Instructor: Phil Terrigno, MS, MBA
Email (preferred method of communication): pterrigno@fordham.edu
Office hours: 4:45-6:45 p.m. Wednesdays; 5-7 p.m. Thursdays (delivered via Zoom, confirm via appointment)
Course location: Online (delivered via Blackboard)
Course date and time: This class is primarily asynchronous, meaning students can complete work at a time that suits them while being mindful of the course due dates. There will be five synchronous meetings, details below.
Course dates: June 30-August 4

Synchronous meetings:
These meetings are held on Zoom during New York time (Eastern Time) and are mandatory. The instructor will send out a link to the Zoom meetings before class via your Fordham email.

Wednesday, July 1: 6-7:30 p.m.
Wednesday, July 8: 6-7:30 p.m.
Wednesday, July 15: 6-7:30 p.m.
Wednesday, July 22: 6-7:30 p.m.
Wednesday, July 29: 6-7:30 p.m.

Any absence must be communicated to the instructor prior to the class. Unexcused absences will result in a two-point deduction per absence from the student’s final weighted grade (example: if you have two unexcused absences, four points will be deducted from your final weighted average). Excused absences include extenuating circumstances brought to the instructor’s attention.

Course description

This course is an introduction to the elements of presenting information to an audience. This course will allow students to ‘fail forward’ in presenting information — meaning it will encourage mistakes and trying new things via multiple lab exercises during virtual meetings and online. Students will be assessed in presentations after they have honed the necessary skills during the lab work.

Communicating effectively is massively important to both personal and professional success and this course will help students identify their strengths and weaknesses in communicating, and help them to improve on both.

This class will be conducted in an online format: meaning it will be a combination of online course meetings, readings, written submissions and assignments.
Learning Objectives
In this course, students will learn:
1. How to properly craft a narrative (storytelling)
2. How to organize and pace a verbal narrative
3. How to adapt to external factors while presenting information
4. How to demonstrate credibility to an audience
5. How to prepare to deliver information to an unfamiliar audience
6. The appropriate way to critique a peer on a performance
7. The appropriate way to digest criticism and use it to elevate your next performance

Textbook
Fraleigh, Douglas M and Joseph S. Tuman.

(Please note: this book can be purchased used on Amazon at a very reasonable price compared to most texts. If you are able to secure a previous edition of this book within your price range, that is acceptable as well).

Grading breakdown

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written reflections (one per module)</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes (delivered online, one per module)</td>
<td>10%</td>
</tr>
<tr>
<td>Module 1: Business Comm. (online)</td>
<td>15%</td>
</tr>
<tr>
<td>Module 2: Informative Comm. (online)</td>
<td>15%</td>
</tr>
<tr>
<td>Module 3: Persuasive Comm. (online)</td>
<td>15%</td>
</tr>
<tr>
<td>Module 4: Group Comm. Paper (online)</td>
<td>10%</td>
</tr>
<tr>
<td>Module 5: Special Occasion Comm. (online)</td>
<td>15%</td>
</tr>
<tr>
<td>Voice Thread Comments</td>
<td>5%</td>
</tr>
<tr>
<td>Final reflection paper (online)</td>
<td>5%</td>
</tr>
</tbody>
</table>

Further information pertaining to grading:
- Rubrics for all assignments will be posted on Blackboard prior to the assignment due date.
- This course utilizes a 100-point percentage grading scale. Grades will be posted in the course Blackboard site throughout the semester. Students are encouraged to verify that grades posted correspond with their own records – if a discrepancy is noted, please notify the instructor as soon as possible. Due to privacy concerns, grading cannot be discussed over email.

Assignment descriptions
*Please note that for each assignment, a detailed description and rubric will be posted to Blackboard and discussed in class.
**Written reflections**
These reflections consist of a 1-2 page double-spaced paper that you will write covering different items relating to the module topic. Please see the assignment details for further instructions.

For example: in the business communication topic, you will describe how you would prepare to undertake a Skype interview. The goal is to get very granular in detail. Instead of saying: ‘I would research the company,’ tell us specifically what and how you would research.

**Voicethread Comments**
Students will have one voicethread prompt per module that they will complete. This Voicethread portion of the modules is part of an ongoing conversation about the topic.

**Presentations and final presentation**
These presentations will allow students to demonstrate all that they have learned.

Students will record themselves giving the presentation and submit it on Blackboard. I will spend time covering how to do this and how to submit your work.

**Class schedule**

*Please note: The class schedule may change slightly as the course progresses. Students will be notified immediately if changes are made to the schedule.*

The course is divided into modules. On Blackboard, you will have specific information about each module and what the content and expectations are.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class details</th>
<th>Assignment due (presentation in class, if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1</td>
<td><strong>Module 1: Business Communication</strong> (This module will explore communication in a professional setting)</td>
<td>All module items due by Sunday, July 5 at midnight.</td>
</tr>
<tr>
<td>July 8</td>
<td><strong>Module 2: Informative Speaking</strong> (This module will explore communication in a setting in which the audience must be informed on a topic)</td>
<td>All module items due by Sunday, July 12 at midnight.</td>
</tr>
<tr>
<td>July 15</td>
<td><strong>Module 3: Persuasive Speaking</strong> (This module will explore communication in a setting in which the speaker must persuade the audience)</td>
<td>All module items due by Sunday, July 19 at midnight.</td>
</tr>
<tr>
<td>July 22</td>
<td><strong>Module 4: Group Comm.</strong> (This module will explore communication in a group setting)</td>
<td>All module items due by Sunday, July 26 at midnight.</td>
</tr>
<tr>
<td>July 29</td>
<td><strong>Module 5: Special Occasion Speaking</strong> (This module will explore communication in a setting in which the speaker has to report results,)</td>
<td>All module items due by Sunday, Aug. 2 at midnight.</td>
</tr>
</tbody>
</table>
Department of Communication and Media Studies: Please ‘like’ and ‘follow’ our departmental pages as www.facebook.com/FordhamCMS and www.Twitter.com/FordhamCMS to receive our department news, notices of jobs, internship opportunities, etc. The department website is located at www.fordham.edu/cms.

Course Policies

Missed Assignments and Late Work

Late work will not be accepted and will be assessed a zero. If extenuating circumstances arise, speak to your instructor immediately and before the due date has passed. The acceptance of late work based on a student emergency is at the discretion of the course instructor.

Attendance: Excused absences include religious holidays, participation in a university-sanctioned activity, illness, and other various extenuating circumstances. If you miss a class due to one of these reasons, please notify the instructor via email immediately (preferably before the class meets) and submit documentation of the absence to the instructor (when applicable).

Due to the condensed nature of the online course, unexcused absences are not allowed and will be assessed a 2-point penalty on a student’s final average. For example: if a student finished the course with a 90 weighted average and had two unexcused absences, their final grade is an 86.

Civility in the Classroom and Online

All members of the class are expected to conduct themselves respectfully toward others throughout the semester. This includes interactions in class, online, and during any out-of-class group meetings, study sessions etc. organized in conjunction with the course. Students are expected to refrain from any behaviors that may inhibit others’ ability to communicate or receive course-related information.

Behavior in the classroom

*Students enrolled in the course are expected to refrain from the following behaviors:*

- Online: Posting messages or materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, illegal or otherwise contrary to university policy.
- Special note on technology: Please be sure to turn off or mute mobile phones during class. Laptop, desktop and tablet use in the lecture is permitted only for course-related purposes such as taking notes, following the PowerPoint slides, accessing the course website, and the like. The use of computers for non-course-related activities is inappropriate and a potential distraction to other class members. The professor reserves the right to ban use of screens during lecture if this privilege is abused.
UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY: A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others.… Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website http://www.fordham.edu/academics/handbooks__publicati/undergraduate_academ/index.asp

EQUAL EDUCATIONAL ACCESS FOR ALL STUDENTS: The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should contact Erin Koch, Assistant Director of Disability Services, (212) 636-6282 or disabilityservices@fordham.edu.
Module chunks: Additional elements
For COMC 3114: Effective Speaking (Online)
Phil Terrigno

Please note: Dr. D’Agustino and his team have already assembled my course based on the hybrid class I taught previously. The below items are in addition to my existing course because of the move from hybrid to online.

Module 1: Business Communication (June 30-July 5)

Written reflection paper: In a 1-2 double-spaced page response paper, please consider the following question: How would you prepare to undertake an important Skype interview for a full-time position (or internship)?

Please get granular in describing this. For instance, instead of describing: ‘I would research the company,’ be specific. ‘I would research the entire department on LinkedIn to see if we had mutual connections, etc.;

Slight change: How long should the video be? 3-5 minutes.

Module 2: Informative Speaking (July 6-12)

Written reflection paper: In a 1-2 double-spaced page response paper, please consider the following question: how can you make your content digestible for an audience that does not have the same knowledge or frame of reference as you? (This is an extension of one of our Voicethread prompts).

For instance: if you are informing your colleagues about a trend in your business that you think they should know about, how would you proceed?

Slight change – assignment details should read:

Assignment details
The presentation must not exceed five (5) minutes.

In the course of your presentation, you should seek to cover what you're informing us about, why we should care and any other general information that is relevant to the topic.

Module 3: Persuasive Speaking (July 13-19)

Written reflection paper: In a 1-2 double-spaced page response paper, please consider the following question: how can you be successful in communication persuasively when your
Can you be successful in these instances? (latitude of rejection is from our readings on this topic).

**Module 4: Group Communication (July 20-26)**

**Written reflection paper:** In a 1-2 double-spaced page response paper, please consider the following question: What are the primary barriers to successful group communication and how can you overcome them?

**Module 5: Special Occasion Speaking (July 27-Aug. 2)**

**Written reflection paper:** In a 1-2 double-spaced page response paper, please consider the following question: in a reporting results scenario during which your team has not been successful, how do you proceed in acknowledging these shortcomings?