

**TRAINING AND DEVELOPMENT: INTERACTIVE VIDEO CONFERENCING**  
**COM 428**                    **(\*class projects great for your Portfolio\*)**                    **Fall 2007**

**Instructor:** Dr. Patricia Comeaux  
**Office:** Lakeside Hall, Room 220  
**Office Hours:** TR: 11:00—12:00 & 3:30 – 4:30 or by appointment  
MW: 2:30 - 3:30p.m. or by appointment  
Fridays: By appointment  
**\*Please note** that I will be in my office most of the day on Monday and  
Fridays: By appointment

**Phone:** University: 962-3265

**E-mail:** [comeauxp@uncw.edu](mailto:comeauxp@uncw.edu)  
Note: Email is the easiest and quickest way to communicate with me  
outside our classroom. Never hesitate to email me with any questions or  
concerns; I am on email very frequently—including weekends.

=====  
**Course Website:** [www.uncw.edu/people/comeauxp](http://www.uncw.edu/people/comeauxp) (click on Training and Development  
Course). *Note: syllabus (older version), assignments are found on this  
site. Also find student work (associate products- examples of seminars  
and analysis papers.*

=====  
**REQUIRED RESOURCES:**

**Collection** of articles compiled by Patricia Comeaux (**Fall 2007**) and available at the university  
bookstore and Seahawk bookstore. PURCHASE IMMEDIATELY.

**Resource books to use for your FLD:** see the following website and resources available for you  
as a UNCW student: <http://uncw.skillport.com>. NOTE: enter your email username for ID and  
UNCW for initial password.

**Active email account that you check daily.** I will use this account to provide you with  
feedback and grades. *If you use university email, make sure you clean out your email not to  
exceed disk quota. Call help desk: 962-4357 if you experience problems with your university  
email.*

**Required** use of Blackboard (an internet environment) which we serve as an extension of our  
classroom mainly through discussions (occurring in small groups) and resources (required  
readings, case studies and example previous student work). You can access our course website  
either through the following URL: <http://ncvista.blackboard.com>. (see details of access  
information below after the class schedule).

## **COURSE DESCRIPTION:**

This is an advanced or specialized organizational communication course. The focus will be on designing and implementing effective communication seminars/workshops and professional meetings and learning discussions. In addition, the course will focus on the use and application of the interactive videoconference network (distance learning network) and online learning in higher education and in corporate/business environments.

The course will be highly experiential and student centered. It is designed to provide students with the study and practice of effective communication strategies for facilitating educational/training seminars using the interactive video conferencing system (referred to as the distance learning network). In addition, students will actively participate in online discussions contributing to the content and quality of our learning and our class discussions.

## **Class Policy and Survival:**

More so than any class (I have taught), this course is learner-centered and thus requires a major commitment from each individual to work independently and contribute his/her share in the readings and discussions and to work cooperatively and carry his/her load in the educational seminars and learning discussions. So you must attend all required class sessions prepared to participate in the activities and the discussions.

If you cannot make this commitment this semester, I suggest you drop the class. We must be able to rely on your ability and willingness to work independently, responsibly and thoroughly. In addition, please approach your work with a curiosity and thirst for knowledge and a passion for quality and excellence in what you produce. This class will be as valuable and exciting as you make it. Join me in this venture!  
Become a member of **Communication Training Associates, Inc.!!**

## **OPERATING PRINCIPLES AND CLASS STRUCTURE:**

*Treat this class as you would a professional career and act in a responsible, responsive and respectful manner.*

1. Success (and survival) in this class requires a commitment from each individual to read all assigned course materials thoughtfully and critically (and write a summary and response). It also requires regular attendance and the ability and willingness to participate in class discussions and in feedback sessions.
2. **Under NO circumstances will I accept late summaries/responses of assigned readings.** The purpose of the summary/response is to assure that you are prepared to participate in class discussion. If you cannot make class, I must receive your summary by email *BEFORE 2:00* the day it is due if you want credit or to earn the points for the assignment. You can also send with a classmate to be turned in during class time.

3. The scheduled dates that are accepted/arranged for two particular assignments (FLD and Seminar/Workshop) cannot be changed.
4. Please meet your deadlines for your online discussions (feedback) as well as for your written assignments (Seminar/Workshop Design and Analysis Paper). Unless you negotiate with me prior to the due date, points will be deducted for late postings and assignments.
5. In the event that you are absent from class (for whatever reason), it is your responsibility to secure any notes and handouts that are given in class. Sometimes, the most efficient way to handle this is to arrange to have a classmate get the notes and handouts for you.
6. **UNCW's Academic Honor Code** will be observed and enforced in this class. For specific information, refer to the Student Handbook and Code of Student Life.

**UNCW's Academic Honor code** will be observed and enforced in this class. For specific information refer to the current, Student Handbook and Code of Student Life.

**Statement About Academic Expectations from the handbook:** "In choosing UNCW, you have become part of our community of scholars. We recognize that the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The University expects you to make academics your **highest priority** by dedicating your time and energy to training your mind and acquiring knowledge and life skills. Academic success in performance, analysis, and critical thinking will help to prepare you for the changes and challenges you will encounter in the future. Our faculty and academic support resources are readily available as partners in this effort, **but the primary responsibility for learning is yours.**"

#### **CAPSTONE EXPERIENCE:**

One of the culminating experiences of a communication studies degree is the completion of COM 490 *Discipline Capstone*, a course that may include the preparation of a personal portfolio to organize and showcase your abilities. I encourage you to retain items from this class, whether produced independently or in groups, for inclusion as portfolio artifacts. Beyond the *Capstone* class, your portfolio may prove a valuable tool as you seek entry into a graduate program or employment in your areas of specialization.

#### **COURSE COMPLETION AND GATEWAY REQUIREMENTS:**

Classes typically coded "COM Majors ONLY" may occasionally be opened to PCOM majors or all students. This may most commonly occur during Summer terms. Please be aware, however, that to become a full-status COM major, you **MUST** complete the gateway courses (COM 105 and COM 200) **SUCCESSFULLY**, i.e., with a grade of "B" or higher in each. If you do **NOT** successfully complete those two courses, you cannot earn full COM major status, even if you complete one or more COM classes apart from the gateway courses.

#### **Attendance/Absence Policy**

You are allowed two absences for sickness or personal business. Beyond that, the following will result:

- 3 absences result in final grade lowered ½ letter grade
- 4 absences result in final grade lowered full letter grade
- 5 or more absences result in course failure

The total number of class points are 365 (see below) and assignment grades as well as your final semester grade will be based on a plus/minus system according to the following percentage scale:

A = 94 or  
above  
A- = 90-93  
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 = 59 or below

To calculate your letter grade on a particular assignment, divide the points earned by the points available, multiply by 100 to convert to a percentage, and compare that result to the scale above. For example:

$$\frac{\text{POINTS EARNED (42)}}{\text{POINTS AVAILABLE ( 50)}} = .84 \times 100 = 84\% = B$$

To calculate your final semester grade, divide the total points earned by the total number available for the semester (390). *Remember to “adjust” your final letter grade to reflect the attendance policy and absence scale stipulated above.*

$$\frac{\text{POINTS EARNED (300)}}{\text{POINTS AVAILABLE (365)}} = .8219 = 82\% = B-$$

### **COMPETENCIES (Learning Activities) AND ASSIGNMENTS:**

1. **Activate E-mail account required and used as part of our course correspondence and feedback.**
2. Use the Internet efficiently to contribute resources to our class:
  - a. in communication training and development
  - b. in application of distance learning and interactive video conferencing
  - c. to help build the our CTA Web site
3. Become familiar with the technical aspects of the distance learning (video conferencing) environment.
4. Learn to effectively communicate, as a presenter and a participant, in the distance learning environment.
  - a. use of elmo (graphics and graphics camera)
  - b. use of microphones (both table and lavalier microphones)
  - c. use of presenter and participant cameras.
5. Actively participate in class discussions and in FLD and Seminar/Workshops for CTA (in the DL rooms).
6. Prepare written outline summaries/responses of required readings; may be handwritten or typed.

#### **Requirements of Summaries/Responses for Reading Assignments (70 points total):**

- Most summary/responses are worth 10 point (5 points for summary portion and 5 points for response portion).
- For summary portion: after reading the assigned article/chapter, interpret the essence by outlining in you own words the key or most important ideas of the reading. Use

informal outline format (bullets and key phrases) to outline the main ideas; do not use paragraph or essay format—**this portion should be one page in length**. The format will serve both of us by making it easy for me to check and grade and easy for you to refer to in class discussions and to use in your analysis paper.

- For responses (**1/2 page minimum single spaced**) address **one** of the following regarding your reading:
    1. Do you agree with the main position(s) of the article? Why or why not?
    2. What ideas are most valuable/interesting to you? Why?
    3. How can you use these ideas or what is advocated in your college career, in this course, or in your professional career? Explain or elaborate.
  - You will earn your points based on the thoroughness and completeness of your summary and response. **NO LATE summary/response accepted; see # 2 under operating principles.**
7. **FLD--Facilitated Learning Discussion.** Facilitate (**with CTA partner**) a learning discussion based on a selected article/resource related to our course topic (training & development, interactive video conference (DL), or communication and learning (collaborative learning). The application of these topics may be related to a higher education or a business/corporate setting. **(30 points).**
  8. Online Discussions (WebCT Discussion Board). With CTA partner you will post a critique/analysis of your FLD **(10 points)**. In addition, you & your CTA partner will post a critique/analysis of the another FLD **(10 Points)**. (note # 9 deleted)
  10. Written SOLO response to assignments 7, 10, and 13. Each student will turn in a written explanation (his/her understanding) of these assignments and their connections to each other and to the course topics and CTA objectives. **(10 points).**
  11. **Seminar/Workshop Design and Implementation.** Working with a CTA partner, design and implement a 45-60 minute communication seminar/workshop that directly addresses the needs and situation of a particular peer group (CTA, or campus organization or groups, or community organization or group). This will be a major assignment **worth 100 points** and arranged and conducted on your own. It will be observed and evaluated by your CEO, Dr. Comeaux and two of your CTA colleagues. In addition, you will need to secure feedback from the participants of the workshop. The grade will be based on your written design and implementation. Examples of previous designs will be on electronic reserve.
  - 11a. Plan of Action/ Needs Assessment for Seminar/Workshop (i.e. Needs Assessment, Description of Seminar and Learning Objectives)—see details in Assignment # 10. **(10 points--with partner)**
  12. **Peer Feedback. (Solo assignment).** Observe and evaluate one seminar/workshop conducted by your CTA colleagues (either in the DL rooms or on campus or in the community). **15 points** for written feedback and evaluation. I will assign who (or which

workshop) you will evaluate. THESE MUST BE EMAILED TO ME NO LATER THAN 4 DAYS AFTER THE SEMINAR.

13. Write a 5 to 6-page Analysis Paper (**SOLO**) evaluate your seminar; support your analysis and evaluation with the required readings and your own research. This is **worth 100.**
14. This will be a round table discussion about overall issues learned from the course or about your findings of your analysis paper in conjunction with your partner’s findings to your classmates/associates in an informal setting (round table discussion). (**10 points**). This will occur during our exam time

<b>Summary of Point Value of Assignments</b>	<u>Points</u>
# 1 - 5 (plus attendance and commitment).....	10
# 6 Written Outline Summaries/Responses.....	60
# 7 FLD (with CTA partner .....	30
# 8 Online Discussion (with CTA Partner)..... (post self-critique of FLD with CTA partner and post Feedback/critique to assigned FLD of classmates)	20
# 10 SOLO written response to assignments 7, 10 & 13 .....	10
# 11 Communication Seminar/Workshop (with CTA partner) ... (Written Design and Implementation)	100
# 11a Plan of Action/Needs Assessment for Seminar/Workshop.. (with CTA partner)	10
# 12 Peer Feedback-- SOLO (Observation & Evaluation of CTA, Campus, or Community Workshop) .....	15
# 13 Analysis Paper of Seminar (SOLO).....	100
# 14 Round table discussion about course & paper .....	<u>10</u>
TOTAL POINTS =	375

**NOTE: for Assignments # 7 (FLD), # 11 (Seminar Design Packet) and # 13 (Analysis Paper), you must submit a hard copy and an electronic copy (sent as email attachment).**

## COM 428—T&D CLASS SCHEDULE

**\*\*LH refers to Lakeside Hall 134 and DL refers to the Distance Learning Rooms (Randall Library and Watson School of Education—Please meet ON TIME OR EARLY in the assigned place as noted below.**

**\*\*Regarding the outline summaries/responses; I will not accept them late. They are designed to help you be prepared for class discussions.**

**NOTE: Please don't miss the valuable workshops and practice sessions on September 11 and 16.**

### August

R—23 LH Introduction to course and topics: 1) HRD: Training & Development, 2) Interactive Video Conferencing, and 3) Communication and Learning. Data sheets and Inventories for COM 428 and CTA (Communication Training Associates, Inc.)  
Introductory activity: assessing effective learning environments.

T—28 LH **Read p. 1-4 in course pack.** Above continued; introductory activity to learn more about CTA Associates (class members) and to practice facilitating discussions.

R—30 LH TOPIC: ***Background, Philosophy and Principles of Training & Development/HRD***  
Read: Two articles in Collection 1) "The Purpose of HRD" by Swanson & Arnold, (p. A-D); and 2) "Development of the Individual" by Bierema (p. E-I).  
\*Two typed outline summaries & responses for 10 points each = **20 points**  
\* see # 6 assignment details above

### September

T—4 LH TOPIC: ***Principles of Teaching and Learning:***  
(also Instructional or Learning Objectives & Participant expectations/motivations)  
Read: Two articles in Collection 1) "Why Teaching Works: . . . by Sprague (p.5-10) *\*please note that you are not required to read or outline the latter part of the article starting on page 10 (p. 358) "What is the nature of student-teacher relationship";* 2) "Collaboration, Communication, Teaching and Learning: A Theoretical Foundation and Frame" by Comeaux (p. 11-18).  
\*Two typed outline summaries & responses for 10 points each = **20 points**

R—6 LH TOPIC: ***Process of Training and Development/ Needs Assessment***  
Read: One article in Collection : "Needs Assessment . . .:" by Engleberg (p. 28-41).  
\*One outline summaries & responses for 10 points = **10 points**  
**NOTE** my comments about the reading on page 28.

**With your partner, begin selecting a topic for your FLD (see assignment # 7).** Consult your Course Pack (pp. 96-97) and the CTA website for "Assignment Ideas" (which lists FLD topics in past semesters). **For resources consult Skillport (see URL on page 1 of syllabus).** You may also conduct a search on your own—the assignment specifies the topic area restrictions. This is

**due no later than Sunday evening, September 16:** Each pair of partners MUST submit via email to Dr. Comeaux their choice of topics and preferred dates to conduct their FLD (include a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices of dates and a 1<sup>st</sup> and 2<sup>nd</sup> choice for topics—see Possibilities for FLD topics (p. 97 in Course Pack) and Reserve reading list on the CTA website. One person can send the email to me and copy his/her partner.

T – 11 **Strategies for Creating Interactive Discussions; FLD Demo by Comeaux**  
(Read in Collection: “The Impact of an Interactive Distance Learning Network on Classroom Communication by Comeaux (p. 60-68). **One typed summary response for 10 points be prepared to participate in practice session.**  
(Read also in Collection: Presentation Strategies... by Trimble (p.58-59)  
**\*\*Team # 1 meet in Randall DL site; Team # 2 in Watson DL site**  
(see handout for team assignments)

R – 13 **NO class:** time to work with your partner on selecting your topic for your FLD

**Reminder: Topic choices and dates for FLD DUE, NO Later than Sunday evening, September 16 from each pair of partners (see above)**

T—18 DL **Video of example FLD.** Discussion of assignment and distance learning environment.  
***Practice Session completed:***  
***Team # 1 meet in Watson DL site; Team # 2 meet in Randall Site***  
Review the following in COLLECTION: 1) Tips for Using the Interactive Distance Learning Network by Comeaux (p. 70-71), 2) Presentation Strategies for Interactive DL Environments by Trimble ( p. 58-59), and 3) Teachers Forum: 10 Commandments for Distance Learning (p. 72-73).

R—20 DL FLD (2 Pairs) **Hard copy of electronic copy of participant handout required.**  
**\*Meet in the opposite site from your partner**

**\*Assignment # 8: During this unit each CTA pair will post an online Self-critique of their FLD ASAP on Blackboard and no later than THREE DAYS after completing their FLD**  
**\*Also each CTA pair will post a critique of another FLD**

T—25 DL FLD (2 Pairs)

R—27 DL FLD (2 Pairs)

### **October**

T—2 DL FLD (2 or 3 Pairs)

R—4 DL **Assignment # 10 Due (solo response--10 points)** Write a one-page typed explanation of your understanding of the following three assignments and their connections to each other and to CTA objectives. In other words, compare and

contrast assignments # 7 (FLD), # 10 (Seminar) and # 13 (Analysis Paper).  
\*\*Class discussion: From the FLD to the Seminar: what have we learned?

### **FALL BREAK – October 8 & 9**

R— 11 LH **Needs assessments: finding out information through interviews and surveys: How to write a proposal** (p. 126-129 in course pack) **and How to write a valuable survey** (see examples in Course Pack, pp. 114-122).  
Begin working on **Plan of Action/Needs Assessment —10 points, Assignment#11a, p. 100** (with partner—Needs Assessment, Description of Seminars and Learning Objective)—see details in Assignment # 10.

**NOTE: Classes this week (T-16 and R – 18) will be conducted electronically through email (and possibly Blackboard). Working with your partner and in consultation with Dr. Comeaux, you will conduct your needs analysis and prepare assignment 11a (see above). See example of Needs Analysis pp. 130-135 in Course Pack.**

T—23 LH **Dates for CTA and Campus or off-campus Seminars/Workshops finalized. (NOTE: All workshops must be conducted by or before Sunday, November 18).**  
Assignment # 11a Due: Needs Assessment, Description and Learning Objectives

Class reading and discussion: **Preparing the Communication Seminar: Instructional Design.**

Review the following in your Course Pack (no summary/response required), *“Key Elements in Workshop Design”* by Cooper and Heenan (pp.74-76) and the three *Sample Seminar Handouts* by Comeaux and by Trimble and Comeaux (pp. 77--91. Also review handout, *“Evaluating Training Programs”* (p. 92-93) and example *Feedback/evaluation forms* (p. 94-95)

R—25 Above continued

T—30 **Required partner meetings scheduled with Dr. Comeaux to discuss and review instructional design of workshop: Meet in Dr. Comeaux’s office.**

### **November**

R – 1 Required partner meetings continued in Dr. Comeaux’s office

\*\*Please note that your workshops/seminars may be scheduled anytime (includes weekday evenings and weekends) from Sunday, November 4 until Sunday, November 18—no workshops may be scheduled after November 18. Each pair will arrange and schedule a workshop for a particular organization. Note, that it is always valuable to have workshops for our organization—CTA. We can accommodate 1 or 2 CTA workshops in our LH site; these workshops must meet our particular needs as an organization—CTA. In addition, all class

members (associates) must attend the workshops designed for CTA; these will be scheduled during our regular class meeting time—2:00 to 3:15.

T – 6 LH *Possible guest speaker or round table discussion on workshop designs*

R— 8 LH as needed

T— 13 LH CTA Seminar/Workshop

R—15 LH CTA Seminar/Workshop

T—20 LH **All seminar packets (Assignment # 11) are due (both hard copy and electronic copy—merged into one document)  
Round table discussion of observations of seminars.**

**\*\*Reminder to email Peer Feedback (15 points--#12) Four Days following the seminar**

**Thanksgiving Break—November 20**

T—27 LH **Analysis Paper Workshop (by Dr. Comeaux); Required class; MUST attend.**

R— 29 As needed

## **December**

T – 4 **Analysis Papers Due (# 13) Hard copy and electronic copy of papers due.**

Exam time December 13, 3:00 p.m. to .....

Round table discussion of analysis paper findings and course wrap-up (**10 points, # 14**)

Refreshments (pot luck lunch?!) and celebration of CTA's accomplishments!!

## **Particulars about using Blackboard and Technical Support**

**Most important:** you really need road runner or a similar fast access rather than dial-up to use this environment. Dial up will probably frustrate you; so use university computers if you only have dial-up at home.....

The easiest (and most reliable) access for Blackboard is through the URL: <http://ncvista.blackboard.com>. You can bookmark it on your computer. Click on UNC Wilmington, to arrive at the log in page. Type your UNCW email username (without @uncw.edu) in lowercase letters and for the password, type in your Seanet password.. If you experience **any login difficulties** (after trying several times), please contact the UNCW Technology Assistance center at 910- 962-4357 or [tac@uncw.edu](mailto:tac@uncw.edu) and in your message include the following information: COM 327 Organizational Communication, Instructor, Patricia Comeaux.

Your first task in Blackboard will be to make sure you ran a Browser check and disable your pop-up blocker for this site. Check to always allow pop-ups for this site. (also if you ever encounter a window that says “This application digital signature has an error. Do you want to run the application?” Click Run). There are instructions on the log in page to run a browser check and do both of those and call the help desk if you need assistance. Then you need to access the course—so try logging in NOW. There are two example student papers on Personal Mastery that will prove very helpful for your first major assignment (worth 50 points and due September 5). These papers are .PDF files and you will need Adobe Reader to read them. If you do not have an Adobe Reader you can download one for free at the following <http://adobe.com>. If you experience any technical difficulties doing so, contact the UNCW help desk: 962-4357. They are open from 8:00 a.m. to 5:00 p.m. and can address any technical problems related to your Adobe download, your UNCW email account or other computer problems associated with your course work at UNCW. There is also a feature on the course home page called **Ask Dr. C (Blackboard Link)**—*that link will give you assistance and the Dr. C. is not me!*

Once you set up your Adobe Reader (done with the help of UNCW helpdesk, if need), the other features we are using in Blackboard are fairly user friendly. In the discussions area, I have set up a topic titled, **General Questions**. If you have any questions about technical stuff, you can post them under that topic and most probably one of your classmates will respond with the know-how. On the other hand, if you figured out how to do something or have advice for us for using the discussion area, feel free to post it there. You may also use that topic area for questions about the assignments or concepts in the text. In that way, when I answer your question it may serve to clarify issues for others. However, you must alert me (via email) that you have a question for me. I check email several times daily (even on weekends) and **email is the quickest most efficient way to communicate with me outside our classroom.**

**NOTE: I am not a technical whiz (not even close)** but I am not afraid to ask for help. Make sure you go to the right sources indicated above for the technical help you need. Notice that my name is not listed for any of those sources. I like the advantages the online environment provides for us—I teach a fully online course once a year called **Communication in Groups and Virtual Communities**. Check it out this spring and experience all the wonderful advantages for yourself.

NOTE from Blackboard: Internet Explorer 7 is not recommended for use in Blackboard. See the Browser Tune Up Page for more information about supported browsers.  
<http://www.webct.com/tuneup>

---