise questions or issues, does not analyze questions and problems, does not recognize his/her assumptions, does not clarify concepts, does not use language in keeping with educated usage, confuses his/her point of view with the TRUTH, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject.
- The F-level student is oblivious to important implications and consequences. F-level work displays incompetent reasoning and problem-solving within a field and consistently poor intellectual performance.

{This article is adapted from the resource: [\*Critical Thinking Basic Theory and Instructional Structures.\*](#)}

**Assignments & Associated Point Values:**

*Grading is based on a 550- point scale:*

Exams	300
Service Project	200
Activities	50

**TOTAL: 550**

**Grade Scale: (550 points)**

A = 493-550	C = 383-437	F = 327 and below
B = 438-492	D = 328-382	

***ANY MATERIAL CONTAINED IN THIS DOCUMENT IS SUBJECT TO CHANGE UPON SUITABLE NOTIFICATION BY INSTRUCTOR***

## TENTATIVE T&D CLASS SCHEDULE-FALL 2014

<b>Class Date:</b>	<b>Lecture Assignment:</b>	<b>Student Assignment:</b>
Thurs. 8/21	Course Introduction	Read through syllabus carefully
Tues. 8/26	Ch. 1	Ch. 1
Thurs. 8/28		
Tues. 9/2	Ch.2	Ch. 2
Thurs. 9/4	Ch. 3	Ch. 3
Tues 9/9	In class activity	
Thurs. 9/11	In class activity	
Tues. 9/16	Ch. 4	
Thurs. 9/18	Personality Profile discussion	
Tues. 9/23	Exam #1: Ch's 1-4 & Articles/Activites	Bring 882E Scantron & #2 Pencil
Thurs. 9/25	Personality Profile	Fill out survey, print out and bring to class
Tues. 9/30	Launch Service Project	
Thurs. 10/2	Interview for Service Project	Bring resume to class
Tues. 10/7	Ch. 5	Ch. 5
Thurs. 10/9	Ch. 6	Ch. 6; Group Calendar Due
Tues. 10/14	Ch. 7	Ch. 7
Thurs. 10/16	Ch. 8	Ch. 8
Tues. 10/21	Exam #2: Ch's 5-8	
Thurs. 10/23	Work in teams	
Tues. 10/28	Ch. 9	Ch. 9
Thurs. 10/30	Ch. 10	Ch. 10
Tues. 11/4	Ch. 11	Ch. 11
Thurs. 11/6	Ch. 12	Ch. 12
Tues. 11/11	Service Project paper review (Groups 1-3)-Groups will meet with Professor separately, a schedule will be provided.	Groups are expected to be 75% prepared, and have rough drafts of all materials to show instructor; Groups are expected to meet even if they aren't scheduled with the Professor
Thurs. 11/13	Service Project paper review (Groups 4-5)-Groups will meet with Professor separately, a schedule will be provided.	Groups are expected to be 75% prepared, and have rough drafts of all materials to show instructor; Groups are expected to meet even if they aren't scheduled with the Professor
Tues. 11/18	Service Project Presentations (Groups 1-3)	Don't forget to turn in all paperwork: Peer/self-evaluations; group outline; copy of powerpoint
Thurs. 11/20	Service Project Presentations (Groups 4-5)	Don't forget to turn in all paperwork: Peer/self-evaluations; group outline; copy of powerpoint
Tues. 11/25	Post group project analysis	
Thurs. 11/27	Thanksgiving Holiday	No class
Tues. 12/2	Exam review	<i>Turn in reflection paper</i>
Thurs. 12/4 Study day	Study Day	No class
Final Exam week 12/8—12/12	Exam #3: Ch's 9-12	882E Scantron & #2 Pencil

**\*\*Instructor reserves the right to amend the schedule depending on the class's needs\*\***



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## LEARNING CONTRACT

I \_\_\_\_\_ fully understand that this class is an experiential learning activity that will involve a significant commitment. By signing this contract I promise, to the best of my abilities, to abide by the course policies provided and to the following conditions:

1. **To keep an open mind and open ears to the ideas of others.**
2. To be supportive to all members of the class.
3. To be engaged in the learning process – not a distracter or disruptor of the course.
4. To complete all assigned work
5. To be prepared (by way of reading, research or assignment) each and every class session.
6. **To have fun and remember that this is an academic exercise designed to improve communication skills while providing some insight into real-world, practical skills.**
7. To attend 90% or more of the scheduled class sessions.
8. To perform college level-work on all assignments.
9. *To be responsible for my own grade and complete all work on time.*
10. To work hard, play hard, laugh often...and learn something about yourself as well as those humans you are fortunate enough to encounter.

*This is your class. You registered for it, paid for it and will reap only what you are willing to sow.*

**The terms of this contract are not subject to negotiation.**

*Course Facilitator*

*Carie Kapellusch*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

## Student Information Sheet: Training & Development

Semester \_\_\_\_\_ Year \_\_\_\_\_ Class Time \_\_\_\_\_

1. Name (Print): \_\_\_\_\_ Preferred name: \_\_\_\_\_
2. Telephone where you can be reached: (\_\_\_\_) \_\_\_\_\_
3. E-mail: \_\_\_\_\_
4. Major field of study: \_\_\_\_\_ 5. Minor field of study: \_\_\_\_\_
6. If you work:
  - a. Where do you work?
  - b. Rank, title, or position?
  - c. Number of hours per week?
  - d. What job or position do you hope to get after college graduation?
7. Personal information (to help instructor give examples that interest class members):
  - a. Age?                      b. Marital status?                      c. Children?
  - d. Where were you born?
  - e. States (and countries) in which you lived, or traveled to?
  - f. Organizations in which you are active / and offices held?
  - g. Hobbies?
  - h. Other colleges or universities you have attended?
  - i. Degrees or certificates held?
  - j. List college communication courses you have taken?
8. List any additional things you would like your instructor to know about you?
9. Do you know what Service Learning is? What is your opinion of Service Learning being utilized as a major learning initiative in college classes?
10. What concerns do you have about this course?