



"Basic research is conducted to test, clarify, and refine theoretical issues, while applied research is conducted to examine and solve practical problems. Effective applied communication research contributes to communication theory, research, and practice." (Kreps, Frey, & O'Hair, 1991, p. 72).

"Effective applied communication research, like all research, must pose relevant research questions, must be grounded firmly in relevant theory, and must control for major threats to internal and external validity. When these criteria are met, applied communication research becomes the "pride of the discipline" (Kreps, Frey, & O'Hair, 1991, p. 85).

"Applied research sets out to contribute to knowledge by answering a real, pragmatic, social problem. Applied communication research involves such a question or problem of human communication or examines human communication in order to provide an answer or solution to the question or problem. The intent or goal of the inquiry (as manifest in the research report itself) is the hallmark of applied communication research. Applied communication research involves the development of knowledge regarding a real human communication problem or question." (Cissna, 1982, Editor's note).

**The key to effective consulting is translating rigorous scholarship into meaningful practice.**

### General Course Information

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**COM 591-001** Class meets: Tuesday and Thursday 9:30 a.m. - 10:45 a.m.

**129 Patterson Hall**

### Instructor Contact Information

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**Derek R. Lane, Ph.D.**

**Email:** [Derek.Lane@uky.edu](mailto:Derek.Lane@uky.edu)\* **Office Location:** **235 Blazer Dining** 343 S. Martin Luther King Blvd.

**Office:** 859.218.0468

**Communication Department Office:** 859.257.3622

**Zoom Office Hours:**

**Monday 1:00-2:00 p.m.**

**Tuesday and Thursday 8:00 a.m. – 9:00 a.m.** (And by appointment)

<https://uky.zoom.us/my/drlane>

\*Please use **email** as our primary means of contact—**expecting a 24-hour maximum timeframe for a response** (though I typically respond much sooner). I observe **email-free nights and weekends**—so please plan accordingly.

### Course Description

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This special topics in communication course is designed for upper-level undergraduate communication majors interested in learning more about communication training and consulting as a tool for human resource development (e.g., workplace learning and performance) in organizations. We begin with the initial client consult, move into needs assessment basics, and continue through the evaluation phase of the process. The course helps students prepare and implement communication workshops, seminars, and training programs for professional development.

This course is designed for professionals seeking to develop and present communication training and development programs. It is also designed for those upper-division communication majors interested in training as one component of the human resource development process.

The course will assist people to prepare and implement communication-skill workshops, seminars, and training programs for professional development. In addition to instructional design, the course will focus on methods of teaching communication skills to adult learners. It will also include instruction and practice in processing experiential learning activities. Methods of evaluating training and development programs will also be discussed.

### Course Prerequisites

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**COM 326 (Communication Strategies for Professional Excellence) or  
COM 351 (Introduction to Communication Theory) or Consent of Instructor**

Credit from this course applies to the following programs: **Undergraduate, Graduate**

### General Learning Objectives\*

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1. To understand training, development, and consulting as part of the field of communication.
2. To understand ways to use training, development, and consulting in organizations.
3. To understand how to complete a needs assessment within an organization.
4. To understand how to design and present proposals for training and development.
5. To understand which formats are most appropriate for specific training needs.
6. To understand how to relate training to job performance and organizational effectiveness (ROI).
7. To understand the importance and complexity of evaluating training programs.
8. To understand communication training topics for the future.
9. To understand the steps for entry into communication training and development.
10. To understand ethics in communication training and development.
11. To apply entrepreneurial thinking as an innovative consultant.

\*Objectives will be assessed using several course deliverables including: 1) an **executive summary** of an organization that will be the target of the training (5%), a **needs assessment proposal** (10%), a **needs assessment results and training proposal** (15%), an **e-learning training program with evaluation** (25%), a **take-home exam** (15%), and **class participation** (weekly discussion (20%) and an original experiential training activity (10%)).

## Specific Course Objectives

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- (1) Compare and contrast training with education, development, and consulting.
- (2) Identify at least five characteristics of adult learning.
- (3) Describe the steps involved in producing communication training programs.
- (4) Conduct a needs analysis.
- (5) Write clear learning objectives that meet the criteria for a well-worded objective.
- (6) Identify two advantages and two disadvantages of various training methods.
- (7) Use appropriate visual aids to enhance training.
- (8) Produce a trainer guide for two contact hours of communication training.
- (9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
- (10) Identify at least three advantages and disadvantages of various types of assessment instruments.
- (11) Model appropriate training techniques in a training presentation.

## Performance Criteria

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To accomplish these objectives, students will:

1. Read and respond to required course readings.
2. Participate in class discussions and innovative consulting company activities.
3. Prepare an original experiential training activity.
4. Complete a comprehensive take-home final examination.
5. Research, analyze, and synthesize results of a needs assessment (with training proposal recommendations).
6. Prepare an e-Learning Training Program with Evaluation based upon findings from the needs assessment.

## Student Learning Outcomes

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At the end of this course students should be able to:

1. Identify at least six characteristics of adult learners according to your textbook.
2. Prepare a comprehensive task analysis of a communication skill with 100% accuracy and appropriate detail.
3. List, describe, and implement each step involved in producing communication training programs with 100% accuracy.
4. Produce a written training proposal that follows appropriate proposal guidelines according to the textbook and the course syllabus.
5. Write observable, specific, measurable, and attainable training objectives.
6. Produce a trainer guide for a one-day (7 contact hours) communication workshop/training program according to course guidelines and as prescribed by your textbook.
7. Identify at least two advantages and two disadvantages of at least seven training methods.
8. Describe and implement a program of needs-assessment for a training program as discussed in class and according to your textbook.
9. Identify at least five appropriate methods for evaluating communication training.
10. Model appropriate training techniques in a 12+ minute final oral presentation.
11. Abstract at least 5 research-based articles from the training and development literature.

## Course Delivery

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COM 591-001 is designed as a **face-to-face course** with lectures, activities, and assignments supplemented through Canvas. The benefits students receive in this class are directly proportional to their efforts in keeping up with the **assigned reading** and **actively participating** in class to build trust, cooperation, support, and mutual respect.

The class combines a variety of instructional models, including, but not limited to: discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for communication training and consulting.

The method of instruction to be employed is based on the following assumptions:

The major functions of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward communication training and consulting.

Consistent with this rationale, you will be given considerable freedom to select the non-profit company that will be the focus of the semester, what you will train, how you will train, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

## Required Course Materials

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Students are expected to purchase (or rent) the three required textbooks (listed below) before the second week of classes begin. Electronic versions of the Beebe, Mottet, and Roach (2021) text are **available for immediate rental** through the **Kendall Hunt website** (<https://he.kendallhunt.com/beebe> ; <https://he.kendallhunt.com/product/training-and-development-enhancing-talent-21st-century-0> ) for \$52.09 (for 180 days; I recommend renting the **VitalSource** ebook as it will allow you to access the ebook either online or offline on your device). The McGoldrick and Tobey (2016) text can be purchased for less than \$30 and the APA manual can be purchased for less than \$20.00 through Amazon.com and other bookseller websites.

### **Do NOT wait to buy your textbooks.**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

Beebe, S.A., Mottet, T.P., & Roach, K.D. (2021). *Training and development: Enhancing talent for the 21<sup>st</sup> century*. (3<sup>rd</sup> ed.). Kendall Hunt.

McGoldrick, B., & Tobey, D. (2016). *Needs assessment basics*. New York: ASTD Press.

Supplemental journal articles, book chapters, and handouts will also be required throughout the course and are available in our **COM 591-001 Canvas shell**.

## Technology Requirements

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1. Access to a **computer** (at home or on campus) is required as you will be using your UK LinkBlue computer account for email communication with instructor and classmates, Canvas access and participation, library research, and required downloads of PDFs, handouts, and supplemental reading.
2. **Microsoft Word**. Must have for Canvas compatibility. Download it for **free** from <https://download.uky.edu> using your LinkBlue login credentials. You can get help by calling 218-4357 or go in person to ITS in the Hub of William T. Young library for hands-on help.
3. **Endnote X21** (for Windows or Mac). Download it for **free** from <https://download.uky.edu> using your LinkBlue login credentials.
4. **Microsoft Edge Browser (Version 115.0.1901.203) with Integrated Bing search engine and Chat GPT-4**. Download it for **free** from <https://microsoft.com/en-us/edge> for GenAI tool access (see below).
5. **Palo Alto GlobalProtect (Version 5.2.11) VPN client**. Download it for **free** from <https://download.uky.edu> using your LinkBlue login credentials. Do NOT upgrade to a different version. This software is used for secure remote access to University of Kentucky libraries (connect to: **ra.uky.edu**)
6. **Active official UK email account** (we use your official account for all things academic). All students are expected to check their official UK email regularly.

## AI Requirements

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**I expect you to use GenAI tools (e.g., ChatGPT, DALL-E, etc.) in this class.** In fact, some assignments will require it. Learning to use AI is an emerging skill and I am happy to meet and help you with these tools during office hours or after class.

Be aware of the limits of ChatGPT, such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to **refine your prompts** to get good outcomes. This will take work.
- **Don't trust anything it says.** If it gives you a number or fact, assume it is wrong (**hallucinations**) unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. **Failure to do so is in violation of academic honesty policies.**
- Be thoughtful about when any GenAI tool is useful. Don't use it if it isn't appropriate for the case or circumstance (or for other classes) **without permission of the instructor(s).**"

GenAI tools such as ChatGPT will be used in this course for the purposes of **pre-submission activities** such as brainstorming, testing out ideas, editing text, outlining, or structuring an argument. However, **students are responsible for submitting work that meets the assignment standards for quality and factual accuracy**. Before submitting any assignment that was aided in any way by GenAI tools, students are responsible for **fact-checking all statements and ensuring that any content drawn from other sources**—including the use of GenAI—is appropriately acknowledged through APA 7 guidelines. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives. If you have any questions or concerns about this policy, please contact me **before submitting any assignments**.

## Description of Assignments

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Your grade in this class will be based on seven (7) different sets of assignments:

- (1) Executive Summary = 5% (50 Points)
- (2) Needs Assessment Proposal = 10% (100 points)
- (3) Needs Assessment Results and Training Proposal = 15% (150 points)
- (4) E-Learning Training Program with Evaluation = 25% (250 points)
- (5) Take-home Final Examination = 15% (150 points)
- (6) Original Experiential Communication Training Activity = 10% (100 points)
- (7) Participation (including class discussions, reading quizzes) = 20% (200 points)

**There are no optional assignments.** Course completion is accomplished when all necessary assignments have been finished. **Failure to complete all assignments will result in an E grade for the course.**

### 1. Executive Summary\*\*\* (50 points total):

This part of the project will require the consulting firm to research the non-profit company and submit an executive summary describing the non-profit company and their potential communication needs.

PLEASE DO NOT COLLECT DATA FOR THE NEEDS ASSESSMENT UNTIL I HAVE APPROVED YOUR PROPOSAL (PART 2). ONE executive summary to describe the company will be submitted by each individual student. Students should conduct an initial consult AFTER the executive summary is written.

### 2. Needs Assessment Proposal (100 points total):

The second part of the communication training project requires consulting firms to prepare a proposal to collect data that will assess communication needs of the non-profit company.

This will be a written proposal containing the following:

1. Describe the function, goals, employees, etc. of an organization. This organization may be an actual organization or one you create. (Approximately 2 pages condensed from the Part 1 Executive Summary)
2. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
3. Describe the protocol for collecting data (when, where, how)

### 3. Needs Assessment Results and Training Proposal (150 points total; 100 points for needs assessment results; 50 points for training proposal):

This part of the project will consist of an insightful discussion of the needs assessment results as well as implications for online training modules. You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. The needs assessment results will include an APA reference list as well as an Appendix that will include

complete measurement instruments (demographic questions, survey, scales, etc.) and the SPSS analysis from the results.

Based upon the results of the communication needs assessment, the consulting firm will select and describe a communication training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) appropriate for an online training. The topic should permit a **focus on skills** rather than knowledge or information.

The Training Proposal should include the following:

1. Cover letter
2. Workshop title
3. Workshop description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives
6. Qualifications of Trainers (1-2 paragraphs for each team member)

**4. E-Learning Training Program with Evaluation** (250 points total)

For the e-Learning Training part of the project, groups must create an original and professional online 2-hour training program. Contents of this training program can vary and much can be left to student design and creativity. However, there are several items that should be included, and these items include: an agenda of the workshop, explanations of the workshop activities, instructional materials (e.g., case studies, synopses of relevant articles, role play situations) and an annotated bibliography of related reference materials.

**5. Take-Home Final Examination** (150 points total):

**6. Original Experiential Communication Training Activity** (100 points total):

**7. Participation** (200 points total):

## Grading Criteria (Point Distribution)\*

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**\*There are no optional assignments.** Course completion is accomplished when all necessary assignments have been finished. **Failure to complete all assignments will result in an E grade for the course.**

Grades will be administered using the standard 90% = A, 80% = B, 70% = C.

Specifically, 1000 - 900 = A, 899 - 800 = B, and 799 - 700 = C, 699-600 = D, less than 600 =E.

**I do not "round up" grades. Grades are based on actual points earned and are not based on percentages.**

Your grade in this course is a function of the following:

	Max Points	%
Executive Summary	50	05
Needs Assessment Proposal	100	10
Needs Assessment Results and Training Proposal	150	15
E-learning Training with Evaluation	250	25
Take-Home Final Examination	150	15
Original Experiential Communication Training Activity	100	10
Participation (includes discussions/reading quizzes/presentations	200	<u>20</u>
<b>TOTAL</b>	1000	100%

## Student Responsibilities and General Expectations

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**1. Be on time for all class meetings.** This is a face-to-face graduate course at the University of Kentucky. A great deal of what we learn will come from work in class. Plan to attend class on time, take notes, pay attention, and actively engage!

**2. Be prepared for class by reading all assigned material BEFORE the class in which we are discussing that material.**

**3. Pay attention to instructions when turning in assignments.** Failure to understand instructions is never a valid excuse for missing an assignment.

**4. Communicate early and often with me when emergencies or unexpected circumstances arise** (e.g., email with an explanation and strategy for getting caught up in the class BEFORE you miss class so I can plan accordingly).



**5. Limit the use of personal communication devices for non-academic purposes during class.** I understand that your phone, tablet, and computer are very important to you—and can help you during class if you use them for academic purposes. If you limit the use of such devices during our conversations, I promise that it will result in a more rich and focused class discussion.

**6. Actively engage in class activities and discussions.** Your learning will suffer if you are unable or unwilling to share your knowledge, experience, and understanding with others (or if you are distracted with electronic devices—see number 5 above).

## COM 591-001 Communication Training and Consulting Policies

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**Policy Affirming Diversity and Inclusion:** The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success. We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time condemning all forms of hatred and oppression.

**Classroom Behavior and Decorum:** The University of Kentucky is committed to the respect and dignity of all and values differences among members of our academic community. Thus, it is important to build a classroom climate that is comfortable for all. Diversity of opinions and free expression are encouraged while at the same time courtesy and respect for difference are essential aspects of the classroom climate. It is essential that everyone displays respect for all members of the classroom, including the instructor and fellow classmates; avoids unnecessary disruptions during class time (e.g., tardiness, distracting interpersonal conversations, cell phone use, web surfing, checking social media); and avoids racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list. **Failure to abide by these policies will result at minimum in a deduction from your participation grade for each infraction and you may be asked to leave the classroom and return on another day.**

**Analytical and Writing Skills:** I expect that you have some background in empirical research methods that will allow you to analyze the data you collect as part of the needs assessment and the training evaluation. If you need assistance, please see me for suggestions. I also expect that you can produce strong, coherent, and effective writing. I also expect that you can produce strong, academic writing—especially if you are taking the course for graduate credit. All written assignments should be the original work of the individual student, error-free, grammatically correct, and adhere to APA (7<sup>th</sup> ed.) format.

**Religious Holidays:** Students anticipating an absence for a major religious holiday are responsible for notifying me in writing of any anticipated absences due to their observance of religious holidays no later than the last day of add/drop. Information regarding dates of major religious holidays may be obtained through the religious liaison, Dr. David Beach (859-257-2754). **You must notify me in writing at least one week before the anticipated absence.**

**Accommodations Due to Disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Web address: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

**Federal Regulation Regarding Disbursement of Federal Financial Aid Funds (Title IV):** Federal regulation mandates that federal financial aid funds (Title IV) may only be disbursed to students who are actually enrolled and engaged in coursework. This regulation mandates that institutions provide evidence of engagement early in each semester. Failure to provide evidence includes sizeable fees and fines. To comply with this mandate, all instructors of undergraduate and graduate courses (including lab sections, online courses, internships, independent studies, and research credits) in the College of Communication and Information will be required to confirm student attendance or engagement in classes during the two-week period following the last day to add a class.

**Privacy:** The Family Educational Rights and Privacy Act (FERPA) ensures that your student records (for any students over 18 years of age) are kept confidential. I will not release your grades to anyone other than you or school officials who are given permission to view your progress. Anyone other than you (or an approved school official) may not request any information (beyond simple directory information) about you, your progress, or your status as a student in my class. This includes parents, partners, and other students (see: <http://www.uky.edu/registrar/obligationprivacy>)

## Academic Integrity

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Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. See additional information for specific procedures for addressing academic offenses. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

**Plagiarism:** Senate Rules 6.3.1 (see <https://www.uky.edu/universitysenate/rules-regulations> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

**Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.**

**Cheating:** Senate Rule 6.3.2: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. The Department of Communication also considers presenting false documentation of an excused absence (e.g., a falsified note from a doctor) as cheating.

**Procedures for Addressing Academic Offenses:**

The Department of Communication will follow the procedures outlined by Senate Rules 6.3.0 and 6.4.0 to address academic offenses, summarized by the Ombud at [http://www.uky.edu/Ombud/ForStudents\\_AcademicIntegrity.php](http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php)

First, the instructor and student should set up a meeting so both parties may explain and discuss concerns of cheating/plagiarism. Second, after the meeting, if the instructor deems that NO academic offense has occurred, no further action will be taken. However, if, after the meeting, the instructor deems an academic offense HAS occurred, the instructor (with the help of the Director of Undergraduate Studies in COM) will inquire about a student's prior record of academic offenses from the Registrar's Office. Third, depending on the student's prior record, the instructor (with the help of the Director of Undergraduate Studies) will determine the penalty. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense relates to a student's attendance (e.g., in the case of falsified documentation of an excused absence), the minimum penalty is an unexcused absence and a zero on any missed assignments made up using the falsified excused absence. The student may also be reported for a violation of the Student Code of Conduct through the Office of Student Conduct. If the offense is considered severe or the student has other academic offenses on record, more serious penalties may be imposed, starting with an E in the course and ranging up to suspension/expulsion. Fourth, EVERY academic offense resulting in some penalty will be reported to the Ombud to be kept on the student's record with the Registrar's Office. The offense will be reported via a letter from the Director of Undergraduate Studies sent to the student's university email account (cc: instructor and Academic Ombud).

The student has the right to appeal the department's determination by contacting the Academic Ombud within ten days. More information about this appeals process can be found at [http://www.uky.edu/Ombud/ForStudents\\_AcademicIntegrity.php](http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php)

If the department determines a student has committed an academic offense (and that offense is upheld by the university in the case of an appeal), the student may NOT withdraw from the course. If the student does withdraw, the Registrar will reinstate the student.

**Attendance:** Because this is a graduate seminar, we will get the most out of it if everyone shows up regularly and does all of the readings on time. Failing to attend class is not an option and will ultimately hurt your grade – if you don't show up to class, you can't participate in class. If you have an emergency and cannot make it to class, please try to let me know in advance. In such cases, I may request that you provide me with appropriate verification as specified by University Senate Rule 5.2.4.2 (<https://www.uky.edu/Faculty/Senate/files/Excused%20Absences%209-2-09.pdf>)

**Responsibility for Missed Information and Work:** If you miss a class, you are responsible for obtaining information presented during that class session (this includes videos or notes). This is not the Instructor's responsibility. For excused absences the Instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred [US:11/10/85 and RC:

11/20/87]. The instructor is under no obligation to provide the student an opportunity to make up the work and/or exams for unexcused absences.

**Late Work:** Due dates for all assignments are provided on the semester course calendar at the end of this syllabus. I will expect all assignments, except the weekly response papers, to be submitted on Canvas by 12pm on the week that we read the theory you wrote about. It is your responsibility to keep track of whether this is your first through fifth response paper and submit it in the correct area on Canvas. Graduate students should not be submitting late assignments. However, in extreme circumstances (deemed by me to be extreme) I will accept an assignment late. In that case, your assignment will receive a 10% deduction for every day that it is submitted late. NOTE: Completion of all assignments is necessary for successful completion of the course. No one may receive a passing grade without completing all of the assignments.

**Incompletes:** Incomplete grades ("Is") are given in COM 591-001 only in extreme situations, where a documented late-in-the-semester medical or family emergency is presented to the instructor before incomplete assignments are due.

**Self-Plagiarism:** It expected that all assignments for this class be original. To re-work or "extend" a paper from another course is academic plagiarism. However, students are welcome to build upon previous work in an area of inquiry. If you have any question about this policy, I would be delighted to discuss your projects with you early in the term.

**Grade Appeals:** Grade appeals are due to me within 24 hours of receiving the grade and they must be received in writing. After I read your response, we will set up a meeting to discuss your grade. This includes appeals on participation grades.

**Grading of Assignments:** I will do my best to grade all assignments promptly. This means that for response papers and discussion leading I will grade them **within one week**. For the midterm and final paper, I will grade assignments within **two weeks**.

**Technology Policy:** I recognize that we live in a digital world and staying connected is important. However, during seminar, I expect you to turn your cell phone on silent and any other things that you own that vibrate, beep, ring, or are distracting to you and others while in this class should be silenced too.

I see the value of having your laptop in the classroom and I realize that many of you will use your laptop to take notes and consult readings for the week. Your laptop should not be viewed as an opportunity to surf the web, update your Facebook or Instagram page, etc. There will be certain times in class when I ask everyone to put away your laptops (e.g., guest lectures, classmate presentations, etc.). If computer use becomes a distraction to learning/teaching, I will not hesitate to ban them. I reserve the right to ask you to leave the class for the day if you are text messaging or using your cell phone and/or laptop inappropriately.

#### **Food/Drink in the Classroom:**

Small snacks and drinks are permitted in class, as long as they do not distract (e.g., large food items, crinkly wrappers, strong odors, etc.) others from learning. There may be days that I bring snacks to class. Please let me know if you have any food allergies.

## How to Study and Earn an “A” in the Course

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The following guidelines are offered as the best way to master the material in this course and earn an “A:”

- **Come to class, listen actively, and engage the discussion!** This means taking good notes and participating in the discussions and in-class exercises. If you find yourself in quarantine, please participate in synchronous zoom meetings.
- **Participate in-class and make use of the course canvas page and virtual zoom office hours.**
- **Take notes as though you will be explaining the content to a friend who missed it.**
- **Communicate with your instructor** – about possible absences, late assignments, or anything else that will affect your performance in class.
- **Ask questions if you don’t understand something.** Just because others aren’t asking questions doesn’t mean they understand everything being said. If something isn’t clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- **Summarize, re-write, or otherwise review your notes between classes.** Don’t wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- **Read the assigned readings twice.** Don’t wait for the last minute to read! There’s no reason you can’t read ahead.
- **Take some action to personalize the material.** Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- **Don’t simply highlight the readings with a marker** (This can be a trap - it isn’t true that “to highlight is to know.”).
- **Think about your written assignments before you write them.** Create a detailed outline before you begin to write any assignment. Plan on at least two--and preferably more--drafts of your work (ideally written at different sittings).
- **DON’T PROCRASTINATE!**
- **Get started early on your communication training and consulting project.** This is ultimately a student-driven project that provides you with the opportunity to apply your individual passions to our course material. I invite you to be creative.
- **Work with Dr. Lane outside of class as needed.**

## Personal Note

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I’m looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this graduate seminar with an exposure to the knowledge claims, theoretical explanations, and research methodologies that will allow you to become a stronger graduate student. To see that the course objectives are met, I’m committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week’s readings. I also encourage you to write down questions that you would like to raise during class sessions as you work through the readings. **If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know.** I encourage you to take advantage of my zoom office hours and email.

## Additional Recommended Readings

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- Arnold, W.E., & McClure, L. (1995). *Communication training and development*. Long Grove, IL: Waveland. (available online: <https://caul-cbua.pressbooks.pub/commtrain/> ; download from our Canvas shell in files/textbooks/arnold and mcclure/Communication-Training-and-Development-1613148888.pdf or use the direct link: [https://uk.instructure.com/files/106179945/download?download\\_frd=1](https://uk.instructure.com/files/106179945/download?download_frd=1)
- Broad, M. L., & Newstrom, J. W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments*. Addison-Wesley.
- Carliner, S. (2015). *Training design basics*. ATD Press.
- DeWine, S. (2001). *The consultant's craft: Improving organizational communication* (2nd. ed.). Bedford/St. Martin's.
- Goldhaber, G. M. (1993). *Organizational communication* (6th ed.). Brown & Benchmark.
- Graham, E. E., & Mazer, J.P. (2019). *Communication research measures III: A sourcebook*. Routledge.
- Harrison, M. I. (2004). *Diagnosing organizations: Methods, models, and processes* (3rd ed.). Sage.
- Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2004). *Communication research measures: A sourcebook*. Lawrence Erlbaum Associates.
- Rubin, R. B., Rubin, A. M., Graham, E.E., Perse, E.M., & Seibold, D.R. (2009). *Communication research measures II: A sourcebook*. Routledge.
- Rubin, R. B., Rubin, A. M., & Haridakis, P. (2010). *Communication research: Strategies and sources* (7th ed.). Wadsworth.
- Waldeck, J. H., & Seibold, D.R. (2016). *Consulting that matters: A handbook for scholars and practitioners*. Peter Lang Publishing.
- Wallace, J.D., & Becker, D. (2019). *The handbook of communication training: A best practices framework for assessing and developing competence*. Routledge.

## Syllabus References

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- Cissna, K. N.(1982). Editor's note: What is applied communication research? *Journal of Applied Communication Research*, 10, (Editorial Statement).
- Kreps, G. L., Frey, L. R., & O'Hair, D. (1991). Applied communication research: Scholarship that can make a difference. *Journal of Applied Communication Research*, 19, 71-87.

## COM 591-001 TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are covering in class.

WEEK	DATE	TOPIC	READINGS (before class)	Assignments/Exercises/Notes or WRITTEN WORK
#1	08/22/23	Introduction & Overview		Discuss Syllabus
	08/24/23	Training and Related Functions Needs-Centered Training Model What Do Communication Trainers Do?	BMR Chapter 1 Beebe 2007	<b>Reading Quiz Chapter 1</b> Due Before Class
#2	08/29/23	Mastering How Adults Learn; Learning Styles	BMR Chapter 2	<b>Reading Quiz Chapter 2</b> Due Before Class <b>Communication Skill Topic Due</b>
	08/31/23	Conducting a Needs Assessment and Task Analysis; Why Needs Assessment?	BMR Chapter 3 MT 1 pp. 1-10	<b>Reading Quiz Chapter 3</b> Due Before Class
#3	09/05/23	Task Analysis Discussion The Training Request	MT 2 pp. 12-23	
	09/07/23	Developing Objectives and Designing Curriculum	BMR Chapter 4	<b>Reading Quiz Chapter 4</b> Due Before Class
#4	09/12/23	Identifying Questions and Data Sources	MT 3 pp. 25-36	<b>Task Analysis First Draft Due (Detailed Outline of Communication Skill Steps)</b>
	09/14/23	Evaluating Potential Data Collection Methods	MT 4 pp. 37-67	<b>Data Collection Plan Due</b>
#5	09/19/23	Data Collection Implementation	MT 5 pp. 69-88	<b>Executive Summary Due</b>
	09/21/23	Developing Training Content	BMR Chapter 5	<b>Reading Quiz Chapter 5</b> Due Before Class
#6	09/26/23	Using Training Methods	BMR Chapter 6	<b>Reading Quiz Chapter 6</b> Due Before Class <b>Needs Assessment Proposal Due</b>
	09/28/23	Using Web Training for e-Learning	BMR Chapter 7	<b>Reading Quiz Chapter 7</b> Due Before Class
#7	10/03/23	Data Analysis	MT 6 pp. 89-108	
	10/05/23	Using Presentation Aids in Training Data Analysis Recommendations	BMR Chapter 8 MT 7 pp. 109-128	<b>Reading Quiz Chapter 8</b> Due Before Class
#8	10/10/23	Experiential Communication Training		<b>Original Experiential Communication Training Activities Session #1</b>
	10/12/23	Experiential Communication Training		<b>Original Experiential Communication Training Activities Session #2</b>
#9	10/17/23	Communicating With Your Client	MT 8 pp. 129-139	<b>Needs Assessment Results with Proposal to Conduct Training Due</b>
	10/19/23	Developing Training Plans	BMR Chapter 9	<b>Reading Quiz Chapter 9</b> Due Before Class
#10	10/24/23	<b>Fall Break -CLASS DOES NOT MEET</b>		Fall Break (October 23-24)
	10/26/23	The Ideal Organization Scan A Final Note	MT 9 pp. 141-149 MT 10 pp. 150-157	

WEEK	DATE	TOPIC	READINGS (before class)	Assignments/Exercises/Notes or WRITTEN WORK
#11	10/31/23	Delivering the Training Session	BMR Chapter 10	<b>Reading Quiz Chapter 10</b> Due Before Class
	11/02/23			
#12	11/07/23	Assessing Learning Outcomes	BMR Chapter 11	<b>Reading Quiz Chapter 11</b> Due Before Class
	11/09/23			
#13	11/14/23	Becoming a Training Professional	BMR Chapter 12	<b>Reading Quiz Chapter 12</b> Due Before Class
	11/16/23	WORK DAY		
#14	11/21/23	Final Data Analysis Due		<b>FINAL DATA ANALYSIS DUE</b>
	11/23/23	Thanksgiving Holiday – CLASS DOES NOT MEET		
#15	11/28/23	Final Training Presentations		<b>E-TRAINING MODULES DUE FINAL PRESENTATIONS BEGIN</b>
	11/30/23	Final Training Presentations		
#16	12/05/23	Final Training Presentations		<b>FINAL PRESENTATIONS CONCLUDE</b>
	12/07/23	Reading Days – CLASS DOES NOT MEET		
FINAL EXAM WEEK	12/14/23 8:00 AM – 10:00 AM	<b>FINAL TAKE-HOME EXAM DUE</b> <a href="https://registrar.uky.edu/examination-schedules">https://registrar.uky.edu/examination-schedules</a>		<b>FINAL TAKE-HOME EXAM DUE @ 8 AM</b>