

Rural Development 225: Communicating for Rural Development

Spring XXXX

Class Schedule:

Instructor:

Address: Brooks Building

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This class will be delivered through audio-conference and Collaborate, an online presentation system within Blackboard. You have **two** options for the audio portion of the class:

- Use the audio-conference system through the telephone.
- Use your computer's audio system with Collaborate.
- My preference is that you call in using the telephone and use Collaborate just for the visuals and chat.

Audio Information

Call-in number: Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

Participant conference code: 1577413

Recording Playback: You can get the recording through Collaborate. The entire session, audio and visual, is recorded together.

Collaborate Information: You can find the link to our Collaborate sessions in Blackboard (5th button on the left). You will need to log into Blackboard before class and begin your Collaborate session by clicking the button and following the instructions. The purpose of using Collaborate for this class is to provide you with images and outlines to go with the discussions as well as providing you with a platform to share visuals for your presentations. I will record our sessions using Collaborate.

Blackboard Information

Blackboard link: <http://classes.uaf.edu/>

Organization of Course:

Announcements: This is the "homepage" of the site and any announcements will be there.

Syllabus: You will find the syllabus here.

Course Modules: You will find any online readings and other links for each module/topic area here.

Contact Information: contact information for me.

Assignments: You will submit your assignments in links here.

Collaborate: Takes you to the Collaborate dashboard with scheduled course sessions.

Rural Development 225: Communicating for Rural Development

Course Information

Course Description: Oral and written communications for rural development practitioners. In this course students will practice four types of oral and written communications: business presentations and business and technical writing; academic presentations and writing; policy presentations and legal and policy writing; and presenting and writing for community audiences. The course will utilize a current topic in rural development to develop and practice each style of communication. This course is the foundation of the Rural Development communication plan.

Pre-requisite: COMM F131X or COMM F141X; ENGL F111X; or permission of instructor.

Course Overview: Rural Development is a discipline that requires many forms of communication. Practitioners need to be able to communicate within academic settings, business settings, policymaking settings, and, of course within community settings. In this course students will have the opportunity to practice oral and written communication styles most commonly found in each of those settings by exploring a single issue or topic and communicating information about that topic in the appropriate manner for each type of purpose and audience. For oral and written communication with community audiences, cross-cultural communication and Alaska Native audiences will be emphasized.

Course Topic: The topic for this semester's course is Native Americans and climate change. Throughout the course we will try to answer the question "What do/should Native people/tribes in North America ask for/demand from governments with respect to sustainable development and climate change?"

Course Goals: The goal of this course is to introduce students to oral and written forms of communication, for a variety of purposes, and to a variety of audiences, to prepare them for communicating in future coursework and employment in a variety of settings.

Student Learning Outcomes: Upon completion of this course students will be able to:

- Demonstrate writing skills using academic (APA style), legal, technical, and community writing styles.
- Demonstrate oral presentation styles using academic, policy, business, and community presentation styles.
- Articulate a position clearly and respectfully in the classroom and other settings.

Course Format: This is primarily a seminar style course conducted via audio-conference and Blackboard/Collaborate (information on first page). The course will be co-taught, with DANSRD faculty sharing their particular area of expertise. The class will include oral presentations by students.

Class Expectations

Assigned readings should be read before class so that everyone will gain the most from the class through group participation and discussion.

Rural Development 225: Communicating for Rural Development

Each student should expect to become an active participant in the learning process, each bring their own experiences into the course discussions. Ask questions, read critically, be open to new ideas, and respectfully challenge assumptions. To make in-class contributions, each student will need to attend class regularly, read the assignments, and be fully prepared to participate in class discussions.

Rural Development 225: Communicating for Rural Development

Required Texts/Materials

Communications Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association, sixth edition*. Washington, D.C.: American Psychological Association.

The Bluebook: A Uniform System of Citation, 20th Edition

Graham, Gordon. (2013). *White Papers for Dummies*. Hoboken, NJ: John Wiley & Sons, Inc.

Purdue Online Writing Lab Technical Writing Section:

<https://owl.english.purdue.edu/owl/section/4/16/>

Smith, Catherine F. (2016). *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. New York, NY: Oxford University Press.

We will use Chapter 1 – Public Policymaking; Chapter 2 – Communicating; Chapter 3 – Definition: Frame the Problem; Chapter 4 – Evaluation: Analyze & Advise; Chapter 5 – Legislative History – Know the Record; Chapter 6 – Position Paper: Know the Arguments; Chapter 9 – Testimony: Witness in a Public Hearing; & Chapter 10: Public Comment: Influence Administration. These chapters will be provided.

Critical Thinking and Position Development Materials

Bassham, Gregory, William Irwin, Henry Nardone, & James M. Wallace. (2013). *Critical Thinking – A Students Introduction, 5th ed.* USA: McGraw Hill.

We will use Chapter 1 – Introduction to Critical Thinking; Chapter 2 - Recognizing the Argument; Chapter 8 – Evaluating Arguments and Truth Claims; Chapter 12 – Finding, Evaluating, & Using Sources; Chapter 13 – Writing Argumentative Essays; Chapter 14 – Thinking Critically about Media; and Chapter 15 – Science & Pseudoscience. These chapters will be provided.

Chahine, Teresa. (2016). *Introduction to Social Entrepreneurship*. Boca Raton, FL: Taylor & Francis Group, LLC.

We will use Chapter 1 – Introduction; Chapter 2 – Characterizing Your Challenge; Chapter 3 – Co-Creating with the Community; Chapter 4 – Designing Your Solution; Chapter 9 – Pitching & Networking; Chapter 10 – Funding Your Venture; & Chapter 12 – Communications. These chapters will be provided.

Class Topic Materials

Barbier, Edward. (1987). *The Concept of Sustainable Economic Development*. Environmental Conservation (May 1987). This article will be provided.

Barbier, Edward B., & Joanne C. Burgess. (2015). *Sustainable Development: An Economic Perspective*. This article will be provided.

Rural Development 225: Communicating for Rural Development

Cornell, Stephen & Miriam Jorgensen. (2007). *The Nature and Components of Economic Development in Indian Country*. National Congress of American Indians Policy Research Center (May 2007). This article will be provided.

Harper, Charles L. & Kevin T. Leicht. (2016). *Exploring Social Change, America and the World, 6th ed.* New York, NY: Routledge.

We will use Chapter 11 - Creating Change; Chapter 12 - The Emerging Global System: Development & Globalization; Chapter 13 - Society, Environment, & Change; and, Chapter 14 - World Futures from the Harper and Leicht. These chapters will be provided.

Online Topic Materials

Selected annual reports from Alaska Federation of Natives, First Alaskans, National Congress of American Indians, Native American Rights Fund, etc.

North American Indigenous Peoples Climate Change Consultations - Report on the Road to Paris Initiative - International Indian Treaty Council March 31, 2016

International Indigenous Peoples' Forum on Climate Change – Our Proposals to Governments - November 27, 2015

United Nations Declaration on the Rights of Indigenous Peoples

United Nations Framework Convention on Climate Change – Paris Agreement (2015)

Rural Development 225: Communicating for Rural Development

Support

Support/Disability Services: In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

Disability Services

The Office of Disability Services (<http://www.uaf.edu/disability/>) implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Building, (907) 474-5655) to provide reasonable accommodations to students with disabilities

Academic Services

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348; <http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348; <http://www.uaf.edu/library/offcampus>
- The UAF Speaking Center; 907-474-5470

UAF Harassment Policy: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

Rural Development 225: Communicating for Rural Development

Course Requirements

Assignments/Course Grade Components:

Attendance and Participation: It is important that each student join in class discussion. We all bring a unique perspective to the class and we will all learn more if everyone participates. Each student is allotted two absences for any reason during the course (please don't be absent during your scheduled presentations), after which absences will begin to affect your grade.

Exercises: Students are expected to complete six exercises. Students should note that these exercises build upon each other, so it is important that you complete them in order, and in a timely manner. Each exercise requires a certain amount of research, writing, and reflection and may not be able to be completed within one sitting (see the description sheet for each exercise loaded on Blackboard). Students are encouraged to set aside two sittings to complete the first three exercise (work on it, sleep on it, and complete/revise the exercise).

Exercises 4, 5, and 6 are group exercises

In exercise 4 you will formulate your thesis for exercises 5 and 6, but first you need to decide on your role. What role do you have on this issue? How do you want to make a difference? In general, an academic approach looks at what is/what can be. A policy approach looks at what change is possible and how to get there. A business (either a purely for profit venture or social entrepreneurship) approach looks at the role of business in an issue. A community approach looks at community education or action. We will discuss this in class and students will be placed into groups based upon their ideas about the role they want to play. **HOWEVER**, all approaches need to be covered so we may assign students to their second or even third (hopefully not fourth) choice to ensure all styles are covered.

Exercise 5

Exercise 5 is your written exercise. As a group you will submit just one of the following written exercises: a 3 page academic paper formatted in APA style; a 3 page policy position paper formatted using the designated position paper components and Bluebook citation format; a 3 page business white paper, using the designated white paper format; or a 2 page press release. Again, while students may request a particular style assignment, all styles need to equally represent and we may override requests in order to ensure adequate coverage.

Exercise 6

Exercise 6 is your oral presentation. As a group you will make one of the following oral presentations: an academic presentation with Powerpoint or other visual presentation method; public policy witness testimony with desired visual presentation method; a social entrepreneur's "two minute elevator pitch" with accompanying handout or brochure; or a speech or presentation designed for the community with accompanying visuals.

Individual student grades for exercises 4, 5, and 6 will be computed as follows: 90% final product (the grade given for the exercise product) and 10% individual contribution. Individual contribution will be determined by faculty assessment of group activity and by your personal assessment of your participation and contribution.

Rural Development 225: Communicating for Rural Development

Grading: Your grade will be based on the following:

<u>Participation & Assignments</u>	<u>Percentage</u>
Class Attendance & Participation	10%
Exercises	
Exercise 1 – Critical Thinking	10%
Exercise 1 In-Class Discussion	05%
Exercise 2 – Web Research/Reliability	10%
Exercise 2 In-Class Discussion	05%
Exercise 3 – Political Material	10%
Exercise 3 In-Class Discussion	05%
Exercise 4 – Thesis/Outline	10%
Exercise 5 – Writing Exercise	20%
Exercise 6 – Group Presentation	15%
<u>Total:</u>	<u>100%</u>

Calculating your grade: We will be using +/- grades in this class.

A + : 97 -100 %	A : 93-97 %	A - : 90-92 % *
B + : 87-89 %	B : 83-86%	B - : 80-82 %
C + : 77-79 %	C : 73-76 %	C - : 70-72 %
D + : 67-69 %	D : 63-66 %	D - : 60-62 %
F : below 60%		

Plagiarism/Cheating/Academic Integrity:

Plagiarism (copying other people's material without proper attribution) is not acceptable. This includes copying from websites. Students who plagiarize will be withdrawn from the class and may face disciplinary action. Please see the Student Code of Conduct in the University of Alaska Fairbanks 2007-2008 Catalog, page 80, and at http://www.uaf.edu/catalog/catalog_07-08/academics/regs3.html#Student_Rights on the UAF website.

Rural Development 225: Communicating for Rural Development

Course Outline/Schedule (subject to change)

Week	Date	Topic	Readings	Assignments
1		Overview of the Course and course topic The Rural Development Setting	Harper et al., Exploring Social Change, America and the World, Chapter 12 - The Emerging Global System: Development & Globalization; Cornell et al., The Nature and Components of Economic Development in Indian Country; Barbier, The Concept of Sustainable Economic Development (excerpts); & Barbier & Burgess, Sustainable Development: An Economic Perspective (excerpts).	
2		Native Americans and climate change: an overview	Harper et al., Exploring Social Change, America and the World, Chapter 13 - Society, Environment, & Change; and, Chapter 14 - World Futures; North American Indigenous Peoples Climate Change Consultations - Report on the Road to Paris Initiative - International Indian Treaty Council March 31, 2016; International Indigenous Peoples' Forum on Climate Change – Our Proposals to Governments - November 27, 2015.	
3		Critical Thinking: identifying the basis of your own position	Harper et al., Exploring Social Change, America and the World, Chapter 11 - Creating Change; Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 1 – Public Policymaking; Chapter 8 – Briefing, Opinion, Resolution; Inform Policy Makers; Chahine, Introduction to Social Entrepreneurship, Chapter 1 – Introduction.	
4		Class discussion	Bassham et al., Critical Thinking – A Students Introduction, Chapter 1 – Introduction to Critical Thinking; Chapter 2 - Recognizing the Argument;	Exercise 1 due: Students will discuss the readings and their

Rural Development 225: Communicating for Rural Development

				position identified in Exercise 1
5		Critical Thinking: evaluating sources	Bassham et al., Critical Thinking – A Students Introduction, Chapter 8 – Evaluating Arguments and Truth Claims; & Chapter 12 – Finding, Evaluating, & Using Sources.	
6		Class Discussion	Bassham et al., Critical Thinking – A Students Introduction, Chapter 14 – Thinking Critically about Media; and Chapter 15 – Science & Pseudoscience.	Exercise 2 due: Students will discuss the readings and the source they researched in Exercise 2
7		Critical Thinking: working with political materials	Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 5 – Legislative History – Know the Record;	
8		Class discussion	Same as Above.	Exercise 3 due: Students will discuss the readings and the political positions they researched in Exercise 3
9		What is your role in society on this Issue? Thesis formation	Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 3 – Definition: Frame the Problem; Chapter 4 – Evaluation: Analyze & Advise; OR Chahine, Chapter 2 – Characterizing Your Challenge; Chapter 3 – Co-Creating with the Community; Chapter 4 – Designing Your Solution;	
10		Academic and Policy Writing	Bassham et al., Critical Thinking – A Students Introduction, Chapter 13 – Writing Argumentative Essays; Smith, Writing Public Policy: A Practical Guide to	Exercise 4 due

Rural Development 225: Communicating for Rural Development

			Communicating in the Policy-Making Process, Chapter 6 – Position Paper: Know the Arguments	
11		Business and Community Writing	Chahine, Introduction to Social Entrepreneurship, & Chapter 10 – Funding Your Venture.	
12		Academic and Policy Oral Communication	Smith, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Chapter 2 – Communicating; Chapter 9 – Testimony: Witness in a Public Hearing; & Chapter 10: Public Comment: Influence Administration.	
13		Business and Community Oral Communications	Chahine, Chapter 9 – Pitching & Networking; Chapter 12 – Communications.	Exercise 5 due
14		Group Presentations	No Readings	Exercise 6
15		Group Presentations	No Readings	Exercise 6